



ACIP

Sand Rock School

Cherokee 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?

Sand Rock School is a PreK-12 Title I school located in a rural community in northwest Cherokee County, Alabama. According to the 2010 Census, Cherokee County had a population of 25,989. The median household income is \$40,240 with a per capita income of \$20,434. Sand Rock School is the focal point of the rural town of Sand Rock, Alabama, and both community support for the school and community involvement at the school is evident. This past year, Cherokee County voters approved a permanent 1% sales tax for education, which further indicates a high level of support for education and the public school system.

The current enrollment of Sand Rock School is 822. The school is located near the convergence of three counties and approximately 25% of its students live outside of the school district. The enrollment of Sand Rock School has declined somewhat over the past three years, due in part to decreasing numbers of students enrolling in Kindergarten each year. Most of the residents of Sand Rock and Cherokee County have a family connection to the area. Although an automotive parts factory in a neighboring city is a major employer to the area, few employment opportunities exist to attract families to the area. A major component of the economy involves tourism in association with Weiss Lake, with many retirees having primary and vacation homes around the lake.

Sand Rock School's faculty and staff is made up of 49.5 certified teachers, 1 instructional coach, 1 speech specialist, 2.5 administrators, 2 counselors, 1 librarian, and 26 support personnel. Our student to teacher ratio is approximately 16:1. However, due to differing grade level populations, actually classroom sizes vary. The racial composition of the school indicates little diversity, with 86.4% of students being identified as white, 11.3% as American Indian/Alaskan Native, and 2.3% as not specified. However, these percentages are resonant of the racial composition of the community. Fifty-nine percent of our students receive free/reduced meals and 25 students received services through the McKinney-Vento Education of Homeless Children and Youth Assist Act. Our school also partners with community outreach programs to provide weekend meals for about 40 students.

Being a Pre-K-12 school presents a number of challenges, such as parental involvement, especially in grades 7-12. While attendance at evening and weekend athletic and other events is relatively high, community and parental attendance at other after school meetings and functions are considerably lower. This disparity is likely due to conflicting work schedules and the fact that many of our students' families do not have reliable transportation. However, the school uses a variety of resources to keep parent and community stakeholders informed, such as our school website, SchoolCast, newsletters, and local public media outlets. A

Another challenge for Sand Rock School is the day to day operations involved with having three separate academic buildings (Pre-K-2, 3-6, & 7-12) spread across a rather large campus. Detailed schedules are required to coordinate library visits, lunch times, and physical education schedules for each grade in order to share facilities on campus during the school day. The school staff does work collaboratively with the custodians, school leaders, and each other to make each building function as a unit. For instance, the main library is located in the high school building, which somewhat limits daily access for our youngest readers in K-2. Therefore, the librarian created a "library annex" in an unused classroom in the K-2 building. The community supported a book drive to help with stocking this annex. Now, students have more access to books.

School's Purpose

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

The mission statement of the Cherokee County School District is as follows: The Cherokee County School System strives to provide all students with multiple quality educational opportunities designed to prepare them for success in an ever-changing society. In support of the District mission, Sand Rock School's mission statement is to create life-long learners who possess the skills, confidence, and knowledge to meet the challenges of school and life from Kindergarten through college and beyond. Both of these statements reflect the attitude of the students, staff, and community stakeholders at Sand Rock School.

Students at Sand Rock School are provided a rigorous academic curriculum supporting various diploma options that will prepare them for further education and skills for employment in the workforce. Not only do many of our student take advantage of the many technical career programs offered in conjunction with the Cherokee County Career and Technology Office (CCCTC), but we have many students who complete Dual Enrollment courses in math and English through Gadsden State Community College (GSCC) as well as a dual enrollment forensics course through Jacksonville State University (JSU). Other students work independently to earn college credits through online courses through the University of Alabama, as well. Our school counselors work diligently to connect students with college representatives and industry leaders.

Sand Rock School understands that not every students learns in the same way or at the same pace. There we offer many instructional resources that support individual needs. Students receive individualized instruction in both math and reading through our Response to Instruction program in order to bridge gaps in learning so they can be successful both in school and beyond. Individual teachers lead small-group tutoring sessions both before and after school. The school offers a variety of online supportive instructional resources, such as ixl.com for individual practice, online textbooks for instructional videos and practice, and Stride Academy. Our special education department works with students to build positive transition skills for independent living. They also team up with the staff at the CCCTC so students can earn "Certificates of Completion" in a technical field as well as earn "credentials" in areas such as welding, child care, cosmetology, and safe-serve. Our school staff also works with Alabama Vocational Rehab to help our students receive valuable job experience and support in post-secondary education.

In unison with academic expectations, Sand Rock School fosters a positive school climate that supports the social, emotional, and character development of our students. Teachers advise groups such as SGA, FCA, FCCLA, BETA that perform many community service projects and provide leadership and team-building activities. Academic classes tie the curriculum to current events and the community to foster citizenship, such as Renew Our Rivers. All students participate in programs aimed at educating students in social issues, such as Digital Citizenship, anti-bullying, and cultural diversity. Students attend leadership conferences, SADD programs, and meet with special guest speakers on topics such a responsible social networking. School staff models appropriate behaviors and volunteers to mentor at-risk students.

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.

Over the past three years, Sand Rock School has experienced many notable achievements. Representing our school at both state and national competitions and conventions, our students consistently receive commendations and awards. Both our Junior and Senior BETA organizations annually participate in the state convention and often earn either individual or group awards at the state level and go on to compete at the national level. McKenzie B, a seventh grade student, won in the artistic division at this year's National Junior BETA convention in New Orleans. Sand Rock students also compete at the Skills USA competition through the CCCTC, with many individual honors. Our special education students participate in a locally sponsored Job Ready event and several students received awards as well as scholarships based on their interview skills. The Sand Rock Scholar's Bowl team frequently wins their pool and advance to semi-finals or beyond, which is note-worthy because they are competing against many large, top-performing schools.

Therefore, it is not surprising that many of our students continue to excel beyond high school. Each year, many of our graduating seniors receive valuable tuition scholarships to both community and 4-year universities. Furthermore, a number of our student athletes have advanced to compete at the next level in cheer, baseball, basketball, volleyball, and track.

Additional Information

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

Sand Rock School, because of its location in a rural area, is the focal point of the Sand Rock community. The school is heavily supported by the community in both academic and athletic endeavors. Parent involvement is by far greater in grades Pre-K-6, but all students benefit from the community support of the school. The Sand Rock Town Hall is located across the street from the school, and is reserved exclusively for school use during the school day. The Sand Rock Town Council, Cherokee County Commission, and Sand Rock PTSO support the school by providing financial assistance for school projects, clubs, and student organizations throughout the year.

A program that has been a tremendous asset to the school and district is the Energy Savings Program. A partnership with Cenergistic has helped the school to save money through conservation of energy by taking steps to reduce electricity use. The money that the school system has saved is now being put back into the local schools to be used to support programs and address needs that the school would not normally be able to handle. For the 2016-2017 school year, Sand Rock School received over \$40,000 that can be used for improvements.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Cherokee County School District has developed a District Advisory Council, comprised of stakeholders from each school to provide input in regards to district policies, planning, and communication. Additionally, each school has developed a School Advisory Council consisting of teachers, support personnel, students, parents, and community stakeholders to discuss school policies and provide a communication link between the school and the community. Members of the district and school advisory councils are selected by a vote of the parents. Once the members are selected, an initial meeting is held to inform the council members of their roles. Meetings are scheduled based on input from the council members to ensure as many of the members are available to attend the meetings.

Sand Rock School also hosts Title I parent meetings and has a Title I parent committee in place to identify ways of improving the school and increasing parent involvement through the use of Title I funds. Surveys developed by the Title I program are used to identify stakeholder opinions concerning the Parent Involvement Plan and topics for Parent Workshops. AdvancEd surveys also provide parents with the opportunity to identify perceptions about the management of the school. The results of these surveys are used to identify areas in need of improvement and for creating goals listed in the improvement plan.

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

Stakeholder groups participating in the school improvement process include teachers, support personnel, parents, students, community representatives, and school administration. Each of these groups participated in the development of the improvement plan by completing surveys and attending advisory council and Title I meetings. Teachers and school administration also analyzed student assessment and survey data during data meetings in order to gain information for identifying academic areas in need of improvement.

