



**ACIP**

Plainview School

DeKalb County Board of Education

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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?**

Plainview High School is a public school for grades Pre-K through twelve located in Rainsville, Alabama. It is the only public school in Rainsville. It is one of seven PK-12 unit schools in the DeKalb County school system which also has six other schools with fewer grades per school. (Thirteen schools in the DeKalb County School system.)

Plainview's present enrollment is approximately 1250, with elementary grades making up 650 of the number. The percentage of student enrollment by ethnicity is 74% White and 25% American Indian and Hispanic combined. These percentages remain relatively constant from year to year. Of the total population, 59% receive free and reduced-price meals in the CNP program. About 55% of students ride eleven buses to school.

There are no feeder schools to Plainview. The school is located in the urban city of Rainsville which has a population of 5,500. The city has three manufacturing facilities and several other business enterprises. Two public utility cooperatives are also located in Rainsville. There are seven franchise fast-food restaurants, five family-owned restaurants, four gas stations, two major grocery stores, three banks, more than 20 churches, a public library, a bowling alley, a skating rink, batting cages, a nine-hole golf course, a city park with pool, two large public venue arenas, and a sports complex all within the city limits. In addition, there are other small businesses such as pharmacies, gift, and clothing stores in the city.

Rainsville is located atop Sand Mountain and is centrally located in DeKalb County. Northeast Alabama Community College is within ten miles of Plainview School. The DeKalb County Vocational Technical School is two miles from Plainview School. The DeKalb County Schools Coliseum is next door to the school and serves as the home court for the varsity basketball teams at Plainview.

Plainview High School has three principals, two full- and one part-time guidance counselors, two library media specialists, and one itinerant EL teacher. There are 34 high school teachers and 46 elementary teachers. Of these, five and 1/2 serve special needs students. There is an itinerant Indian education teacher from the system and a gifted program for the students in the system. Plainview has one instructional coach serving grades 3-8 and one full-time reading intervention teacher who works with K-3 students. Support personnel include 3.5 custodians, eleven bus drivers, nine CNP workers, three classroom aides, one P.E. aide, one interpreter for the hearing impaired, a school store manager, a bookkeeper, and two secretaries. The campus also has a full-time nurse and school resource officer each day, plus an SRO from the city who visits the campus daily.

Last year, the newest facility of a girls' weight room was added. The school also expanded its technology tools to include Google classroom (G-Suite), 1000 chrome books, new fiber optics, updated IDF switches, campus-wide WI-FI, domain security system for all devices, and individual log-ins for every user last year. The school also acquired additional iPad carts with devices. To begin 2018-2019, all 7-12 core teachers had a chrome book cart of at least 30 devices in each classroom. SPED classrooms all received new technology devices including a desktop, MAC book computer, digital projector, five iPads, and a printer.

Plainview School offers the following to its students in an effort to provide them with educational and social opportunities: virtual school, distance learning, dual enrollment, response to instruction intervention (RtI), credit recovery, English Learner (EL) classes, special needs  
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instruction and resources, career prep instruction, vocational classes, career technical programs, college-prep classes, drama and theatre productions, marching and concert band, Beta Club, Mu Alpha Theta, various sports, and a variety of extracurricular organizations and clubs.

In 2018-2019, a seven period scheduled day was implemented in grades 7-12, with each period being 53 minutes long. Teachers in grades 7-12 have a daily 53-minute planning time during the day and facilitate the integration of technical courses into instructional hours.

Elementary grades 2-6 use a departmentalized schedule with one teacher per grade level having four classes of a core subject. Elementary classroom teachers are provided a plan time while students attend physical education classes.

## 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.**

### MISSION

The mission of Plainview School is to cooperatively involve all stakeholders in efforts to provide a safe, positive, state-of-the-art, learning environment for students, which will empower the students to become college and career-ready citizens.

### CORE BELIEFS

- Student learning is the chief priority for the school.
- Students learn best when they have appropriate opportunities for success.
- A safe and comfortable environment promotes student learning.
- Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
- Exceptional students (e.g., special needs, limited English proficiency, talented, and gifted) require special services, resources, and accommodations.
- Curriculum and instructional practices driven by assessment data will best meet the needs of learners.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- Students need to demonstrate their understanding of essential knowledge and skills and be actively involved in solving problems and producing quality work.
- The school must commit to continuous improvement for success in enabling students to become confident, self-directed, lifelong learners.

### MOTTO

Plainview School - A Tradition of Excellence

### VISION

The vision of Plainview School is to be a school which wholly promotes learning and consistently challenges all of its students to aim for their highest potential.

## 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.**

Plainview School reached 100% recovery in infrastructure, personnel, and campus facilities after being hit with an F-5 tornado in 2011. Enrollment has reached pre-tornado numbers and more faculty members have been added. Construction on campus has ceased, and attention has turned to making the campus more secure with fencing, more cameras, visitor check-in through Raptor, and more secure locks on outside doors. In 2018-2019, the Pre-K unit was moved off campus into a newly renovated facility and a second unit was added.

In the past year, the system increased bandwidth across the campus, added wireless connectivity, and updated switches for wired and wireless. All regular K-12 classrooms have ceiling-mounted LCD projectors and a Windows 7 or 10 computer. There are more than 30 document cameras in use in classrooms. There is a business education computer lab, an elementary lab, two projects labs for all grades to schedule as needed, the ACCESS lab for distance learning classes, and a cart of Windows 10 laptops for checkout when needed. There are hundreds of chrome books, plus Fire tablets, iPads, and computers in libraries for students when needed. Every classroom received a new desktop computer in 2015-16. Each special education teacher received five iPads, a MacBook Air, a multimedia projector, an Apple TV, and other technology items last year. New desktop computers were made available to every administrative office last year.

Plainview's graduation rate has been gradually improving and reached 96% in 2016. A career coach works with students in grades 8-12 periodically to help them transition from high school to college and careers. The coach introduces students to the Kuder interest inventory and works with them in investigating careers and planning for college. This is in addition to the career tech prep classes taught by the business education teacher.

Student attendance has improved from 93% in 2015-2016 to 95% in 2016-2017. In a span of three years, truancy rates have decreased as well. In 2014-2015 truancy rates were 66.3%. In 2015-2016 truancy rates were 51.4%. In 2016-2017 truancy rates were 42%.

The faculty uses strategic teaching strategies in all subjects and grade levels. Both summative and formative assessment data are used to guide instruction at all levels. A problem-solving team meets regularly to provide direction in helping those students who are not on track. Communication with stakeholders is on-going through the school's automated phone messaging service, a school Facebook page, campus email announcements, and an up-to-date school webpage. The school system maintains a webpage with policies, procedures, applications, etc., readily available online for staff, parents, and students. Some teachers also use classroom web pages or social media applications such as Remind.com. There are booster clubs and opportunities for parents to attend meetings and schedule teacher conferences as needed. The campus has a modern, technology-based security system in place with 40 cameras which can be monitored in two school offices, and fencing around the campus is to be installed this year. More PA speakers are to be placed in outside areas. There is a full-time school resource officer and a school nurse on site. One of the special services teachers is a certified speech therapist. There is an in-school suspension teacher serving grades 4-12. Outside agencies provide occupational therapy services and child advocacy counseling on campus on a regular schedule for those in need.

Plainview's athletic department has excelled in all areas--football, volleyball, baseball, boys' basketball, and softball--over the last three years as they reached state-level play-offs and honors, including Alabama State 3A Basketball Championship for boys in 2018. The marching band and concert bands have also received awards in their competitions and the drama group is recognized state-wide for its accomplishments. Career-tech students have also received local, state, and national recognition for excellence in the career and technical fields. Additionally, nearly one-million dollars in scholarship monies were awarded to students during the 2016-2017 school year.

In the coming three years, overall emphasis at Plainview School will be on improving test scores at all grade levels. To reach the overall goal, efforts will focus on improving attendance, incorporating technology through G-Suite for instruction, and challenging students to reach higher and achieve more. High school faculty members will be looking to improve ACT test scores by teaching ACT prep classes to all students in grade eleven. ACT Prep teachers will administer three practice tests throughout the semester to provide them with disaggregated data . All teachers in high school grades will work toward using more teaching strategies in their classrooms which correlate with ACT testing strategies. ACT Prep classes will continue for students in grade eleven. Additionally, all teachers have been trained to provide high levels of instruction in the College and Career Readiness Standards with additional trainings taking place throughout the school year.

School Improvement funds were used to purchase new chrome books, new computer switches, and iPads. Other technology components will be provided as funds permit and as teachers make requests. Training workshops will be conducted by an outside consultant throughout the year to help teachers use technology and various applications more effectively in the classroom as teaching tools. Teachers participated in training to cultivate student learning through the use of Literacy Design Collaborative (LDC) and Southern Regional Educational Board (SREB). Professional development will continue to help teachers better use data gained from regular assessments. Science, STEM, and writing will receive more instructional attention in the curriculum. Grades 2-6 have been departmentalized to provide elementary teachers with more opportunities to work in these areas. High school classes and science teachers are being asked to work more with the CCRS in science and technology. AMSTI model lessons continue to be provided to elementary and high school teachers to illustrate effective teaching strategies and techniques to enhance student learning. Special education classrooms have received additional Windows 7+ computers for their classrooms and all have been made aware of gaps in reading and math scores with students on their caseloads. SPE teachers have created classes within the Global Scholar program and Moby Max that are unique to their individual caseloads. This helps the teacher better diagnose standard deficiencies of those SPE students. Also, SPE teachers in higher grades have been instructed to focus on ACT standards during pull-out sessions with students. Regular classroom teachers will work to provide more support for the special needs students in their classrooms.

## Additional Information

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

As with any institution supported by public funding in times of a struggling economy, Plainview School faces the challenges of needing additional monies to accomplish ideal goals and to maintain equipment now in place. However, the administration and staff at Plainview are confident that primary goals will be successfully met despite the challenges as the stakeholders work together.