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

School improvement planning information was communicated to the stakeholder groups and the community through school advisory council meetings, PTSO meetings, Title I parent meetings, the school website, and printed documentation available at the school office. Stakeholders receive information concerning the school improvement plan near the beginning of the school year once the improvement plan has been finalized.

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	<p>The following Outcome Data was used: STAR Reading, STAR Math, ACT Aspire, and ACT Plus Writing</p> <p>The following School Quality Data was used: Student Attendance, Student Discipline, Teacher Attendance, Faculty Needs Assessment, Graduation Rate, and College and Career Readiness Indicators</p>	SRS Data Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

- The graduation rate has increased or stayed the same for the past four years. For the 2014-15 school year the graduation rate was 91%.
- More than 50% of Sand Rock School juniors met the benchmark in composite score on the ACT Plus Writing assessment during the 2015-16 school year.

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

- The average number of discipline referrals per month decreased from the 2014-15 school year to the 2015-16 school year by 10.6%.
- Student Attendance has remained above 94% for the past three years.
- The percentage of Sand Rock School seniors who obtained at least one of the College and Career Readiness Indicators upon graduation increased by 10% between the 2014-15 and 2015-16 school years.

Which area(s) indicate the overall highest performance?

- 6th grade students' Math and Reading scores on the ACT Aspire are higher than other grades.

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

STAR Math scores for grades 1 - 11 showed a 2% decrease in the number of non-proficient scores during the 2015-2016 school year. Additionally, the percentage of students scoring in the Ready range in Math on the ACT Aspire has generated a positive increase over the past three school years.

Between which subgroups is the achievement gap closing?

The RTI program continues to assist in closing the achievement gaps between paid/free/reduced lunch status and regular/special education students. Targeted Tier II and Tier III intervention is being utilized to provide additional math and reading instruction for students struggling in either subject. Without this additional instructional assistance, gaps in achievement would increase as students would fall further behind.

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

The increase in graduation rate corresponds with an increase in the percentage of students who are College and Career Ready upon graduation.

Areas in Need of Improvement

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

- The STAR Math scores for the current (2016-17) 5th grade students of Sand Rock School have decreased each year for the past three years.
- The STAR Reading scores for the current (2016-17) 7th, 8th, and 9th grade students of Sand Rock School have decreased each year for the past three years.
- 6th grade Math and Reading scores on the ACT Aspire are consistently higher than other grades, but the scores decrease the following year.
- More than 50% of 10th grade students at Sand Rock School scored as non-proficient in all subtests of ACT Aspire.
- Less than 10% of Sand Rock School juniors met the benchmark in all four sections of the ACT Plus Writing assessment for the past two years.

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

The STAR Math scores for the current (2016-17) 5th grade students of Sand Rock School have decreased each year for the past three years.

The STAR Reading scores for the current (2016-17) 7th, 8th, and 9th grade students of Sand Rock School have decreased each year for the past three years.

Which area(s) indicate the overall lowest performance?

- More than 50% of 10th grade students at Sand Rock School scored as non-proficient in all subtests of ACT Aspire.
- 25% of 10th grade students scored in the proficient range in Reading on the ACT Aspire.
- 11% of 10th grade students scored in the proficient range in Math on the ACT Aspire.

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

More students tend to score in the non-proficient range on assessments after the 6th grade.

Between which subgroups is the achievement gap becoming greater?

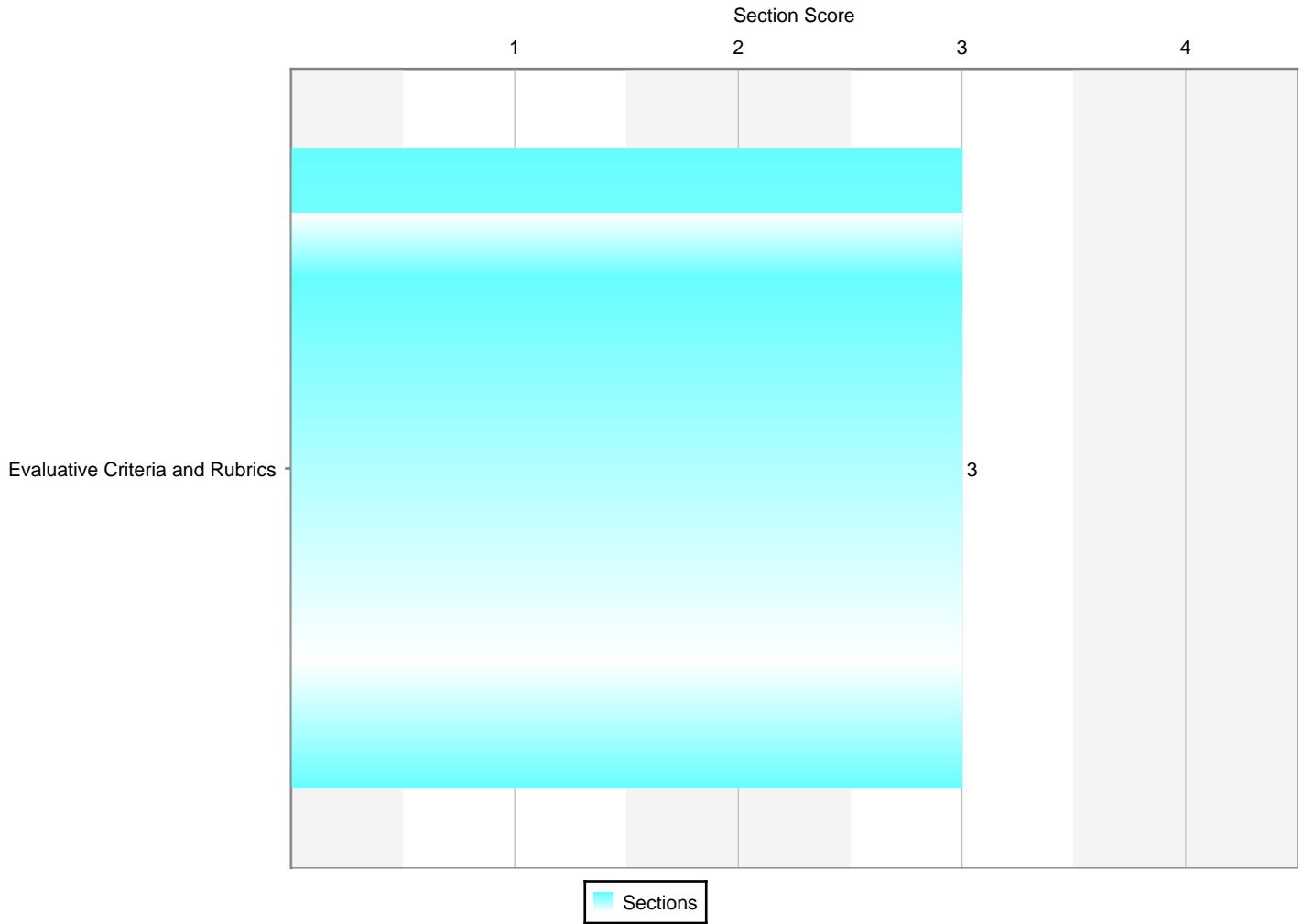
High school students (7-12) consistently perform at lower levels than elementary students (3 - 6) on assessments. An analysis of test scores for each group of students (by grade) shows that scores tend to decrease once students enter high school.