# Improvement Plan Stakeholder Involvement

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

At the beginning of the school year, a team of school stakeholders meets to write the School's Continuous Improvement Plan (CIP). They review the school's mission statement and revise it as needed to align with the school's overall goals and beliefs. Discussion groups within the school's Professional Learning Communities (PLC's) take place and surveys may be conducted to garner input from all levels. At least once during the year, a Title I parent survey and a Technology Transform 2020 staff survey are completed to gain stakeholder input for those programs. School administrators meet periodically with Central Office personnel at principal meetings, board meetings, professional training workshops, and small groups to discuss state and federal guidelines and expectations. Throughout the year, the school holds parent nights, open house, and other orientations to meet with stakeholders and discuss school goals, beliefs, policies, and procedures. Teachers representative of grade levels and subject areas are chosen to serve on various school-wide committees, such as budget, library, technology, improvement, etc., along with student, parent, and community representatives. The committee members are informed in writing of their selection and duties by a committee chair. Meetings are planned for varied times to accommodate schedules of the team members, often meeting during the school day at planning times, or before or after classes begin, or even in sub-groups. Meetings may be both formal and informal, and are planned as needs and deadlines dictate. To incorporate district input, the committee chair of the CIP team meets periodically with district supervisors and program directors. Documents providing school and test data are consulted as are stakeholder survey results. Committee members are given opportunities to examine all data. An examination of data trends provides direction to the allocation of resources and implementation of programs and policies in the school CIP. Other school teams work with the school CIP in formulating their plans for action throughout the year. Overall policies and procedures for the effective operation of Plainview School are established through the DeKalb County Board of Education. Parents and teachers are encouraged to contact board members with concerns about board policy at any time. Stakeholders are welcomed to share concerns at the school level, beginning with the classroom teacher and following the proper chain of command from there to the administrators.

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

ACIP Committee 2018-2019

Tony Richards, Principal

Marilyn Bryant, Assistant Principal

Chris Clark, Assistant Principal

Kyle Coots, Elementary Teacher

Melissa Coker, Counselor

Judy Ayers, Media Specialist/Technology Coordinator

Diane Church, Instructional Coach

Eddie Adkins, Elementary teacher

Rod Hall, AgriScience

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Cindy Black, High School Teacher

LaKala Willingham, High Teacher

Sonya Smith, parent

Heidi Brooks, parent

Wyatt Hall, student

Avery Price, student

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

Stakeholders are kept abreast of improvement plans in various ways. The school's Technology Plan and CIP are available on Plainview School's website ([www.dekalbk12.org/plainview](http://www.dekalbk12.org/plainview)). Other plans and policies are available on the DeKalb County Schools website ([www.dekalbk12.org](http://www.dekalbk12.org)). Parents have daily access to student progress through the Chalkable (formerly iNOW) parent portal. Progress reports are sent home with students at the end of each 4.5 weeks, with report cards going out every nine weeks. Parents are invited to attend parent meetings and to set up teacher conferences as needed. School board meetings are open to the public and are held each month. Local media reports provide information from the meetings through newspapers to the public. As progress is made and updates are warranted for various plans during the year, those changes may be communicated via the school website, social media, mass email announcements to school staff, or with printed notices sent home with students.

# 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	The leadership team analyzed student data on August 27th.	ACT ethnicity 16-17 ACT gender 15-16 ACT gender 17-18 ACT ethnicity 15-16 ACT gender 16-17 ACT ethnicity 17-18 Beginning of year School data Demographic Data 2018

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

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

One area of notable achievement is the percent of students who reached Silver or above on the WorkKeys Assessment. Applied Mathematics is 83%. Graphic Literacy is 78%. Work Place Documents is 77%. From student surveys 82% of elementary students feel that teachers are honest; 100% feel that teachers are fun; 84% feel that teachers are caring; and 71% think that teachers are active. Through High School student surveys we learned that 83% feel that adults at the school are helpful.

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

This is 2016-2017 data for WorkKeys demonstrates that 69% of students scored Silver or above. In the 2017-2018 school year, WorkKeys data revealed 79% scoring Silver or above.

### Which area(s) indicate the overall highest performance?

WorkKeys Applied Mathematics shows the highest performance, indicating that 83% of students scored Silver or above.

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

2017-2018 was the first year that Scantron Performance Series tests were used for the end-of-year benchmark assessments. No sub-group data was provided.

### Between which subgroups is the achievement gap closing?

According to 2016-17 ACT data, math scores among subgroups all, white and Hispanic are within 2/5 of a point of each other. Reading scores among these same subgroups indicate an even smaller gap at 1/5 of a point. According to 2017-18 ACT data, scores among both subgroups in Math and reading were within 2 points of each other.

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

Comparison not possible at this time. Scantron testing goes through the 8th grade. ACT and WorkKeys data refers to 11th and 12th grades.

## Areas in Need of Improvement

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

Alabama Benchmark Scores from Scantron Reading 2017-2018 show that only 38% of 7th graders are scoring at or above grade level. This data also indicates that only 33% of 7th grade students are scoring at or above grade level in Math,

Pre-ACT data for the 2017-2018 school year revealed that only 29% of students were on target to be college ready in Mathematics; 24% in Science; and 12% in Science, Technology, Engineering, and Mathematics.

National ACT data revealed that only 14% of Mathematics students reached the benchmark; 16% of Science students; and 5% of students in Science, Technology, Engineering, and Mathematics.

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

The National ACT data revealed a digression from 25% in 2015-16 to only 20% in 2016-17. Further analysis showed more decline in 2017-18 to 14%.

The National ACT data also revealed a gradual decline from 22% to 16% from the school years 2015-2018 in Science.

### Which area(s) indicate the overall lowest performance?

National ACT data showed Mathematics as the lowest performing subject, at 14%.

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

According to ACT data, for the past three years 2016-2018, males have consistently declined in all 4 benchmark areas each year.

### Between which subgroups is the achievement gap becoming greater?

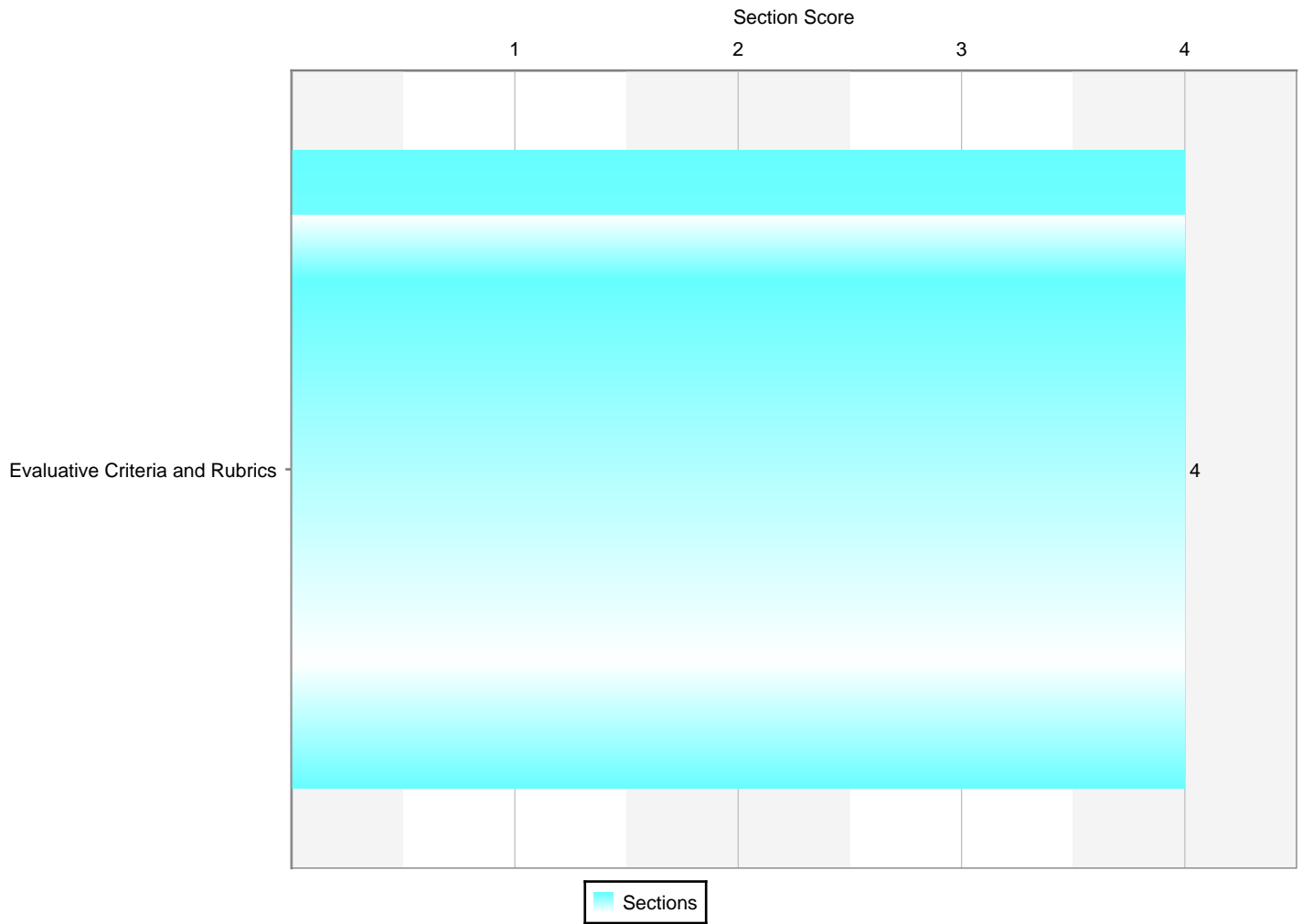
Subgroup gaps remain consistent. There are no gaps that are continually increasing.

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

Pre-ACT data from the 2017-2018 school year were found to be consistent with the National ACT data of the same year.