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

The percentage of students not meeting benchmarks in each subtest of the ACT Plus Writing assessment is consistent with the decrease in student performance on assessments once they enter high school.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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	Mr. Randy Smith, Federal Programs Supervisor (256) 927-2770 Mrs. Tara Blanchard, Special Education Coordinator (256) 927-8049	BOE Anti-Discrimination Policy

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	Mr. Randy Smith, Federal Programs Supervisor (256) 927-2770 Mrs. Tara Blanchard, Special Education Coordinator (256) 927-8049	BOE Anti-Discrimination Policy

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Mr. Andy Jones, Assistant Principal & Title I School Contact (256) 523-3874 Mr. Ben East, Sand Rock School Principal (256) 523-4050	Parent Involvement Plan

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Mr. Andy Jones, Assistant Principal & Title I School Contact (256) 523-3874 Mr. Ben East, Sand Rock School Principal (256) 523-4050	School Parent Compact

Goals & Plans 2016-2017

Overview

Plan Name

Goals & Plans 2016-2017

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	Sand Rock School will provide a Pre-K program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$105500
2	Improve the Academic Achievement of Sand Rock School Students.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$155741
3	Promote stakeholder involvement in Sand Rock School	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$4259
4	Increase student use of digital tools and technology to communicate and work collaboratively for learning.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$6707
5	Provide Professional Support to Classroom Teachers	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10640
6	Improve safety and functionality of the existing infrastructure of Sand Rock School	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$26330

Goal 1: Sand Rock School will provide a Pre-K program.

Measurable Objective 1:

increase student growth and school readiness by 05/26/2017 as measured by kindergarten standards and skills.

Strategy 1:

Pre-K Program - Sand Rock School will provide a Pre-K program for four year old children to provide them with an educational foundation and the skills and behaviors necessary to be successful in grades K-12.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Gormley Jr., W.T., Gayer, T., Phillips, D., Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology* (41) 6, 872 - 884.

Activity - Implement Pre-K program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sand Rock School will use State OSR and Title I funds to support the acquisition of a Pre-K teacher, Pre-K auxillary teacher, and instructional resources necessary for a Pre-K classroom.	Academic Support Program	08/10/2016	05/26/2017	\$105500	State Funds, Title I Schoolwide	Federal Programs Director, Principal, Title I Coordinator, Pre-K teacher and auxiliary teacher

Goal 2: Improve the Academic Achievement of Sand Rock School Students.

Measurable Objective 1:

increase student growth in all core subject areas by 05/26/2017 as measured by scores on local and state assessments.

Strategy 1:

RTI Program - All students are screened at the beginning of the school year using the STAR Reading and Math programs and placed into one of four categories.

Students who score in the intervention and urgent intervention categories are candidates for Tier 2 (in the regular classroom) or Tier 3 (small group assistance with a different teacher outside of the regular classroom) assistance. Providing extra instruction to students in an alternative method to the traditional classroom instruction (Tier 1) will give students another opportunity to learn the content that they are struggling to grasp.

Category: Develop/Implement Learning Supports

Research Cited: Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93–99.

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Activity - Intervention Specialists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sand Rock School will recruit and hire three certified teachers to serve as Intervention Specialists to support the RTI program and assist students in grades K-11 who are not proficient in reading and/or math in need of extra instructional assistance.	Academic Support Program	10/03/2016	05/05/2017	\$27994	Title I Schoolwide	School PST Committee, Counselors, Principal, Classroom Teachers, Intervention Specialists

Strategy 2:

Class Size Reduction - Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.

Category: Other - School Personnel

Research Cited: Finn, J.D., Gerber, S.B., & Boyd-Zaharias, J. (2005). Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. Journal of Educational Psychology (97) 2, 214 - 223.

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.	Class Size Reduction	08/10/2016	05/26/2017	\$110101	Title I Schoolwide	Principal

Strategy 3:

Instructional Supplies Support - Classroom teachers will be provided with instructional support through materials and supplies. Teachers will use state instructional fee money to purchase supplies for their classroom, and funds from the Energy Savings Budget will provide additional assistance towards purchasing necessary supplies. Title I funds will be also be used to supplement the purchase of instructional materials. Ensuring that teachers have the materials they need to assist students in the acquisition of content standard mastery will promote learning and support the creation of college and career ready students.

Category: Develop/Implement Learning Supports

Research Cited: Nelson, B., Voltz, D.L., Sims, M.J. (2010). Connecting Teachers, Students, And Standards: Strategies For Success In Diverse And Inclusive Classrooms, ASCD

Activity - Classroom Support with Materials and Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sand Rock School will provide classroom teachers with support towards the purchase of critical classroom materials and supplies that will be used for effective instructional practices.	Academic Support Program	10/03/2016	05/26/2017	\$13646	Title I Schoolwide, District Funding	Principal, Title I Coordinator, Classroom Teachers

Strategy 4:

After-School Tutoring - All students of Sand Rock School who are referred by a classroom teacher will have the opportunity to receiving tutoring that focuses on homework completion for two days a week after regular school hours.

Category: Develop/Implement Learning Supports

Research Cited: Rothman, T. & Henderson, M. (2011). Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests? *RMLE Online* (34) 6, 1 - 10.

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An after-school tutoring program will be used to offer homework assistance to students. A certified teacher will be used in each school building (K-2, 36, and 7-12) on campus.	Tutoring	10/03/2016	05/05/2017	\$4000	District Funding	Principal, Assistant Principal, Classroom teachers

Goal 3: Promote stakeholder involvement in Sand Rock School

Measurable Objective 1:

collaborate to increase the quality and quantity of stakeholder involvement by 05/26/2017 as measured by stakeholder surveys and participation documentation.

Strategy 1:

Coordination of Stakeholder Involvement - The Title I Coordinator will work to ensure that a sustained focus on stakeholder involvement exists and will provide a specific point of contact between the school its stakeholders.

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

Research Cited: Desforges, C. & Abouchar, A. (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review, Department of Education and Skills.

Activity - Promotion of Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Coordinator of Sand Rock School will collect and analyze data in order to identify strategies for increasing parental involvement and implement those strategies throughout the school year.	Parent Involvement	10/03/2016	05/26/2017	\$2395	Title I Schoolwide	Title I Coordinator

Activity - Stakeholder Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Sand Rock School will employ a variety of methods to communicate with stakeholders concerning school events. Communication is an essential component to increasing parental involvement by helping parents to be aware of school programs and policies. Examples of communication are progress reports, report cards, newsletters, school website announcements, SchoolCast voice and text notifications, Remind text notifications, and flyers.	Community Engagement, Parent Involvement	10/03/2016	05/26/2017	\$1864	Title I Schoolwide	Principal, Assistant Principal, Counselors, Title I Coordinator, School Technologist, Classroom teachers
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Goal 4: Increase student use of digital tools and technology to communicate and work collaboratively for learning.

Measurable Objective 1:

demonstrate a behavior of increased student communication and collaborative learning by 05/26/2017 as measured by documentation from lesson plans, classroom observations, and examples of student work.

Strategy 1:

Professional Development - District professional development will provide teachers with strategies for increasing student use of technology for communication and collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Loader, D 2012, Application of the SAMR model (online). <http://isupport.com.au/apple-news/application-of-the-samr-model/> [accessed 10 October 2016]

Activity - Professional Development - SAMR Model Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Technology Department will provide professional development to teachers in order to increase the level of technology integration in the classroom.	Technology, Professional Learning	09/20/2016	05/26/2017	\$0	No Funding Required	Technology Coordinator, Local School Technologist, Classroom teachers

Strategy 2:

Classroom Support with Technology Resources - Classroom teachers will be provided with technology resources necessary to implement technology goal related to student communication and collaboration.

Category: Develop/Implement Learning Supports

Research Cited: Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. Distance Education (27) 2, 139 - 153.

Activity - Chromebook Acquisition for Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Chromebooks for students to use during classroom instruction.	Technology	10/03/2016	05/26/2017	\$6707	District Funding	Technology Coordinator, Assistant Principal, Local School Technologist, Classroom Teachers

Goal 5: Provide Professional Support to Classroom Teachers

Measurable Objective 1:

demonstrate a behavior of increased professionalism for classroom teachers by 05/26/2017 as measured by documentation of professional development activities .

Strategy 1:

Professional Growth Programs - Programs and activities that will help to develop the professionalism of classroom teachers will be available throughout the school year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Harwell, S. H. (2003). Teacher professional development: It's not an event, it's a process. CORD, Waco, TX.

Activity - Teacher Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be paired with an experienced teacher through the New Teacher Mentor Program developed by the Alabama State Department of Education.	Professional Learning	10/03/2016	05/26/2017	\$2000	State Funds	District Supervisors, Principal, Classroom Teachers

Activity - Professional Development for Core Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers of core subjects will be provided with professional development to improve their instructional practice.	Professional Learning	10/03/2016	05/26/2017	\$8640	Title II Part A	Federal Programs Director, Principal, Title I Coordinator, Classroom Teachers

Goal 6: Improve safety and functionality of the existing infrastructure of Sand Rock School

Measurable Objective 1:

demonstrate a behavior of positive school climate and increased safety by 05/26/2017 as measured by improvements to campus infrastructure and safety equipment.

Strategy 1:

School Infrastructure Improvements - Improvements to school facilities will provide students with a positive learning environment that can generate an improved school climate and lead to increased student achievement and school pride.

Category: Develop/Implement Student and School Culture Program

Research Cited: Macneil, A.J., Prater, D.L., & Busch, S. (2009). The effects of school culture and climate on student achievement. International Journal of Leadership in Education, (12)1, 73 - 84.

Activity - Upgrades to School Facilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The following upgrades to school facilities are planned for the 2016-2017 school year:</p> <ol style="list-style-type: none"> 1. Replace carpet for high school library, Family and Consumer Science Lab, and two classrooms. 2. Repair seat backs and bottoms of sixty desks and replace broken desks in classroom with these repaired desks. 3. Extend canopy and concrete walkway from 3-6 Building to parking lot to provide pedestrians with cover from inclement weather. 4. Replace missing section of fence in front of K-2 Building to provide a complete barrier between school building and outside traffic. 5. Upgrade security camera system for entire campus. 6. Assist with funding for new lockers for athletic dressing rooms. 	Other - School Facility Upgrades	10/03/2016	05/26/2017	\$26330	District Funding	Principal, Assistant Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Support with Materials and Supplies	Sand Rock School will provide classroom teachers with support towards the purchase of critical classroom materials and supplies that will be used for effective instructional practices.	Academic Support Program	10/03/2016	05/26/2017	\$283	Principal, Title I Coordinator, Classroom Teachers
Promotion of Stakeholder Involvement	The Title I Coordinator of Sand Rock School will collect and analyze data in order to identify strategies for increasing parental involvement and implement those strategies throughout the school year.	Parent Involvement	10/03/2016	05/26/2017	\$2395	Title I Coordinator
Implement Pre-K program	Sand Rock School will use State OSR and Title I funds to support the acquisition of a Pre-K teacher, Pre-K auxiliary teacher, and instructional resources necessary for a Pre-K classroom.	Academic Support Program	08/10/2016	05/26/2017	\$20000	Federal Programs Director, Principal, Title I Coordinator, Pre-K teacher and auxiliary teacher
Class Size Reduction	Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.	Class Size Reduction	08/10/2016	05/26/2017	\$110101	Principal
Stakeholder Communication	Sand Rock School will employ a variety of methods to communicate with stakeholders concerning school events. Communication is an essential component to increasing parental involvement by helping parents to be aware of school programs and policies. Examples of communication are progress reports, report cards, newsletters, school website announcements, SchoolCast voice and text notifications, Remind text notifications, and flyers.	Community Engagement, Parent Involvement	10/03/2016	05/26/2017	\$1864	Principal, Assistant Principal, Counselors, Title I Coordinator, School Technologist, Classroom teachers
Intervention Specialists	Sand Rock School will recruit and hire three certified teachers to serve as Intervention Specialists to support the RTI program and assist students in grades K-11 who are not proficient in reading and/or math in need of extra instructional assistance.	Academic Support Program	10/03/2016	05/05/2017	\$27994	School PST Committee, Counselors, Principal, Classroom Teachers, Intervention Specialists
Total					\$162637	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Pre-K program	Sand Rock School will use State OSR and Title I funds to support the acquisition of a Pre-K teacher, Pre-K auxiliary teacher, and instructional resources necessary for a Pre-K classroom.	Academic Support Program	08/10/2016	05/26/2017	\$85500	Federal Programs Director, Principal, Title I Coordinator, Pre-K teacher and auxiliary teacher
Teacher Mentor Program	New teachers will be paired with an experienced teacher through the New Teacher Mentor Program developed by the Alabama State Department of Education.	Professional Learning	10/03/2016	05/26/2017	\$2000	District Supervisors, Principal, Classroom Teachers
Total					\$87500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Core Teachers	Classroom teachers of core subjects will be provided with professional development to improve their instructional practice.	Professional Learning	10/03/2016	05/26/2017	\$8640	Federal Programs Director, Principal, Title I Coordinator, Classroom Teachers
Total					\$8640	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development - SAMR Model Technology Integration	The District Technology Department will provide professional development to teachers in order to increase the level of technology integration in the classroom.	Technology, Professional Learning	09/20/2016	05/26/2017	\$0	Technology Coordinator, Local School Technologist, Classroom teachers
Total					\$0	

District Funding

ACIP

Sand Rock School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Support with Materials and Supplies	Sand Rock School will provide classroom teachers with support towards the purchase of critical classroom materials and supplies that will be used for effective instructional practices.	Academic Support Program	10/03/2016	05/26/2017	\$13363	Principal, Title I Coordinator, Classroom Teachers
Chromebook Acquisition for Classrooms	Purchase Chromebooks for students to use during classroom instruction.	Technology	10/03/2016	05/26/2017	\$6707	Technology Coordinator, Assistant Principal, Local School Technologist, Classroom Teachers
Upgrades to School Facilities	The following upgrades to school facilities are planned for the 2016-2017 school year: <ol style="list-style-type: none"> 1. Replace carpet for high school library, Family and Consumer Science Lab, and two classrooms. 2. Repair seat backs and bottoms of sixty desks and replace broken desks in classroom with these repaired desks. 3. Extend canopy and concrete walkway from 3-6 Building to parking lot to provide pedestrians with cover from inclement weather. 4. Replace missing section of fence in front of K-2 Building to provide a complete barrier between school building and outside traffic. 5. Upgrade security camera system for entire campus. 6. Assist with funding for new lockers for athletic dressing rooms. 	Other - School Facility Upgrades	10/03/2016	05/26/2017	\$26330	Principal, Assistant Principal
After-School Tutoring	An after-school tutoring program will be used to offer homework assistance to students. A certified teacher will be used in each school building (K-2, 36, and 7-12) on campus.	Tutoring	10/03/2016	05/05/2017	\$4000	Principal, Assistant Principal, Classroom teachers
Total					\$50400	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback Data was analyzed and a summary was created and attached.	Stakeholder Feedback Summary 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Resource and Support Systems and Purpose and Direction rated highest on the Parent survey.

Purpose and Direction rated highest on the Staff survey.

The Teaching and Assessing for Learning area rated highest for Middle/High School students.

The Purpose and Direction area rated highest for Elementary School students, while the survey items related to the role of the teacher rated highest in the About My School section of the Early Elementary School surveys.

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

An analysis of stakeholder surveys concerning trends in satisfaction or approval reveals:

- Parent and staff surveys indicate that questions related to Purpose and Direction are increasing based on survey ratings.
- For High School Students, the greatest increase is shown in the area of Using Results for Continuous Improvement.
- Elementary School Students show a positive trend in satisfaction concerning Teaching and Assessing for Learning.

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

Other stakeholder feedback sources, such as Title I Parent surveys and Staff Needs Assessments show consistency with the findings from the AdvancEd Stakeholder Surveys. The findings show that parent acceptance in school tends to rate lower than other areas such as the belief that teachers care about the education of the students.

Areas in Need of Improvement

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

Parents and Staff - Teaching and Assessing for Learning
Middle/High School and Elementary Students - Using Results for Continuous Improvement
Early Elementary Students - Ratings concerning family interactions in the school.

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

Staff - Resource and Support Systems show a few survey items that have dropped more than other items.
Parents - also show some declines in Resource and Support Systems, as well as in Teaching for Assessing and Learning

A common concern that has come to light through the surveys is the need for upgraded facilities at Sand Rock School.

What are the implications for these stakeholder perceptions?