## Report Summary

### Scores By Section





# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		CIP Team 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		

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	Tony Richards Principal 75 Chavies Road Rainsville, AL 35986 256.638.3510	

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 Plan 2018-19

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		Compact 18-19

# **Plan for ACIP 2018-19**

## **Overview**

### **Plan Name**

Plan for ACIP 2018-19

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Plainview students will consistently demonstrate higher-order thinking skills when reading and writing.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$64000
2	Plainview students will consistently demonstrate higher-order thinking skills when applying mathematical concepts.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$32000
3	Plainview students will be assigned an adult advisor.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

## Goal 1: Plainview students will consistently demonstrate higher-order thinking skills when reading and writing.

### Measurable Objective 1:

75% of All Students will achieve college and career readiness by practicing higher-order thinking in literacy in Reading by 05/24/2019 as measured by Scantron Performance Series and ACT. .

### Strategy 1:

Tier I Core Instruction - Teachers will provide instruction of Alabama's College and Career Readiness Standards with a focus on deeper thinking and reasoning, especially in writing.

Category: Develop/Implement College and Career Ready Standards

Research Cited: .

Activity - K-3 Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Specialist will provide coaching cycles for teachers in kindergarten through third grade to support phonics and comprehension instruction.	Academic Support Program, Professional Learning	08/13/2018	05/24/2019	\$0	No Funding Required	Reading Specialist

Activity - Focus on Higher-Order Thinking and Reasoning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently utilize questions and assignments that require students to reason and think more deeply than recall (examples: why, defend, how would, explain your reasoning, what are the differences, what would happen if, what causes, compare). Students will use problem-solving skills in all content areas, such as inferring in reading, analyzing in social studies, and hypothesizing in science. Special attention should be given to the types of text students are reading and analyzing, such as non-fiction, fiction, short passages, long passages, as well as any other grade-specific needs.	Academic Support Program	08/13/2018	05/24/2019	\$24000	Title I Schoolwide	Content Area Teachers

Activity - Real-World Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently connect content to real-world examples, events, and scenarios in order to engage students and build background knowledge. "Social Studies Weekly" and "Science Weekly" Scholastic resources can be used to meet this need.	Academic Support Program	08/14/2017	05/24/2018	\$5000	Title I Schoolwide	Content Area Teachers

**ACIP**

Plainview School

Activity - Student Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will increase the level of student collaboration in the classroom. Selected teachers will be trained in the Literacy Design Collaborative that teaches reading and writing skills through modules that culminate in a written product. These modules span several class periods/days and are designed to have students work deeply with content.	Academic Support Program	08/13/2018	05/24/2019	\$15000	Title I Schoolwide	LDC Trained Teachers

Activity - Timed Readings - High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers in grades 7-12 are providing students with practice on grade-level timed readings in order to increase reading stamina and prepare for the ACT.	Academic Support Program	08/14/2017	05/24/2018	\$5000	Title I Schoolwide	Content Area Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently use assessment methods, such as running records, short quizzes, teacher observations, online or digital tools, exit slips, etc. These assessment methods must be used to adjust, modify, or confirm instruction to be considered formative.	Academic Support Program	08/14/2017	05/24/2018	\$7500	Title I Schoolwide	Teachers

**Strategy 2:**

Tier II and Tier III: Intervention &amp; At-Risk Support - .

Category: Develop/Implement College and Career Ready Standards

Research Cited: .

Activity - Tier II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide Tier II instruction to students who are struggling with current content standards during the reading block or reading class.	Academic Support Program	08/14/2017	05/24/2018	\$7500	Title I Schoolwide, Title I Schoolwide	Reading Teachers

Activity - Tier III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An interventionist provides Tier III reading support for students who have been identified as at least a grade-level below in reading or are being served by the Problem-Solving Team. High school Tier III is served during the reading block by the classroom teacher.	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Interventionist

Activity - Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students are supported according to their Individual Education Plan. Teachers utilize Suggesting Learning Objectives in Scantron to support student learning.	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Special Education Teachers



Activity - Dyslexia Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified as having dyslexia characteristics will receive multi-sensory reading instruction through SPIRE.	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	SPIRE Trained Teachers

Activity - EL Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL students are supported according to the Individualized Language Plan by an on-campus EL teacher based on ACCESS scores. The plan is monitored by the L-PAC team.	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	EL Teacher

## Goal 2: Plainview students will consistently demonstrate higher-order thinking skills when applying mathematical concepts.

### Measurable Objective 1:

70% of All Students will achieve college and career readiness in math skills in Mathematics by 05/24/2019 as measured by Scantron Performance Series. .

### Strategy 1:

Tier I Core Instruction - Teachers will provide instruction of Alabama's College and Career Readiness Standards with a focus on deeper thinking and reasoning in order to meet the Standards of Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: .

Activity - Focus on Higher-Order Thinking, Reasoning, & Problem-Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently utilize questions and assignments that require students to reason and think more deeply than recall (examples: justify, why, defend, how would, explain your reasoning, what are the differences, what would happen if, what causes, compare). Students will engage in productive struggle to ensure they understand and can apply math concepts, rather than simply following procedures and formulas.	Academic Support Program	08/14/2017	05/24/2018	\$12000	Title I Schoolwide	Math Teachers

Activity - Real-World Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently connect content to real-world examples, events, and scenarios in order to engage students, build background knowledge, and enhance application of math skills.	Academic Support Program	08/13/2018	05/24/2019	\$5000	Title I Schoolwide	Math Teachers

Activity - Student Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will increase the level of student collaboration in the classroom. Math Design Collaborative teachers will be trained in Formative Assessment Lessons that build student understanding of math concepts through student discourse and student collaboration. These lessons span multiple class periods/days.	Academic Support Program	08/13/2018	05/24/2019	\$0	No Funding Required	MDC Trained Teachers
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Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently use assessment methods, such as short quizzes, teacher observations, online or digital tools, exit slips, etc. These assessment methods must be used to adjust, modify, or confirm instruction to be considered formative.	Academic Support Program	08/14/2017	05/24/2018	\$7500	Title I Schoolwide	Math Teachers

**Strategy 2:**

Tier II and III: Intervention & At-Risk Support - Students will be supported through the response to instruction model, individualized language plans, or individualized education plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Department of Education. Response to Instruction (Rtl).

Activity - Tier II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide Tier II instruction to students who are struggling with current content standards during the math block or math class.	Academic Support Program	08/14/2017	05/24/2018	\$7500	Title I Schoolwide, Title I Schoolwide	Math Teachers

Activity - Tier III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An interventionist provides Tier III reading support for students who have been identified as at least a grade-level below in reading or are being served by the Problem-Solving Team. High school Tier III is served during the math block by the classroom teacher.	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Interventionist and Math Teachers

Activity - Special Education Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students are supported according to their Individual Education Plan. Teachers utilize Suggesting Learning Objectives in Scantron to support student learning.	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Special Education Support

Activity - EL Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL students are supported according to the Individualized Language Plan by an on-campus EL teacher based on ACCESS scores. The plan is monitored by the L-PAC team.	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	EL Support

## Goal 3: Plainview students will be assigned an adult advisor.

### Measurable Objective 1:

collaborate to increase student connectedness to the school community by 10/16/2017 as measured by student participation and feedback.

### Strategy 1:

Student Advisory - Students will be assigned an adult advisor based on homeroom rosters for the 2017-2018 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: .

Activity - Assign Advisors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assignments will be made based on homeroom rosters.	Academic Support Program, Behavioral Support Program	10/16/2017	05/24/2018	\$0	No Funding Required	Administrators
Activity - Focus: Social/Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize REACH lessons and other resources to provide advisory lessons.	Academic Support Program	10/16/2017	05/24/2018	\$0	No Funding Required	Counselor
Activity - Schedule Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory sessions will be held at least four times during the school year.	Academic Support Program, Behavioral Support Program	10/16/2017	05/24/2018	\$0	No Funding Required	Administrators
Activity - Maintain Resources as Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain lesson plans or student work so that evidence can be submitted to the ALSDE by the end of the year.	Academic Support Program, Behavioral Support Program	10/16/2017	05/24/2018	\$0	No Funding Required	Advisors

## 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
Tier III	An interventionist provides Tier III reading support for students who have been identified as at least a grade-level below in reading or are being served by the Problem-Solving Team. High school Tier III is served during the math block by the classroom teacher.	Academic Support Program	08/14/2017	05/24/2018	\$0	Interventionist and Math Teachers
Student Collaboration	All teachers will increase the level of student collaboration in the classroom. Math Design Collaborative teachers will be trained in Formative Assessment Lessons that build student understanding of math concepts through student discourse and student collaboration. These lessons span multiple class periods/days.	Academic Support Program	08/13/2018	05/24/2019	\$0	MDC Trained Teachers
Schedule Sessions	Advisory sessions will be held at least four times during the school year.	Academic Support Program, Behavioral Support Program	10/16/2017	05/24/2018	\$0	Administrators
EL Support	EL students are supported according to the Individualized Language Plan by an on-campus EL teacher based on ACCESS scores. The plan is monitored by the L-PAC team.	Academic Support Program	08/14/2017	05/24/2018	\$0	EL Support
Special Education	Special education students are supported according to their Individual Education Plan. Teachers utilize Suggesting Learning Objectives in Scantron to support student learning.	Academic Support Program	08/14/2017	05/24/2018	\$0	Special Education Teachers
Focus: Social/Guidance	The school will utilize REACH lessons and other resources to provide advisory lessons.	Academic Support Program	10/16/2017	05/24/2018	\$0	Counselor
K-3 Coaching	The Reading Specialist will provide coaching cycles for teachers in kindergarten through third grade to support phonics and comprehension instruction.	Academic Support Program, Professional Learning	08/13/2018	05/24/2019	\$0	Reading Specialist

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Assign Advisors	Assignments will be made based on homeroom rosters.	Academic Support Program, Behavioral Support Program	10/16/2017	05/24/2018	\$0	Administrators
Maintain Resources as Evidence	Maintain lesson plans or student work so that evidence can be submitted to the ALSDE by the end of the year.	Academic Support Program, Behavioral Support Program	10/16/2017	05/24/2018	\$0	Advisors
Tier III	An interventionist provides Tier III reading support for students who have been identified as at least a grade-level below in reading or are being served by the Problem-Solving Team. High school Tier III is served during the reading block by the classroom teacher.	Academic Support Program	08/14/2017	05/24/2018	\$0	Interventionist
Dyslexia Support	Students who have been identified as having dyslexia characteristics will receive multi-sensory reading instruction through SPIRE.	Academic Support Program	08/14/2017	05/24/2018	\$0	SPIRE Trained Teachers
EL Support	EL students are supported according to the Individualized Language Plan by an on-campus EL teacher based on ACCESS scores. The plan is monitored by the L-PAC team.	Academic Support Program	08/14/2017	05/24/2018	\$0	EL Teacher
Special Education Support	Special education students are supported according to their Individual Education Plan. Teachers utilize Suggesting Learning Objectives in Scantron to support student learning.	Academic Support Program	08/14/2017	05/24/2018	\$0	Special Education Support
<b>Total</b>					<b>\$0</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Teachers will consistently use assessment methods, such as running records, short quizzes, teacher observations, online or digital tools, exit slips, etc. These assessment methods must be used to adjust, modify, or confirm instruction to be considered formative.	Academic Support Program	08/14/2017	05/24/2018	\$7500	Teachers
Tier II	Classroom teachers will provide Tier II instruction to students who are struggling with current content standards during the reading block or reading class.	Academic Support Program	08/14/2017	05/24/2018	\$2500	Reading Teachers
Real-World Connections	Teachers will consistently connect content to real-world examples, events, and scenarios in order to engage students, build background knowledge, and enhance application of math skills.	Academic Support Program	08/13/2018	05/24/2019	\$5000	Math Teachers

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Plainview School

Tier II	Classroom teachers will provide Tier II instruction to students who are struggling with current content standards during the reading block or reading class.	Academic Support Program	08/14/2017	05/24/2018	\$5000	Reading Teachers
Timed Readings - High School	Content area teachers in grades 7-12 are providing students with practice on grade-level timed readings in order to increase reading stamina and prepare for the ACT.	Academic Support Program	08/14/2017	05/24/2018	\$5000	Content Area Teachers
Real-World Connections	Teachers will consistently connect content to real-world examples, events, and scenarios in order to engage students and build background knowledge. "Social Studies Weekly" and "Science Weekly" Scholastic resources can be used to meet this need.	Academic Support Program	08/14/2017	05/24/2018	\$5000	Content Area Teachers
Tier II	Classroom teachers will provide Tier II instruction to students who are struggling with current content standards during the math block or math class.	Academic Support Program	08/14/2017	05/24/2018	\$2500	Math Teachers
Formative Assessment	Teachers will consistently use assessment methods, such as short quizzes, teacher observations, online or digital tools, exit slips, etc. These assessment methods must be used to adjust, modify, or confirm instruction to be considered formative.	Academic Support Program	08/14/2017	05/24/2018	\$7500	Math Teachers
Student Collaboration	All teachers will increase the level of student collaboration in the classroom. Selected teachers will be trained in the Literacy Design Collaborative that teaches reading and writing skills through modules that culminate in a written product. These modules span several class periods/days and are designed to have students work deeply with content.	Academic Support Program	08/13/2018	05/24/2019	\$15000	LDC Trained Teachers
Focus on Higher-Order Thinking and Reasoning	Teachers will consistently utilize questions and assignments that require students to reason and think more deeply than recall (examples: why, defend, how would, explain your reasoning, what are the differences, what would happen if, what causes, compare). Students will use problem-solving skills in all content areas, such as inferring in reading, analyzing in social studies, and hypothesizing in science. Special attention should be given to the types of text students are reading and analyzing, such as non-fiction, fiction, short passages, long passages, as well as any other grade-specific needs.	Academic Support Program	08/13/2018	05/24/2019	\$24000	Content Area Teachers
Tier II	Classroom teachers will provide Tier II instruction to students who are struggling with current content standards during the math block or math class.	Academic Support Program	08/14/2017	05/24/2018	\$5000	Math Teachers
Focus on Higher-Order Thinking, Reasoning, & Problem-Solving	Teachers will consistently utilize questions and assignments that require students to reason and think more deeply than recall (examples: justify, why, defend, how would, explain your reasoning, what are the differences, what would happen if, what causes, compare). Students will engage in productive struggle to ensure they understand and can apply math concepts, rather than simply following procedures and formulas.	Academic Support Program	08/14/2017	05/24/2018	\$12000	Math Teachers
<b>Total</b>					<b>\$96000</b>	

# Technology Plan 2018-2019

## Overview

### Plan Name

Technology Plan 2018-2019

### Plan Description

Goals



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology.	Objectives: 4 Strategies: 4 Activities: 5	Academic	\$2000
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$500
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$7500

## Goal 1: Engage and Empower the Learner Through Technology.

### Measurable Objective 1:

95% of Ninth grade students will complete a portfolio or performance as all students must participate in at least one online experience, "defined as a structured learning environment that uses technology consistently...-with Intranet/Internet-based tools...as the...method for instruction, research, assessment,communication." in Career & Technical by 05/01/2020 as measured by successful completion of Career Technical Prep class taught by the business education teacher..

Status	Progress Notes	Created On	Created By
Met	This practice continues with ninth graders.	September 14, 2018	Mrs. Judy A Ayers

### Strategy 1:

9-12 Advanced Computer Class - Schedule all students in grade 9-12 to take one Advanced Computer class for one year before graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: [First Choice Implementation Guide, 2009-10, Revised Jan. 23, 2009] and Alabama Technology COS.

Activity - High School Computer Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule every student before he/she reaches tenth grade to take Career Prep as a one-credit class.	Direct Instruction	05/01/2019	05/22/2020	\$0	No Funding Required	Principal, Guidance Counselor, Business Education Teacher

Status	Progress Notes	Created On	Created By
In Progress	This practice has continued each year.	September 14, 2018	Mrs. Judy A Ayers

Activity - Begin Kuder Profile	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Require each student in grade 8 to begin and continue work on a career or college profile on the online resource provided through Kuder.	Career Preparation/Orientation	08/07/2014	05/22/2020	\$0	No Funding Required	Principal, Guidance Counselor, Business Education Teacher, Career Education Coach

Status	Progress Notes	Created On	Created By
In Progress	The middle school counselor continues to work with students in eighth grade to do this.	September 14, 2018	Mrs. Judy A Ayers

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency as they show creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Writing by 05/01/2020 as measured by successful completion of assignments from their instructors..

**Strategy 1:**

Project-Based Learning Assignments - Teachers in English Language Arts and History will assign students appropriate research projects to be completed in various media types using the Google education platform and online tools throughout the year.

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

Research Cited: (NETS-S 1, CCRS Literacy Standards Plan2020 p. 14, 26, 54) and Plan 2020 CCRS and Alabama COS,

Status	Progress Notes	Created On	Created By
N/A	Movement toward this goal continues as more teachers are being encouraged to require collaborative project assignments through Google classroom.	September 14, 2018	Mrs. Judy A Ayers

Activity - Require Research Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades 11 and 12 will be given a final research project in English Language Arts class and in history class which will require a final product presented in various media formats.	Direct Instruction	08/01/2018	05/01/2019	\$0	No Funding Required	Principal, English Teachers, History Teachers
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**Measurable Objective 3:**

A 10% increase of Tenth, Eleventh and Twelfth grade students will achieve college and career readiness annually with certification as Microsoft Office Specialist, and other certifications in the vocational program in Career & Technical by 05/22/2019 as measured by completion of the MOS online credentialing process., as well as others offered through the Alabama SDE and vocational programs..

**Strategy 1:**

MOS Certification Plus Other State Certifications - The business education teacher will provide instruction and training to qualified students through online Microsoft certification provided in collaboration with the district vocational program. Other teachers in the Career and Technical programs will offer similar certification opportunities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Technology COS

Activity - Microsoft and Other State Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide the means for students seeking certification in Microsoft Office to earn the credentials in business education classes.	Career Preparation/Orientation	08/01/2017	05/22/2019	\$2000	Career and Technical Education Funds	Business Education Teacher, Guidance Counselor, District Vocational Director

**Measurable Objective 4:**

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior to increase progression toward grade-level achievement of math scores measured by Global Scholar in Mathematics by 05/29/2020 as measured by comparison of Global Scholar scores from year to year and grade level to grade level.

**Strategy 1:**

Online Mathematics Skills Tools - Teachers will be trained to implement online programs including, but not limited to, Moby Max, IXL, and Global Scholar which will support Tier II and Tier III students and which will guide teachers in matching student needs to development and attainment of skills lacking.

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

Research Cited: Plan 2020 CCRS, NETS-S 1

Activity - Teaching Training for Online Skills Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will work with teachers in interpreting data gained from student use of Moby Max and Global Scholar, further instructing teachers in ways to use the online tools to support students and help them increase individual test scores.	Direct Instruction	08/01/2018	05/29/2020	\$0	Title I Part A	Principals, Teachers, Instructional Coach

Status	Progress Notes	Created On	Created By
In Progress		September 14, 2018	Mrs. Judy A Ayers

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

**Measurable Objective 1:**

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency as teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in Mathematics by 05/01/2019 as measured by increased scores on Global Scholar performance assessments.

**Strategy 1:**

Continue Professional Learning for Teachers - Support and encourage teacher training that promotes professional growth in the use of current and transformative

technologies and digital content specifically geared to engage learners and improve student achievement, such as Google Classroom education and Moby Max intervention skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adapted from NERS, ALQTS, Plan 2020

Activity - Understanding Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train grade 3-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Academic Support Program	08/01/2017	05/29/2020	\$0	No Funding Required	Principals, Instructional Coach, Teachers

### Measurable Objective 2:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior as teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in English Language Arts by 05/01/2019 as measured by increased scores on Global Scholar performance assessments..