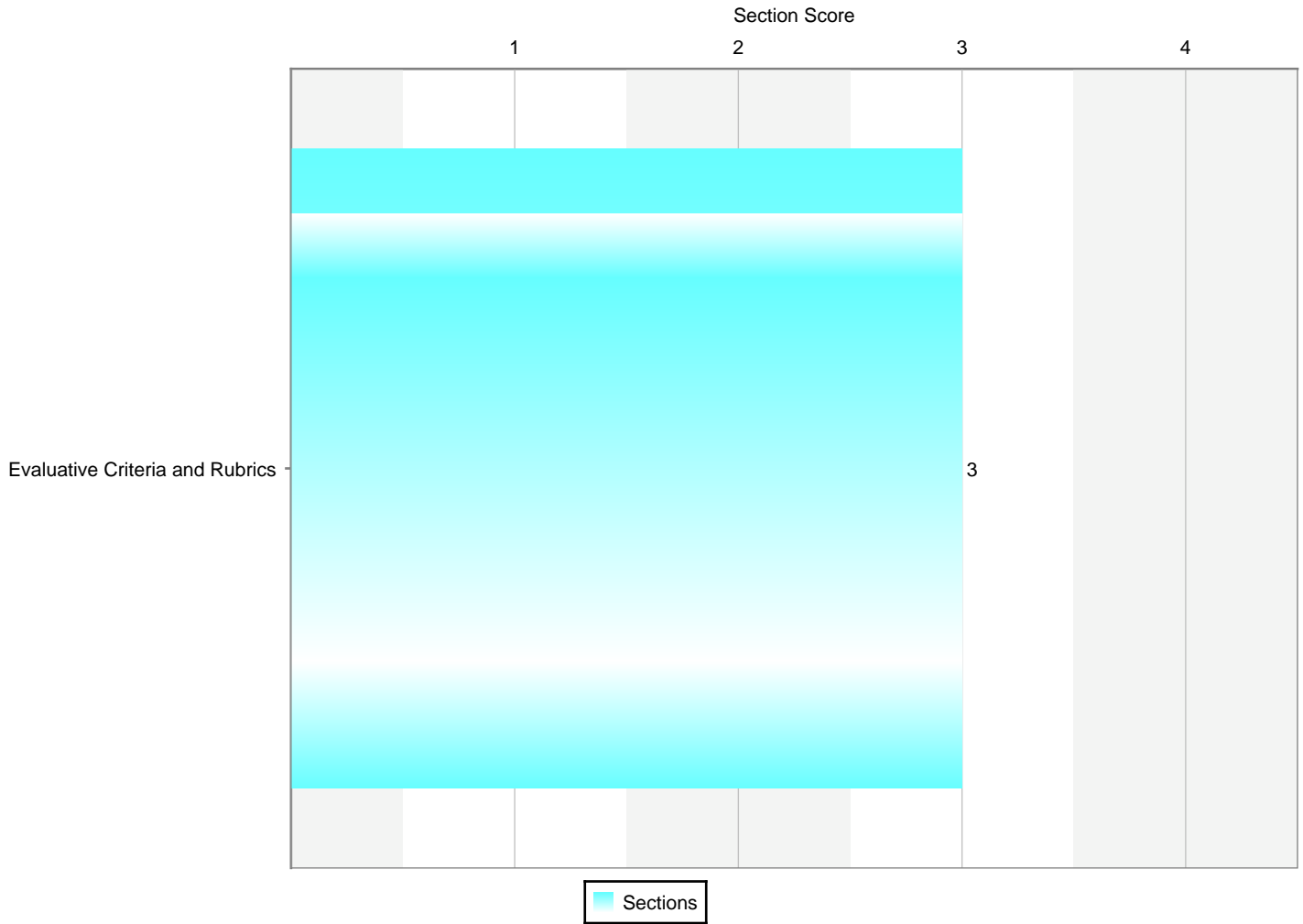
While the ratings for some areas show a negative trend, the overall ratings for the items and general sections of the surveys remains high. Most stakeholders have a favorable opinion concerning the operation of the school, but there are obviously some stakeholders that have differing opinions concerning the preparation that the students receive for the future and the amount of care provided to each student from the staff of Sand Rock School. These perceptions will serve to guide Sand Rock School's plan for improvement as attempts are made to increase stakeholder perceptions.

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

While most stakeholders report that they are satisfied with the education received by the students of Sand Rock School, the lowest ratings from other feedback sources, such as Title I surveys and Staff Needs Assessments are consistent with the perceptions from the reported findings that indicate a limited variety of instructional techniques are used by the teachers.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

A comprehensive needs assessment was conducted by supplying all parents of Sand Rock Students with a Title I Parent Survey at the end of 2015-2016 school year. The surveys were returned to the school and analyzed by the Title I Coordinator. The comprehensive needs assessment also used data from AdvancEd Stakeholder surveys, parent volunteer forms, and Title I parent meetings. Sand Rock School will work with stakeholders to develop programs, strategies, and events to benefit both the students and the school as a whole.

2. What were the results of the comprehensive needs assessment?

135 Title I Parent surveys were completed and returned to Sand Rock School at the end of the 2015-2016 school year. An overwhelming majority of parents responded positively to the survey items, which collected information ranging from perceptions regarding assistance provided to students to the atmosphere experienced by visitors to Sand Rock School. Lower ratings involved parent perceptions regarding communication of school information and available resources from outside agencies.

A Needs Assessment completed by the staff of Sand Rock School indicated a need to improve campus safety, provide additional professional development, update equipment and purchase instructional supplies for classroom teachers, and for upgrades to school facilities. Title I parent meetings echoed these concerns. AdvancEd Stakeholder surveys provided similar results.

3. What conclusions were drawn from the results?

The primary conclusion drawn from the results of the comprehensive needs assessment is that the vast majority of stakeholders for Sand Rock School have a positive perception about the direction of the school and how it manages its resources. While the actions taken by the school towards meeting its needs has changed little over the years, the majority of stakeholders believe those actions are necessary to help Sand Rock School to function appropriately.

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

The stakeholder perception of Sand Rock School is overall very positive. Only one respondent stated that they do not feel welcome at school, and only two respondents disagreed with a statement concerning the school encouraging them to be involved in their child's education. The demographic data collected from the survey was similar to the data on file in the student records system in terms of free/reduced lunch qualification and race. Approximately 25% of those surveyed indicated they do not have internet access at home.

Most parents indicated that they are in favor of programs designed to help their child in school if they are struggling. A wide range of communication strategies were selected, indicating that multiple methods need to be used in order to send information to parents. In addition, no specific trends were able to be distinguished from the survey results in terms of appropriate dates and times for conducting parent involvement activities. School safety continues to be a concern for all school employees and stakeholders.

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

All school goals are written to include research-based activities and focus on the areas of technology, professionalism, school climate, and improving student achievement. The needs identified through the comprehensive needs assessment were given priority when considering the goals for the 2016-2017 school year.

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

The academic goals are developed based on current analysis of achievement scores of STAR reading and math, ACT ASPIRE, and ACT. Technology goals relate directly to surveys completed by school staff, students, and district stakeholders. The Title I parent surveys and needs assessment were used to provide input into goal development as well.

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

Survey analysis was conducted from all grade spans of students in Sand Rock School. Goals are written to improve achievement for all students, and technology goals provide infrastructure and technology devices to multiple grade spans with the goal of expanding technology devices to all students in the near future. EL, special education, and students receiving free and reduced meals are included in the goal activities in order to achieve goals and benefit every student in school

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Improve the Academic Achievement of Sand Rock School Students.

Measurable Objective 1:

increase student growth in all core subject areas by 05/26/2017 as measured by scores on local and state assessments.

Strategy1:

Class Size Reduction - Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.

Category: Other - School Personnel

Research Cited: Finn, J.D., Gerber, S.B., & Boyd-Zaharias, J. (2005). Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. *Journal of Educational Psychology* (97) 2, 214 - 223.

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.	Class Size Reduction	08/10/2016	05/26/2017	\$110101 - Title I Schoolwide	Principal

Strategy2:

After-School Tutoring - All students of Sand Rock School who are referred by a classroom teacher will have the opportunity to receiving tutoring that focuses on homework completion for two days a week after regular school hours.

Category: Develop/Implement Learning Supports

Research Cited: Rothman, T. & Henderson, M. (2011). Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests? *RMLE Online* (34) 6, 1 - 10.