### Strategy 1:

Provide Professional Learning - Support and encourage Train-the-Trainer and End-User training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: (Adapted from NETS•Teachers 5a-5d; ALQTS 3–D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79)

Activity - Understanding Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train Grade 2-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Professional Learning	08/01/2017	05/01/2020	\$0	No Funding Required	Principals, Instructional Coach, Other

**Measurable Objective 3:**

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of taking more online college dual enrollment or online distance learning classes in Practical Living by 05/22/2020 as measured by transcripts showing the number of students enrolling in these classes each year.

**Strategy 1:**

Promote Online Academic Credits - Students will be encouraged by the high school counselor to earn credits through online resources such as dual college enrollment or distance learning (ACCESS) in order to have online learning experiences.

Category:

Research Cited: Local data and Alabama State Technology Plan.

Activity - Facilitator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers who will teach the distance learning classes and send them for facilitator training as needed.	Professional Learning	06/02/2014	05/22/2020	\$500	District Funding	Principal, High School Counselor

Status	Progress Notes	Created On	Created By
Completed	The teacher has remain in this position for two years and the teacher who helps was previously trained.	September 14, 2018	Mrs. Judy A Ayers
Completed	A full-time distance learning school facilitator was hired in 2016-17 and continues on the job.	October 23, 2017	Mrs. Judy A Ayers

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

**Measurable Objective 1:**

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/01/2020 as measured by school technology inventory and teacher technology surveys.

**Strategy 1:**

Financial Support - Support the District efforts to continue to support access through Alabama Supercomputer as they work to provide services at no cost to the district,

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i.e. non-E-Rate eligible services, base level Internet Services, connectivity, speed, email, webhosting, etc.

Category: Align Fiscal Resources

Research Cited: Technology inventory and teacher surveys

Activity - Update Inventory Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide the district with an annual updated technology report and communicate technology needs continually to the District.	Technology	08/04/2014	05/20/2020	\$0	No Funding Required	Principal, Technology Clerk, All Faculty Members

Activity - Communicate Needs at Local Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available resources at the school level to inform stakeholders of needs for more technology equipment and strive to find funding sources.	Community Engagement	08/04/2014	05/01/2020	\$0	No Funding Required	Principals, All Faculty

Activity - Budget-Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a financial plan to repair and/or replace technology equipment each year and as needs arise.	Policy and Process	08/04/2014	05/01/2020	\$0	No Funding Required	Principals, Faculty Committees, Other

Activity - Fund online resources at local level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available funds at the discretion of the LEA to pay fees for online instructional resources such as AR, Discovery Education, IXL Math, MobyMax and others.	Academic Support Program	08/04/2014	05/22/2020	\$7500	Title I Schoolwide	Principals, Budget Committee



**Strategy 2:**

Proactive Care of Equipment - Faculty members will be trained and encouraged to solve minor problems with technology equipment and help one another resolve issues with hardware and software as problems arise.

Category: Develop/Implement Professional Learning and Support

Research Cited: Technology work orders.

Status	Progress Notes	Created On	Created By
N/A	Computers have been placed on the domain and updates and restrictions are "pushed out" to all devices as groups. This helps greatly with testing	September 14, 2018	Mrs. Judy A Ayers

Activity - Conduct Maintenance Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Media specialists and others on campus will offer workshops and answer questions and provide instruction to faculty in solving IT problems as needs arise.	Technology	08/04/2014	05/01/2020	\$0	No Funding Required	Media Specialists, Business Education Teacher, Other

**Strategy 3:**

Equitable Use Policies - Each classroom instructor will have in place policies to ensure that every student has an opportunity to access the equipment and resources used in classroom learning. Labs and ipad carts will be scheduled to provide all classes with opportunities for use.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Log-in sheets and schedules.

Activity - Fair Use Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design schedules and publicize them to all faculty to ensure that every student in every core class will be able to use technology and available resources on a fair basis.	Policy and Process	08/04/2014	05/20/2015	\$0	No Funding Required	Media Specialists, Teachers

Status	Progress Notes	Created On	Created By
Completed	As carts of chrome books have been placed in each 7-12 core classroom, the burden of equitable use is left to each teacher.	September 14, 2018	Mrs. Judy A Ayers

Activity - Google docs calendars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Media specialists will use Google docs calendars on the school web page to work with faculty in scheduling labs and ipad carts.	Policy and Process	09/22/2014	05/22/2020	\$0	No Funding Required	Media Specialists

Status	Progress Notes	Created On	Created By
In Progress	Presently in use with the elementary librarian for several purposes. Work continues as other teachers work with calendars in Google classroom and with extracurricular activities and groups.	September 11, 2018	Mrs. Judy A Ayers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Training for Online Skills Tools	The instructional coach will work with teachers in interpreting data gained from student use of Moby Max and Global Scholar, further instructing teachers in ways to use the online tools to support students and help them increase individual test scores.	Direct Instruction	08/01/2018	05/29/2020	\$0	Principals, Teachers, Instructional Coach
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Facilitator Training	Select teachers who will teach the distance learning classes and send them for facilitator training as needed.	Professional Learning	06/02/2014	05/22/2020	\$500	Principal, High School Counselor
<b>Total</b>					\$500	

### Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mircrosoft and Other State Cetifications	Provide the means for students seeking certification in Microsoft Office to earn the credentials in business education classes.	Career Preparation/Orientation	08/01/2017	05/22/2019	\$2000	Business Education Teacher, Guidance Counselor, District Vocational Director
<b>Total</b>					\$2000	

### No Funding Required

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

Update Inventory Reports	Provide the district with an annual updated technology report and communicate technology needs continually to the District.	Technology	08/04/2014	05/20/2020	\$0	Principal, Technology Clerk, All Faculty Members
Require Research Assignments	Students in grades 11 and 12 will be given a final research project in English Language Arts class and in history class which will require a final product presented in various media formats.	Direct Instruction	08/01/2018	05/01/2019	\$0	Principal, English Teachers, History Teachers
Understanding Assessment Data	Train grade 3-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Academic Support Program	08/01/2017	05/29/2020	\$0	Principals, Instructional Coach, Teachers
Conduct Maintenance Workshops	Media specialists and others on campus will offer workshops and answer questions and provide instruction to faculty in solving IT problems as needs arise.	Technology	08/04/2014	05/01/2020	\$0	Media Specialists, Business Education Teacher, Other
Begin Kuder Profile	Require each student in grade 8 to begin and continue work on a career or college profile on the online resource provided through Kuder.	Career Preparation/Orientation	08/07/2014	05/22/2020	\$0	Principal, Guidance Counselor, Business Education Teacher, Career Education Coach
Understanding Assessment Data	Train Grade 2-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Professional Learning	08/01/2017	05/01/2020	\$0	Principals, Instructional Coach, Other
High School Computer Class	Schedule every student before he/she reaches tenth grade to take Career Prep as a one-credit class.	Direct Instruction	05/01/2019	05/22/2020	\$0	Principal, Guidance Counselor, Business Education Teacher
Communicate Needs at Local Level	Use available resources at the school level to inform stakeholders of needs for more technology equipment and strive to find funding sources.	Community Engagement	08/04/2014	05/01/2020	\$0	Principals, All Faculty
Google docs calendars	Media specialists will use Google docs calendars on the school web page to work with faculty in scheduling labs and ipad carts.	Policy and Process	09/22/2014	05/22/2020	\$0	Media Specialists
Budget-Planning	Develop and implement a financial plan to repair and/or replace technology equipment each year and as needs arise.	Policy and Process	08/04/2014	05/01/2020	\$0	Principals, Faculty Committees, Other

**ACIP**

Plainview School

Fair Use Schedules	Design schedules and publicize them to all faculty to ensure that every student in every core class will be able to use technology and available resources on a fair basis.	Policy and Process	08/04/2014	05/20/2015	\$0	Media Specialists, Teachers
<b>Total</b>					\$0	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fund online resources at local level	Use available funds at the discretion of the LEA to pay fees for online instructional resources such as AR, Discovery Education, IXL Math, MobyMax and others.	Academic Support Program	08/04/2014	05/22/2020	\$7500	Principals, Budget Committee
<b>Total</b>					\$7500	

# 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		Perception Analysis 2018



## 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?

96% of students in elementary grades report that teachers are fun. 91% of elementary students report that teachers care about them. 81% of parents feel that parent-teacher interactions are respectful and supportive. Administrators report that interactions with teachers are respectful.

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

All stakeholders report that interactions are respectful and supportive.

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

All stakeholders consistently report feelings of respect and support. This data is consistent across both cultural and inventory surveys.

## Areas in Need of Improvement

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

47% of administrators report feeling tired. 46% of high school students feel pressured or tense. Only 46% of students feel challenged. 58% of high school report never participating in counseling sessions.

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

A high percentage of students in high school report feeling tension or pressure. A high percentage also report feeling that they need more praise or encouragement from teachers. There may be a correlation between these feelings and the failure to take part in counseling services.

### What are the implications for these stakeholder perceptions?

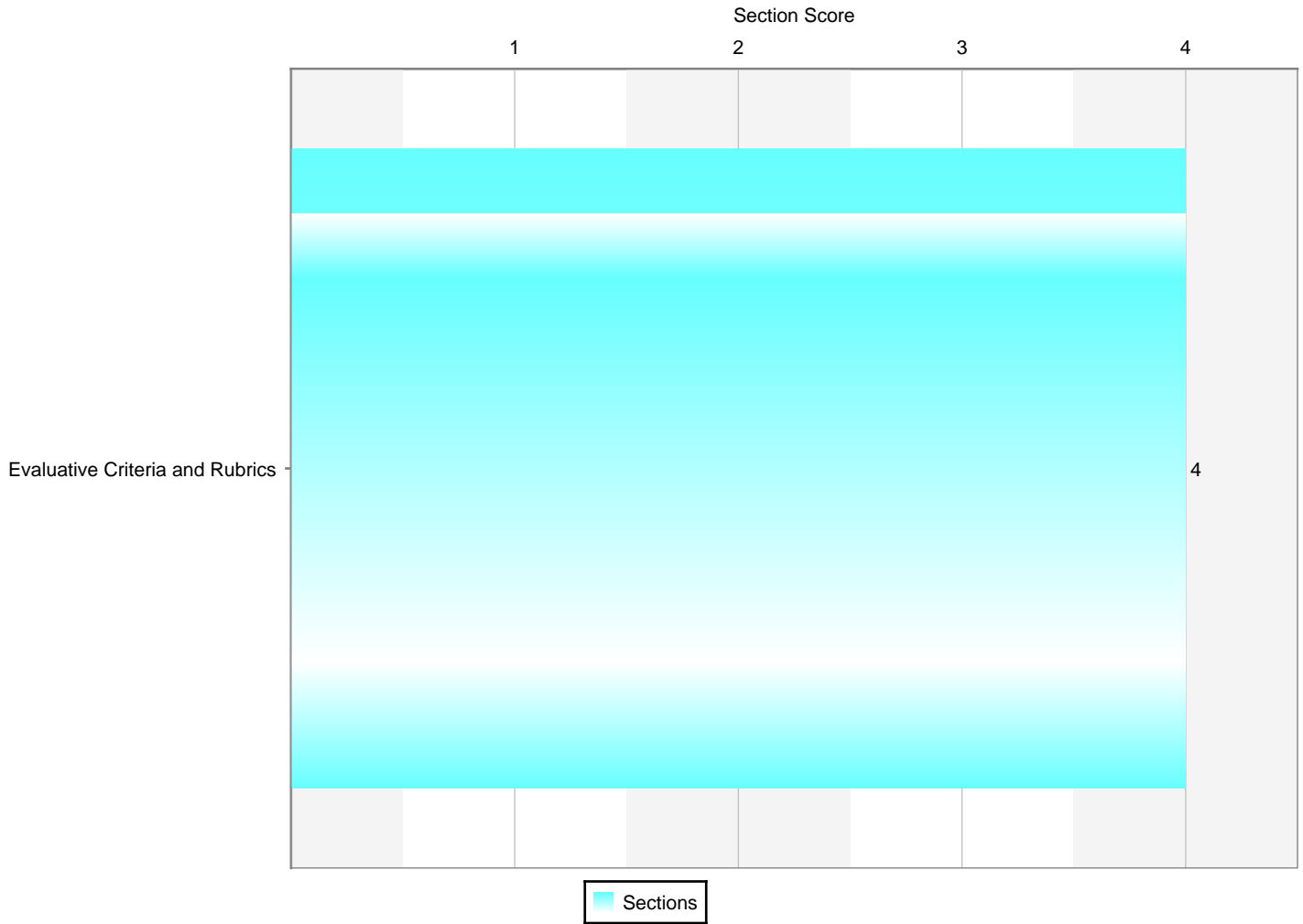
Students need more support to deal with feelings of pressure and stress. Continued support from teachers and counselors will be a beneficial part in addressing this issue.

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

Only 22% of parents report a belief that parent-teacher communications are important. This could be related to feelings of tension and pressure reported among high school students.

## Report Summary

### Scores By Section



# Title I Schoolwide Diagnostic

## **Introduction**

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

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

### How was the comprehensive needs assessment conducted?

Surveys and data were gathered by subgroups of faculty (Science department, Math department, English department, History department, 3rd-6th grades by grade level). Within these subgroups, data was disaggregated and weaknesses were established. These weaknesses were compiled into one document and shared with the Leadership Team. The Leadership Team conducted a full day meeting with the district school improvement specialist to disaggregate the data further. Our CIP goals resulted from the culmination of subgroup and Leadership team meetings.

### What were the results of the comprehensive needs assessment?

The subgroups and team identified weaknesses in the area of students using higher-order thinking skills in reading and writing and to persevere and solve problems in mathematics. The results identified a need for more focus on real-world applications and student collaboration.

### What conclusions were drawn from the results?

The conclusions were the development of goals in our continuous improvement plan to address the needs that were determined in order to increase student success.

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

As a result of analyzing perception of parents by means of the parent surveys which were conducted during the 2017-18 school year, we learned that many parents felt like there was a need for greater parent communication among stakeholders. When analyzing student achievement data, we confirmed a need for more student demonstration of high-order thinking skills in reading and math.

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

The goals are directly connected to the needs that were determined from the achievement data. There is a focus for increased parent communication in the parent engagement section of the plan.

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

Multiple data were used to determine our goals. Standardized test data, attendance reports, parent surveys, student surveys, teacher surveys, graduation rates, and discipline reports

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

Within each of our goals, we have strategies that directly focus on Tier I instruction as well as Tier II and Tier III instruction.



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

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

**Goal 1:**

Plainview students will consistently demonstrate higher-order thinking skills when reading and writing.

**Measurable Objective 1:**

75% of All Students will achieve college and career readiness by practicing higher-order thinking in literacy in Reading by 05/24/2019 as measured by Scantron Performance Series and ACT. .

**Strategy1:**

Tier I Core Instruction - Teachers will provide instruction of Alabama's College and Career Readiness Standards with a focus on deeper thinking and reasoning, especially in writing.

Category: Develop/Implement College and Career Ready Standards

Research Cited: .

Activity - K-3 Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Specialist will provide coaching cycles for teachers in kindergarten through third grade to support phonics and comprehension instruction.	Academic Support Program Professional Learning	08/13/2018	05/24/2019	\$0 - No Funding Required	Reading Specialist

Activity - Student Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will increase the level of student collaboration in the classroom. Selected teachers will be trained in the Literacy Design Collaborative that teaches reading and writing skills through modules that culminate in a written product. These modules span several class periods/days and are designed to have students work deeply with content.	Academic Support Program	08/13/2018	05/24/2019	\$15000 - Title I Schoolwide	LDC Trained Teachers

**ACIP**

Plainview School

Activity - Real-World Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently connect content to real-world examples, events, and scenarios in order to engage students and build background knowledge. "Social Studies Weekly" and "Science Weekly" Scholastic resources can be used to meet this need.	Academic Support Program	08/13/2018	05/24/2019	\$5000 - Title I Schoolwide	Content Area Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently use assessment methods, such as running records, short quizzes, teacher observations, online or digital tools, exit slips, etc. These assessment methods must be used to adjust, modify, or confirm instruction to be considered formative.	Academic Support Program	08/13/2018	05/24/2019	\$7500 - Title I Schoolwide	Teachers

Activity - Timed Readings - High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers in grades 7-12 are providing students with practice on grade-level timed readings in order to increase reading stamina and prepare for the ACT.	Academic Support Program	08/13/2018	05/24/2019	\$5000 - Title I Schoolwide	Content Area Teachers

Activity - Focus on Higher-Order Thinking and Reasoning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently utilize questions and assignments that require students to reason and think more deeply than recall (examples: why, defend, how would, explain your reasoning, what are the differences, what would happen if, what causes, compare). Students will use problem-solving skills in all content areas, such as inferring in reading, analyzing in social studies, and hypothesizing in science. Special attention should be given to the types of text students are reading and analyzing, such as non-fiction, fiction, short passages, long passages, as well as any other grade-specific needs.	Academic Support Program	08/13/2018	05/24/2019	\$24000 - Title I Schoolwide	Content Area Teachers

**Goal 2:**

Plainview students will consistently demonstrate higher-order thinking skills when applying mathematical concepts.

**Measurable Objective 1:**

70% of All Students will achieve college and career readiness in math skills in Mathematics by 05/24/2019 as measured by Scantron Performance Series. .

**Strategy1:**

Tier I Core Instruction - Teachers will provide instruction of Alabama's College and Career Readiness Standards with a focus on deeper thinking and reasoning in order to meet the Standards of Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

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Research Cited: .

Activity - Student Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will increase the level of student collaboration in the classroom. Math Design Collaborative teachers will be trained in Formative Assessment Lessons that build student understanding of math concepts through student discourse and student collaboration. These lessons span multiple class periods/days.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	MDC Trained Teachers

Activity - Real-World Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently connect content to real-world examples, events, and scenarios in order to engage students, build background knowledge, and enhance application of math skills.	Academic Support Program	08/13/2018	05/24/2019	\$5000 - Title I Schoolwide	Math Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently use assessment methods, such as short quizzes, teacher observations, online or digital tools, exit slips, etc. These assessment methods must be used to adjust, modify, or confirm instruction to be considered formative.	Academic Support Program	08/13/2018	05/24/2019	\$7500 - Title I Schoolwide	Math Teachers

Activity - Focus on Higher-Order Thinking, Reasoning, & Problem-Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently utilize questions and assignments that require students to reason and think more deeply than recall (examples: justify, why, defend, how would, explain your reasoning, what are the differences, what would happen if, what causes, compare). Students will engage in productive struggle to ensure they understand and can apply math concepts, rather than simply following procedures and formulas.	Academic Support Program	08/13/2018	05/24/2019	\$12000 - Title I Schoolwide	Math Teachers

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

**Goal 1:**

Plainview students will consistently demonstrate higher-order thinking skills when reading and writing.

**Measurable Objective 1:**

75% of All Students will achieve college and career readiness by practicing higher-order thinking in literacy in Reading by 05/24/2019 as measured by Scantron Performance Series and ACT. .

**Strategy1:**

Tier I Core Instruction - Teachers will provide instruction of Alabama's College and Career Readiness Standards with a focus on deeper thinking and reasoning, especially in writing.

Category: Develop/Implement College and Career Ready Standards

Research Cited: .