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after-school tutoring program will be used to offer homework assistance to students. A certified teacher will be used in each school building (K-2, 36, and 7-12) on campus.	Tutoring	10/03/2016	05/05/2017	\$4000 - District Funding	Principal, Assistant Principal, Classroom teachers

Strategy3:

RTI Program - All students are screened at the beginning of the school year using the STAR Reading and Math programs and placed into one of four categories. Students who score in the intervention and urgent intervention categories are candidates for Tier 2 (in the regular classroom) or Tier 3 (small group assistance with a different teacher outside of the regular classroom) assistance. Providing extra instruction to students in an alternative method to the traditional classroom instruction (Tier 1) will give students another opportunity to learn the content

that they are struggling to grasp.

Category: Develop/Implement Learning Supports

Research Cited: Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41, 93–99.

Activity - Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will recruit and hire three certified teachers to serve as Intervention Specialists to support the RTI program and assist students in grades K-11 who are not proficient in reading and/or math in need of extra instructional assistance.	Academic Support Program	10/03/2016	05/05/2017	\$27994 - Title I Schoolwide	School PST Committee, Counselors, Principal, Classroom Teachers, Intervention Specialists

Strategy4:

Instructional Supplies Support - Classroom teachers will be provided with instructional support through materials and supplies. Teachers will use state instructional fee money to purchase supplies for their classroom, and funds from the Energy Savings Budget will provide additional assistance towards purchasing necessary supplies. Title I funds will be also be used to supplement the purchase of instructional materials. Ensuring that teachers have the materials they need to assist students in the acquisition of content standard mastery will promote learning and support the creation of college and career ready students.

Category: Develop/Implement Learning Supports

Research Cited: Nelson, B., Voltz, D.L., Sims, M.J. (2010). Connecting Teachers, Students, And Standards: Strategies For Success In Diverse And Inclusive Classrooms, ASCD

Activity - Classroom Support with Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will provide classroom teachers with support towards the purchase of critical classroom materials and supplies that will be used for effective instructional practices.	Academic Support Program	10/03/2016	05/26/2017	\$13363 - District Funding \$283 - Title I Schoolwide	Principal, Title I Coordinator, Classroom Teachers

Goal 2:

Increase student use of digital tools and technology to communicate and work collaboratively for learning.

Measurable Objective 1:

demonstrate a behavior of increased student communication and collaborative learning by 05/26/2017 as measured by documentation from lesson plans, classroom observations, and examples of student work.

Strategy1:

Professional Development - District professional development will provide teachers with strategies for increasing student use of technology for communication and collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Loader, D 2012, Application of the SAMR model (online). <http://isupport.com.au/apple-news/application-of-the-samr-model/> [accessed 10 October 2016]

ACIP

Sand Rock School

Activity - Professional Development - SAMR Model Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Technology Department will provide professional development to teachers in order to increase the level of technology integration in the classroom.	Professional Learning Technology	09/20/2016	05/26/2017	\$0 - No Funding Required	Technology Coordinator, Local School Technologist, Classroom teachers

Strategy2:

Classroom Support with Technology Resources - Classroom teachers will be provided with technology resources necessary to implement technology goal related to student communication and collaboration.

Category: Develop/Implement Learning Supports

Research Cited: Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. Distance Education (27) 2, 139 - 153.

Activity - Chromebook Acquisition for Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks for students to use during classroom instruction.	Technology	10/03/2016	05/26/2017	\$6707 - District Funding	Technology Coordinator, Assistant Principal, Local School Technologist, Classroom Teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

Improve the Academic Achievement of Sand Rock School Students.

Measurable Objective 1:

increase student growth in all core subject areas by 05/26/2017 as measured by scores on local and state assessments.

Strategy1:

After-School Tutoring - All students of Sand Rock School who are referred by a classroom teacher will have the opportunity to receiving tutoring that focuses on homework completion for two days a week after regular school hours.

Category: Develop/Implement Learning Supports

Research Cited: Rothman, T. & Henderson, M. (2011). Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests? RMLE Online (34) 6, 1 - 10.

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after-school tutoring program will be used to offer homework assistance to students. A certified teacher will be used in each school building (K-2, 36, and 7-12) on campus.	Tutoring	10/03/2016	05/05/2017	\$4000 - District Funding	Principal, Assistant Principal, Classroom teachers

Strategy2:

SY 2016-2017

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Instructional Supplies Support - Classroom teachers will be provided with instructional support through materials and supplies. Teachers will use state instructional fee money to purchase supplies for their classroom, and funds from the Energy Savings Budget will provide additional assistance towards purchasing necessary supplies. Title I funds will be also be used to supplement the purchase of instructional materials. Ensuring that teachers have the materials they need to assist students in the acquisition of content standard mastery will promote learning and support the creation of college and career ready students.

Category: Develop/Implement Learning Supports

Research Cited: Nelson, B., Voltz, D.L., Sims, M.J. (2010). Connecting Teachers, Students, And Standards: Strategies For Success In Diverse And Inclusive Classrooms, ASCD

Activity - Classroom Support with Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will provide classroom teachers with support towards the purchase of critical classroom materials and supplies that will be used for effective instructional practices.	Academic Support Program	10/03/2016	05/26/2017	\$283 - Title I Schoolwide \$13363 - District Funding	Principal, Title I Coordinator, Classroom Teachers

Strategy3:

RTI Program - All students are screened at the beginning of the school year using the STAR Reading and Math programs and placed into one of four categories. Students who score in the intervention and urgent intervention categories are candidates for Tier 2 (in the regular classroom) or Tier 3 (small group assistance with a different teacher outside of the regular classroom) assistance. Providing extra instruction to students in an alternative method to the traditional classroom instruction (Tier 1) will give students another opportunity to learn the content that they are struggling to grasp.

Category: Develop/Implement Learning Supports

Research Cited: Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41, 93–99.

Activity - Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will recruit and hire three certified teachers to serve as Intervention Specialists to support the RTI program and assist students in grades K-11 who are not proficient in reading and/or math in need of extra instructional assistance.	Academic Support Program	10/03/2016	05/05/2017	\$27994 - Title I Schoolwide	School PST Committee, Counselors, Principal, Classroom Teachers, Intervention Specialists

Strategy4:

Class Size Reduction - Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.

Category: Other - School Personnel

Research Cited: Finn, J.D., Gerber, S.B., & Boyd-Zaharias, J. (2005). Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. Journal of Educational Psychology (97) 2, 214 - 223.

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.	Class Size Reduction	08/10/2016	05/26/2017	\$110101 - Title I Schoolwide	Principal

Goal 2:

Increase student use of digital tools and technology to communicate and work collaboratively for learning.

Measurable Objective 1:

demonstrate a behavior of increased student communication and collaborative learning by 05/26/2017 as measured by documentation from lesson plans, classroom observations, and examples of student work.

Strategy1:

Classroom Support with Technology Resources - Classroom teachers will be provided with technology resources necessary to implement technology goal related to student communication and collaboration.

Category: Develop/Implement Learning Supports

Research Cited: Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education* (27) 2, 139 - 153.

Activity - Chromebook Acquisition for Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks for students to use during classroom instruction.	Technology	10/03/2016	05/26/2017	\$6707 - District Funding	Technology Coordinator, Assistant Principal, Local School Technologist, Classroom Teachers

Strategy2:

Professional Development - District professional development will provide teachers with strategies for increasing student use of technology for communication and collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Loader, D 2012, Application of the SAMR model (online). <http://isupport.com.au/apple-news/application-of-the-samr-model/> [accessed 10 October 2016]

Activity - Professional Development - SAMR Model Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Technology Department will provide professional development to teachers in order to increase the level of technology integration in the classroom.	Professional Learning Technology	09/20/2016	05/26/2017	\$0 - No Funding Required	Technology Coordinator, Local School Technologist, Classroom teachers

Goal 3:

Provide Professional Support to Classroom Teachers

Measurable Objective 1:

demonstrate a behavior of increased professionalism for classroom teachers by 05/26/2017 as measured by documentation of professional development activities .

Strategy1:

Professional Growth Programs - Programs and activities that will help to develop the professionalism of classroom teachers will be available throughout the school year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Harwell, S. H. (2003). Teacher professional development: It's not an event, it's a process. *CORD*, Waco, TX.