Activity - Real-World Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently connect content to real-world examples, events, and scenarios in order to engage students and build background knowledge. "Social Studies Weekly" and "Science Weekly" Scholastic resources can be used to meet this need.	Academic Support Program	08/13/2018	05/24/2019	\$5000 - Title I Schoolwide	Content Area Teachers

Activity - Student Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will increase the level of student collaboration in the classroom. Selected teachers will be trained in the Literacy Design Collaborative that teaches reading and writing skills through modules that culminate in a written product. These modules span several class periods/days and are designed to have students work deeply with content.	Academic Support Program	08/13/2018	05/24/2019	\$15000 - Title I Schoolwide	LDC Trained Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently use assessment methods, such as running records, short quizzes, teacher observations, online or digital tools, exit slips, etc. These assessment methods must be used to adjust, modify, or confirm instruction to be considered formative.	Academic Support Program	08/13/2018	05/24/2019	\$7500 - Title I Schoolwide	Teachers

Activity - Timed Readings - High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers in grades 7-12 are providing students with practice on grade-level timed readings in order to increase reading stamina and prepare for the ACT.	Academic Support Program	08/13/2018	05/24/2019	\$5000 - Title I Schoolwide	Content Area Teachers

Activity - Focus on Higher-Order Thinking and Reasoning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently utilize questions and assignments that require students to reason and think more deeply than recall (examples: why, defend, how would, explain your reasoning, what are the differences, what would happen if, what causes, compare). Students will use problem-solving skills in all content areas, such as inferring in reading, analyzing in social studies, and hypothesizing in science. Special attention should be given to the types of text students are reading and analyzing, such as non-fiction, fiction, short passages, long passages, as well as any other grade-specific needs.	Academic Support Program	08/13/2018	05/24/2019	\$24000 - Title I Schoolwide	Content Area Teachers

**Goal 2:**

Plainview students will consistently demonstrate higher-order thinking skills when applying mathematical concepts.

**Measurable Objective 1:**

70% of All Students will achieve college and career readiness in math skills in Mathematics by 05/24/2019 as measured by Scantron Performance Series. .

**Strategy1:**

Tier I Core Instruction - Teachers will provide instruction of Alabama's College and Career Readiness Standards with a focus on deeper thinking and reasoning in order to meet the Standards of Mathematical Practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: .

Activity - Student Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will increase the level of student collaboration in the classroom. Math Design Collaborative teachers will be trained in Formative Assessment Lessons that build student understanding of math concepts through student discourse and student collaboration. These lessons span multiple class periods/days.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	MDC Trained Teachers

Activity - Focus on Higher-Order Thinking, Reasoning, & Problem-Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently utilize questions and assignments that require students to reason and think more deeply than recall (examples: justify, why, defend, how would, explain your reasoning, what are the differences, what would happen if, what causes, compare). Students will engage in productive struggle to ensure they understand and can apply math concepts, rather than simply following procedures and formulas.	Academic Support Program	08/13/2018	05/24/2019	\$12000 - Title I Schoolwide	Math Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently use assessment methods, such as short quizzes, teacher observations, online or digital tools, exit slips, etc. These assessment methods must be used to adjust, modify, or confirm instruction to be considered formative.	Academic Support Program	08/13/2018	05/24/2019	\$7500 - Title I Schoolwide	Math Teachers

Activity - Real-World Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently connect content to real-world examples, events, and scenarios in order to engage students, build background knowledge, and enhance application of math skills.	Academic Support Program	08/13/2018	05/24/2019	\$5000 - Title I Schoolwide	Math Teachers

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

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

**Goal 1:**

Plainview students will consistently demonstrate higher-order thinking skills when reading and writing.

**Measurable Objective 1:**

75% of All Students will achieve college and career readiness by practicing higher-order thinking in literacy in Reading by 05/24/2019 as measured by Scantron Performance Series and ACT. .

**Strategy1:**

Tier II and Tier III: Intervention & At-Risk Support - .

Category: Develop/Implement College and Career Ready Standards

Research Cited: .

Activity - Special Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students are supported according to their Individual Education Plan. Teachers utilize Suggesting Learning Objectives in Scantron to support student learning.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	Special Education Teachers

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An interventionist provides Tier III reading support for students who have been identified as at least a grade-level below in reading or are being served by the Problem-Solving Team. High school Tier III is served during the reading block by the classroom teacher.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	Interventionist

Activity - EL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL students are supported according to the Individualized Language Plan by an on-campus EL teacher based on ACCESS scores. The plan is monitored by the L-PAC team.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	EL Teacher

Activity - Dyslexia Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been identified as having dyslexia characteristics will receive multi-sensory reading instruction through SPIRE.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	SPIRE Trained Teachers

Activity - Tier II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide Tier II instruction to students who are struggling with current content standards during the reading block or reading class.	Academic Support Program	08/13/2018	05/24/2019	\$5000 - Title I Schoolwide \$2500 - Title I Schoolwide	Reading Teachers

**Goal 2:**

Plainview students will consistently demonstrate higher-order thinking skills when applying mathematical concepts.

**Measurable Objective 1:**

70% of All Students will achieve college and career readiness in math skills in Mathematics by 05/24/2019 as measured by Scantron Performance Series. .

**Strategy1:**

**ACIP**

Plainview School

Tier II and III: Intervention & At-Risk Support - Students will be supported through the response to instruction model, individualized language plans, or individualized education plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Department of Education. Response to Instruction (Rtl).

Activity - Tier II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide Tier II instruction to students who are struggling with current content standards during the math block or math class.	Academic Support Program	08/13/2018	05/24/2019	\$2500 - Title I Schoolwide \$5000 - Title I Schoolwide	Math Teachers

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An interventionist provides Tier III reading support for students who have been identified as at least a grade-level below in reading or are being served by the Problem-Solving Team. High school Tier III is served during the math block by the classroom teacher.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	Interventionist and Math Teachers

Activity - Special Education Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students are supported according to their Individual Education Plan. Teachers utilize Suggesting Learning Objectives in Scantron to support student learning.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	Special Education Support

Activity - EL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL students are supported according to the Individualized Language Plan by an on-campus EL teacher based on ACCESS scores. The plan is monitored by the L-PAC team.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	EL Support

**Goal 3:**

Plainview students will be assigned an adult advisor.

**Measurable Objective 1:**

collaborate to increase student connectedness to the school community by 10/16/2017 as measured by student participation and feedback.

**Strategy1:**

Student Advisory - Students will be assigned an adult advisor based on homeroom rosters for the 2017-2018 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: .



**ACIP**

Plainview School

Activity - Focus: Social/Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize REACH lessons and other resources to provide advisory lessons.	Academic Support Program	10/15/2018	05/24/2019	\$0 - No Funding Required	Counselor

Activity - Assign Advisors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assignments will be made based on homeroom rosters.	Behavioral Support Program Academic Support Program	10/01/2018	05/24/2019	\$0 - No Funding Required	Administrators

Activity - Schedule Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory sessions will be held at least three times during the school year.	Academic Support Program Behavioral Support Program	10/15/2018	05/24/2019	\$0 - No Funding Required	Administrators

Activity - Maintain Resources as Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain lesson plans or student work so that evidence can be submitted to the ALSDE by the end of the year.	Behavioral Support Program Academic Support Program	10/15/2018	05/24/2019	\$0 - No Funding Required	Advisors

**English Language Proficiency Goal (Should address identified weaknesses and gaps):****Goal 1:**

Plainview students will consistently demonstrate higher-order thinking skills when reading and writing.

**Measurable Objective 1:**

75% of All Students will achieve college and career readiness by practicing higher-order thinking in literacy in Reading by 05/24/2019 as measured by Scantron Performance Series and ACT. .

**Strategy1:**

Tier II and Tier III: Intervention & At-Risk Support - .

Category: Develop/Implement College and Career Ready Standards

Research Cited: .

**ACIP**

Plainview School

Activity - EL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL students are supported according to the Individualized Language Plan by an on-campus EL teacher based on ACCESS scores. The plan is monitored by the L-PAC team.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	EL Teacher

**Goal 2:**

Plainview students will consistently demonstrate higher-order thinking skills when applying mathematical concepts.

**Measurable Objective 1:**

70% of All Students will achieve college and career readiness in math skills in Mathematics by 05/24/2019 as measured by Scantron Performance Series. .

**Strategy1:**

Tier II and III: Intervention & At-Risk Support - Students will be supported through the response to instruction model, individualized language plans, or individualized education plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Department of Education. Response to Instruction (RtI).

Activity - EL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL students are supported according to the Individualized Language Plan by an on-campus EL teacher based on ACCESS scores. The plan is monitored by the L-PAC team.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	EL Support

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

All achievement results are shared with each student by the counselor. Students are informed on how to interpret results as well as opportunities for improvement. Parents are invited to meet with counselor at any time to review assessment results. There are also scheduled parent meetings throughout the year during the school day and after school opportunities for parents to come to trainings on understanding each assessment.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We have one teacher that is currently teaching out of field. This teacher has one year to obtain a passing score on the PRAXIS for that subject area.	

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

Decisions are made based on academic needs and candidate credentials. Schedules are then made within the school based on academic needs and teachers assigned accordingly.

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

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

The turnover rate was 13% due to retirements and transfers out of the system.

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

Approximately 74% of the teaching and learning personnel have more than 10 years experience.

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

Turnover rate is low.

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

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

PLC groups regularly meet to discuss academic assessments and determine grade level or subject area training needs. Larger school groups, including at the district level, follow a similar process.

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

Workshops have been held for Google Suite, Morphology, and SREB in the past year.

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

New teachers are given support from an assigned master teacher within Plainview School as provided through district board policy. Informally, teachers within grade levels and subject areas consistently support one another as they plan and work together. Small teacher groups such as PLC's which meet regularly provide opportunities for more formal mentoring as needed.

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

Training sessions are often planned by the district level and scheduled throughout the academic year. Within the school, workshops may be requested by teacher groups and provided within the campus by lead teachers as needed. Professional development days are included in the school calendar, and provide opportunities to bring in outside consultants and guest trainers. The instructional coach conducts small group and large group training in response to needs revealed in data assessments..

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

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

**Goal 1:**

Plainview students will be assigned an adult advisor.

**Measurable Objective 1:**

collaborate to increase student connectedness to the school community by 10/16/2017 as measured by student participation and feedback.

**Strategy1:**

Student Advisory - Students will be assigned an adult advisor based on homeroom rosters for the 2017-2018 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: .