Activity - Professional Development for Core Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers of core subjects will be provided with professional development to improve their instructional practice.	Professional Learning	10/03/2016	05/26/2017	\$8640 - Title II Part A	Federal Programs Director, Principal, Title I Coordinator, Classroom Teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Improve the Academic Achievement of Sand Rock School Students.

Measurable Objective 1:

increase student growth in all core subject areas by 05/26/2017 as measured by scores on local and state assessments.

Strategy1:

Class Size Reduction - Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.

Category: Other - School Personnel

Research Cited: Finn, J.D., Gerber, S.B., & Boyd-Zaharias, J. (2005). Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. *Journal of Educational Psychology* (97) 2, 214 - 223.

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.	Class Size Reduction	08/10/2016	05/26/2017	\$110101 - Title I Schoolwide	Principal

Strategy2:

RTI Program - All students are screened at the beginning of the school year using the STAR Reading and Math programs and placed into one of four categories. Students who score in the intervention and urgent intervention categories are candidates for Tier 2 (in the regular classroom) or Tier 3 (small group assistance with a different teacher outside of the regular classroom) assistance. Providing extra instruction to students in an alternative method to the traditional classroom instruction (Tier 1) will give students another opportunity to learn the content that they are struggling to grasp.

Category: Develop/Implement Learning Supports

Research Cited: Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93–99.

ACIP

Sand Rock School

Activity - Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will recruit and hire three certified teachers to serve as Intervention Specialists to support the RTI program and assist students in grades K-11 who are not proficient in reading and/or math in need of extra instructional assistance.	Academic Support Program	10/03/2016	05/05/2017	\$27994 - Title I Schoolwide	School PST Committee, Counselors, Principal, Classroom Teachers, Intervention Specialists

Strategy3:

After-School Tutoring - All students of Sand Rock School who are referred by a classroom teacher will have the opportunity to receiving tutoring that focuses on homework completion for two days a week after regular school hours.

Category: Develop/Implement Learning Supports

Research Cited: Rothman, T. & Henderson, M. (2011). Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests? RMLE Online (34) 6, 1 - 10.

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after-school tutoring program will be used to offer homework assistance to students. A certified teacher will be used in each school building (K-2, 36, and 7-12) on campus.	Tutoring	10/03/2016	05/05/2017	\$4000 - District Funding	Principal, Assistant Principal, Classroom teachers

Strategy4:

Instructional Supplies Support - Classroom teachers will be provided with instructional support through materials and supplies. Teachers will use state instructional fee money to purchase supplies for their classroom, and funds from the Energy Savings Budget will provide additional assistance towards purchasing necessary supplies. Title I funds will be also be used to supplement the purchase of instructional materials. Ensuring that teachers have the materials they need to assist students in the acquisition of content standard mastery will promote learning and support the creation of college and career ready students.

Category: Develop/Implement Learning Supports

Research Cited: Nelson, B., Voltz, D.L., Sims, M.J. (2010). Connecting Teachers, Students, And Standards: Strategies For Success In Diverse And Inclusive Classrooms, ASCD

Activity - Classroom Support with Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will provide classroom teachers with support towards the purchase of critical classroom materials and supplies that will be used for effective instructional practices.	Academic Support Program	10/03/2016	05/26/2017	\$13363 - District Funding \$283 - Title I Schoolwide	Principal, Title I Coordinator, Classroom Teachers

Goal 2:

Promote stakeholder involvement in Sand Rock School

Measurable Objective 1:

collaborate to increase the quality and quantity of stakeholder involvement by 05/26/2017 as measured by stakeholder surveys and participation documentation.

Strategy1:

Coordination of Stakeholder Involvement - The Title I Coordinator will work to ensure that a sustained focus on stakeholder involvement exists and will provide a specific point of contact between the school its stakeholders.

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

Research Cited: Desforges, C. & Abouchaar, A. (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review, Department of Education and Skills.

Activity - Stakeholder Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will employ a variety of methods to communicate with stakeholders concerning school events. Communication is an essential component to increasing parental involvement by helping parents to be aware of school programs and policies. Examples of communication are progress reports, report cards, newsletters, school website announcements, SchoolCast voice and text notifications, Remind text notifications, and flyers.	Parent Involvement Community Engagement	10/03/2016	05/26/2017	\$1864 - Title I Schoolwide	Principal, Assistant Principal, Counselors, Title I Coordinator, School Technologist, Classroom teachers

Activity - Promotion of Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Coordinator of Sand Rock School will collect and analyze data in order to identify strategies for increasing parental involvement and implement those strategies throughout the school year.	Parent Involvement	10/03/2016	05/26/2017	\$2395 - Title I Schoolwide	Title I Coordinator

Goal 3:

Increase student use of digital tools and technology to communicate and work collaboratively for learning.

Measurable Objective 1:

demonstrate a behavior of increased student communication and collaborative learning by 05/26/2017 as measured by documentation from lesson plans, classroom observations, and examples of student work.

Strategy1:

Classroom Support with Technology Resources - Classroom teachers will be provided with technology resources necessary to implement technology goal related to student communication and collaboration.

Category: Develop/Implement Learning Supports

Research Cited: Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. Distance Education (27) 2, 139 - 153.

ACIP

Sand Rock School

Activity - Chromebook Acquisition for Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks for students to use during classroom instruction.	Technology	10/03/2016	05/26/2017	\$6707 - District Funding	Technology Coordinator, Assistant Principal, Local School Technologist, Classroom Teachers

Strategy2:

Professional Development - District professional development will provide teachers with strategies for increasing student use of technology for communication and collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Loader, D 2012, Application of the SAMR model (online). <http://isupport.com.au/apple-news/application-of-the-samr-model/> [accessed 10 October 2016]

Activity - Professional Development - SAMR Model Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Technology Department will provide professional development to teachers in order to increase the level of technology integration in the classroom.	Technology Professional Learning	09/20/2016	05/26/2017	\$0 - No Funding Required	Technology Coordinator, Local School Technologist, Classroom teachers

Goal 4:

Provide Professional Support to Classroom Teachers

Measurable Objective 1:

demonstrate a behavior of increased professionalism for classroom teachers by 05/26/2017 as measured by documentation of professional development activities .

Strategy1:

Professional Growth Programs - Programs and activities that will help to develop the professionalism of classroom teachers will be available throughout the school year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Harwell, S. H. (2003). Teacher professional development: It's not an event, it's a process. CORD, Waco, TX.

Activity - Professional Development for Core Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers of core subjects will be provided with professional development to improve their instructional practice.	Professional Learning	10/03/2016	05/26/2017	\$8640 - Title II Part A	Federal Programs Director, Principal, Title I Coordinator, Classroom Teachers

Activity - Teacher Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be paired with an experienced teacher through the New Teacher Mentor Program developed by the Alabama State Department of Education.	Professional Learning	10/03/2016	05/26/2017	\$2000 - State Funds	District Supervisors, Principal, Classroom Teachers

Goal 5:

Improve safety and functionality of the existing infrastructure of Sand Rock School

Measurable Objective 1:

demonstrate a behavior of positive school climate and increased safety by 05/26/2017 as measured by improvements to campus infrastructure and safety equipment.

Strategy1:

School Infrastructure Improvements - Improvements to school facilities will provide students with a positive learning environment that can generate an improved school climate and lead to increased student achievement and school pride.

Category: Develop/Implement Student and School Culture Program

Research Cited: Macneil, A.J., Prater, D.L., & Busch, S. (2009). The effects of school culture and climate on student achievement.

International Journal of Leadership in Education, (12)1, 73 - 84.

Activity - Upgrades to School Facilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The following upgrades to school facilities are planned for the 2016-2017 school year:</p> <ol style="list-style-type: none"> 1. Replace carpet for high school library, Family and Consumer Science Lab, and two classrooms. 2. Repair seat backs and bottoms of sixty desks and replace broken desks in classroom with these repaired desks. 3. Extend canopy and concrete walkway from 3-6 Building to parking lot to provide pedestrians with cover from inclement weather. 4. Replace missing section of fence in front of K-2 Building to provide a complete barrier between school building and outside traffic. 5. Upgrade security camera system for entire campus. 6. Assist with funding for new lockers for athletic dressing rooms. 	Other - School Facility Upgrades	10/03/2016	05/26/2017	\$26330 - District Funding	Principal, Assistant Principal

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Improve the Academic Achievement of Sand Rock School Students.