Activity - Assign Advisors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assignments will be made based on homeroom rosters.	Academic Support Program Behavioral Support Program	10/01/2018	05/24/2019	\$0 - No Funding Required	Administrators

Activity - Focus: Social/Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize REACH lessons and other resources to provide advisory lessons.	Academic Support Program	10/15/2018	05/24/2019	\$0 - No Funding Required	Counselor

Activity - Maintain Resources as Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain lesson plans or student work so that evidence can be submitted to the ALSDE by the end of the year.	Behavioral Support Program Academic Support Program	10/15/2018	05/24/2019	\$0 - No Funding Required	Advisors

**ACIP**

Plainview School

Activity - Schedule Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory sessions will be held at least three times during the school year.	Behavioral Support Program Academic Support Program	10/15/2018	05/24/2019	\$0 - No Funding Required	Administrators

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

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

An instructional coach is on campus full-time and holds monthly data meetings in grades K-8. All teachers take part in PLC groups which meet twice each grading period. The Leadership Team and other special groups assess academic needs and accomplishments annually and then follow-up as needed. The administrators meet near the end of each year with instructors to discuss successes and failures of the year and make plans for changes in the coming year.



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

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

Teachers regularly meet in grade level and cross-grade level groups to review data from the Global Scholar performance series and achievement assessments as well as to analyze test data from ACT, WorkKeys, etc. They then gather resources to address identified weaknesses. Students may be placed in appropriate levels for tiered instruction or remediation as needed.

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

Many resources are utilized to provide additional assistance to students who are struggling to master learning objectives. These resources include, but are not limited to, tier 2 or tier 3 instruction; sessions with an intervention teacher, resource teacher, or English Language teacher; re-locating to another classroom for instruction on a more appropriate level; and/or before or after school tutoring. Additionally, technology resources such as Moby Max and SPIRE are often used to address student needs.

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

Some teachers meet with students before and after school for tutoring as possible when needed. Students are also provided with websites that offer additional instruction in a vast variety of areas that can be accessed at any time or place (for ex. khanacademy.org). As teachers become more proficient in using the Google Suite, they are making their classroom lessons plus related resources available to students through Google accounts which can be accessed any time or place.

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

All teachers at Plainview School seek to be very aware of student needs and make every effort to meet these needs. This is most often done informally as teachers simply provide students with the resources needed. However, all students who are in special population groups (migrant, ELL, special education, homeless, etc) are identified at both the County and local school level. At that time, appropriate services are provided and caregivers are directed to personnel and resources to meet their needs if school personnel are not able to meet those needs locally.

The Plainview faculty includes an EL teacher, 5.5 SPED teachers, an intervention teacher, three paraprofessionals, a speech specialist instructor, and an auditory interpreter who all work with qualified students. Resource personnel from outside agencies such as an occupational therapist and a child advocacy counselor come on campus to provide services. Programs such as Backpacks for Blessings and

the McKinney-Vento Act are in place to aid needy students identified by counselors and teachers.

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

All academic resources provided at Plainview School are used by teachers and students on an equitable basis without discrimination. Elevators and ramps are in place where needed to allow all students access to educational spaces. Special seating, touch screens, large monitors, auditory mics, and similar equipment is made available as needed to accommodate student needs. Arrangements are made if needed for students to access educational resources outside of the campus. These may include classes or credits through the DeKalb Virtual Academy, dual enrollment, or distance learning, or visits from a home-bound teacher.

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

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

aa

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

aa

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

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

aa

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

aa

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

aa

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

aa

# 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.	68.58

Provide the number of classroom teachers.

76.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	4662245.0

Total

4,662,245.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	3.0

Provide the number of administrators.

3

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	208999.0

Total

208,999.00



### Assistant Principal

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

Provide the number of Assistant Principals.

2

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	256999.0

Total

256,999.00

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.5

Provide the number of Counselors.

2.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	206731.0

Total

206,731.00

## Librarian

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

Provide the number of Librarians.

2

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	156168.0

Total

156,168.00

### 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 Administrators.

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.	22824.0

Total

22,824.00

### 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.	6847.0

Total

6,847.00

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

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

Total

0.00



### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	40784.0

Total

40,784.00

### 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.	7314.0

Total

7,314.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	329280.0

**Provide a brief explanation and breakdown of expenses.**

Title I Salaries (3.42): 197,405  
Contracted Services: 10,000  
Staff Development: 36,000  
Postage: 2,000  
Classroom Supplies: 15,000  
Software: 5,000  
Other Instructional Supplies: 15,000  
Testing: 5,000  
Non-Instructional Supplies: 30,000  
Audio Visual: 10,000  
Computer Hardware: 10,000

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

**Title V**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA



### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

An open house meeting will be scheduled during October to discuss Title I information with parents. Printed school-parent compacts, home language surveys, and other forms and information sheets will be sent home by students beforehand. Paperwork signed and returned will then be collected and filed by homeroom teachers. Announcements that paperwork is being sent home are made through email, social media, and websites where copies of the forms can also be obtained. Online stakeholder surveys may be completed anonymously at home or at school during open house meetings

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

1. An evening meeting will be scheduled, but parents have the option of coming by at their convenience to receive this information. The information is available online through the county or the school website.
2. Parents are involved in the development of the CIP and are involved as members of other school-wide committees. They are encouraged to become involved in school activities through various booster clubs. They are encouraged to contact teachers and administrators one-on-one with concerns and suggestions. The school will make teacher emails easier to access and periodically check to make sure that the links to those email are not broken on the webpage.
3. Parental involvement funds are used for school messenger fees and materials which will increase communication with parents and other stakeholders.

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

The school schedules a variety of parental involvement meetings throughout each year, including IEP, ELAP, and PST meetings and parent conferences and parent-student orientations. Parents are notified of these meetings via email, text message, automated calls, letters sent home, social media, webpage alerts, and word of mouth, and are invited and encouraged to attend. Progress reports and quarterly report cards are sent home by students and dates of these are posted on the website's school calendar. A Spanish language interpreter is available to translate at meetings when needed. When appropriate, students may also serve as translators, or online translation applications may be used. In some cases, with language barriers other than Spanish, private tutors assist in parent-school communication. All teachers are available during their plan times or before or after school hours to meet with parents and discuss any concerns which they may have.

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

Each year the CIP team reviews the school-parent compact and makes changes as needed. Results from school-wide surveys, committee meetings, needs assessments, and formal and informal discussions involving all stakeholder groups are used when making changes. Throughout the year, the stakeholder groups' members work cooperatively to uphold the school-parent compact and ensure its integrity. School mission statements and beliefs are posted throughout the campus buildings and may be reviewed periodically by all. Teachers are incorporating and cultivating LDC, MDC, SREB goals and strategies to prepare students to achieve in their future careers.

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

Parents are welcome to schedule meetings with administration or faculty when they are dissatisfied or they have meaningful suggestions for addressing educational needs in the school. At times, suggestion boxes may be placed in offices for stakeholders to have input if specific concerns have been voiced. Periodic online surveys provide opportunities for stakeholders to answer open-ended questions anonymously.

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

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

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

Over the years, parents have been introduced to the Chalkable (formerly I-Now) home portal where they can monitor their student's attendance and grades. At the beginning of the year, orientation meetings for parents by grade level teachers provide an overview of achievement standards, assessments, and at-home strategies for meeting the standards. During the year, a night meeting may be scheduled for parents to attend informative sessions led by faculty members who address learning strategies, technology practices, content standards, and other concerns. School websites (whole-school, media center, teacher) guide stakeholders to helpful online connections and may contain syllabi for different classes. Curriculum maps for academic courses are online at the system webpage. Outlets such as social media and school messenger will be used to make notice of meetings and training.

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

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

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

A night meeting will be planned for training parents on how to effectively use programs their students use at school and may also be available for home use, including IXL, Accelerated Reader, Moby Max, the AVL, and Khan Academy. Throughout the year, teachers send home work packets which supplement school-day assignments for parents to complete with their children at home. If needed, teachers may also suggest private tutors or strategies which parents can use at home for students to practice skills being taught. Faculty members may also suggest online tutorials and/or webinars available for parents and students to watch at home.

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

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

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

Parents and faculty will work together and serve on school committees such as the CIP, library, and budget committees, and work together in planning school events such as fund-raisers, book fairs, field trips, the annual third grade Thanksgiving feast, and the Fall Festival during Open House. Parents and community groups also work together to provide for student needs in times of holidays, home disasters, and school registrations.

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

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

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



Guidance counselors, office staff, and other faculty members can inform parents of programs and laws such as the Children's Advocacy Center, the McKinney-Vento Act, the Free and Reduced Lunch program, the Women Infants and Children Act, and other community and faith-based resources (such as "Backpacks of Blessings") available to assist parents in providing the resources needed for them and their children to participate more fully and with fewer barriers in the children's education. Welcoming parents and grandparents to school for lunch or book fair events, and inviting guests in observance of Veteran's Day and "Read Across America" and other special programs opens the doors for parents to participate in the education of their children. Scholarship opportunities will be made known and available through the counselors website and postings.

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

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

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

The school will use an interpreter to translate materials, meetings, and programs into the parents' native language when possible. Information will be sent home by means of letters, texts, and phone calls when appropriate. It will also be posted on social media, the electronic marquee, and the school website in order to keep parents informed of school meetings and events. When appropriate, public news media will also provide such information to stakeholders.

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

The school will schedule meetings at times that are convenient for parents and will ensure that all information is provided to parents in a language that the parent can understand by using resources such as the school system's translator and other personnel who are bilingual. Parents will also be encouraged and welcomed to bring additional family members to meetings if those can assist them in better understanding the information that is presented to them. School Messenger will also be used to communicate with parents in their native language. Both the county and the school website will be kept updated with useful policies, resources, and reports to be consulted when needed. As students register at Plainview School throughout the year, students and parents will be provided with orientation facts telling them of policies and how to find and use the information they will need to find success in school, including the use of the Chalkable home portal. As always, parents with disabilities will be accommodated by the school to the best of our ability.