Measurable Objective 1:

increase student growth in all core subject areas by 05/26/2017 as measured by scores on local and state assessments.

Strategy1:

RTI Program - All students are screened at the beginning of the school year using the STAR Reading and Math programs and placed into one of four categories. Students who score in the intervention and urgent intervention categories are candidates for Tier 2 (in the regular classroom) or Tier 3 (small group assistance with a different teacher outside of the regular classroom) assistance. Providing extra instruction to students in an alternative method to the traditional classroom instruction (Tier 1) will give students another opportunity to learn the content that they are struggling to grasp.

Category: Develop/Implement Learning Supports

Research Cited: Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41, 93–99.

Activity - Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will recruit and hire three certified teachers to serve as Intervention Specialists to support the RTI program and assist students in grades K-11 who are not proficient in reading and/or math in need of extra instructional assistance.	Academic Support Program	10/03/2016	05/05/2017	\$27994 - Title I Schoolwide	School PST Committee, Counselors, Principal, Classroom Teachers, Intervention Specialists

Strategy2:

Instructional Supplies Support - Classroom teachers will be provided with instructional support through materials and supplies. Teachers will use state instructional fee money to purchase supplies for their classroom, and funds from the Energy Savings Budget will provide additional assistance towards purchasing necessary supplies. Title I funds will be also be used to supplement the purchase of instructional materials. Ensuring that teachers have the materials they need to assist students in the acquisition of content standard mastery will promote learning and support the creation of college and career ready students.

Category: Develop/Implement Learning Supports

Research Cited: Nelson, B., Voltz, D.L., Sims, M.J. (2010). Connecting Teachers, Students, And Standards: Strategies For Success In Diverse And Inclusive Classrooms, ASCD

Activity - Classroom Support with Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will provide classroom teachers with support towards the purchase of critical classroom materials and supplies that will be used for effective instructional practices.	Academic Support Program	10/03/2016	05/26/2017	\$283 - Title I Schoolwide \$13363 - District Funding	Principal, Title I Coordinator, Classroom Teachers

Strategy3:

Class Size Reduction - Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.

Category: Other - School Personnel

Research Cited: Finn, J.D., Gerber, S.B., & Boyd-Zaharias, J. (2005). Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. Journal of Educational Psychology (97) 2, 214 - 223.

ACIP

Sand Rock School

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.	Class Size Reduction	08/10/2016	05/26/2017	\$110101 - Title I Schoolwide	Principal

Strategy4:

After-School Tutoring - All students of Sand Rock School who are referred by a classroom teacher will have the opportunity to receiving tutoring that focuses on homework completion for two days a week after regular school hours.

Category: Develop/Implement Learning Supports

Research Cited: Rothman, T. & Henderson, M. (2011). Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests? RMLE Online (34) 6, 1 - 10.

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after-school tutoring program will be used to offer homework assistance to students. A certified teacher will be used in each school building (K-2, 36, and 7-12) on campus.	Tutoring	10/03/2016	05/05/2017	\$4000 - District Funding	Principal, Assistant Principal, Classroom teachers

Goal 2:

Promote stakeholder involvement in Sand Rock School

Measurable Objective 1:

collaborate to increase the quality and quantity of stakeholder involvement by 05/26/2017 as measured by stakeholder surveys and participation documentation.

Strategy1:

Coordination of Stakeholder Involvement - The Title I Coordinator will work to ensure that a sustained focus on stakeholder involvement exists and will provide a specific point of contact between the school its stakeholders.

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

Research Cited: Desforges, C. & Abouchar, A. (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review, Department of Education and Skills.

Activity - Stakeholder Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will employ a variety of methods to communicate with stakeholders concerning school events. Communication is an essential component to increasing parental involvement by helping parents to be aware of school programs and policies. Examples of communication are progress reports, report cards, newsletters, school website announcements, SchoolCast voice and text notifications, Remind text notifications, and flyers.	Community Engagement Parent Involvement	10/03/2016	05/26/2017	\$1864 - Title I Schoolwide	Principal, Assistant Principal, Counselors, Title I Coordinator, School Technologist, Classroom teachers

ACIP

Sand Rock School

Activity - Promotion of Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Coordinator of Sand Rock School will collect and analyze data in order to identify strategies for increasing parental involvement and implement those strategies throughout the school year.	Parent Involvement	10/03/2016	05/26/2017	\$2395 - Title I Schoolwide	Title I Coordinator

Goal 3:

Increase student use of digital tools and technology to communicate and work collaboratively for learning.

Measurable Objective 1:

demonstrate a behavior of increased student communication and collaborative learning by 05/26/2017 as measured by documentation from lesson plans, classroom observations, and examples of student work.

Strategy1:

Professional Development - District professional development will provide teachers with strategies for increasing student use of technology for communication and collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Loader, D 2012, Application of the SAMR model (online). <http://isupport.com.au/apple-news/application-of-the-samr-model/> [accessed 10 October 2016]

Activity - Professional Development - SAMR Model Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Technology Department will provide professional development to teachers in order to increase the level of technology integration in the classroom.	Professional Learning Technology	09/20/2016	05/26/2017	\$0 - No Funding Required	Technology Coordinator, Local School Technologist, Classroom teachers

Strategy2:

Classroom Support with Technology Resources - Classroom teachers will be provided with technology resources necessary to implement technology goal related to student communication and collaboration.

Category: Develop/Implement Learning Supports

Research Cited: Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. Distance Education (27) 2, 139 - 153.

Activity - Chromebook Acquisition for Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks for students to use during classroom instruction.	Technology	10/03/2016	05/26/2017	\$6707 - District Funding	Technology Coordinator, Assistant Principal, Local School Technologist, Classroom Teachers

Goal 4:

Provide Professional Support to Classroom Teachers

Measurable Objective 1:

demonstrate a behavior of increased professionalism for classroom teachers by 05/26/2017 as measured by documentation of professional development activities .

Strategy1:

Professional Growth Programs - Programs and activities that will help to develop the professionalism of classroom teachers will be available throughout the school year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Harwell, S. H. (2003). Teacher professional development: It's not an event, it's a process. *CORD*, Waco, TX.

Activity - Teacher Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be paired with an experienced teacher through the New Teacher Mentor Program developed by the Alabama State Department of Education.	Professional Learning	10/03/2016	05/26/2017	\$2000 - State Funds	District Supervisors, Principal, Classroom Teachers

Activity - Professional Development for Core Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers of core subjects will be provided with professional development to improve their instructional practice.	Professional Learning	10/03/2016	05/26/2017	\$8640 - Title II Part A	Federal Programs Director, Principal, Title I Coordinator, Classroom Teachers

Goal 5:

Improve safety and functionality of the existing infrastructure of Sand Rock School

Measurable Objective 1:

demonstrate a behavior of positive school climate and increased safety by 05/26/2017 as measured by improvements to campus infrastructure and safety equipment.

Strategy1:

School Infrastructure Improvements - Improvements to school facilities will provide students with a positive learning environment that can generate an improved school climate and lead to increased student achievement and school pride.

Category: Develop/Implement Student and School Culture Program

Research Cited: Macneil, A.J., Prater, D.L., & Busch, S. (2009). The effects of school culture and climate on student achievement.

International Journal of Leadership in Education, (12)1, 73 - 84.

Activity - Upgrades to School Facilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The following upgrades to school facilities are planned for the 2016-2017 school year:</p> <ol style="list-style-type: none"> 1. Replace carpet for high school library, Family and Consumer Science Lab, and two classrooms. 2. Repair seat backs and bottoms of sixty desks and replace broken desks in classroom with these repaired desks. 3. Extend canopy and concrete walkway from 3-6 Building to parking lot to provide pedestrians with cover from inclement weather. 4. Replace missing section of fence in front of K-2 Building to provide a complete barrier between school building and outside traffic. 5. Upgrade security camera system for entire campus. 6. Assist with funding for new lockers for athletic dressing rooms. 	Other - School Facility Upgrades	10/03/2016	05/26/2017	\$26330 - District Funding	Principal, Assistant Principal

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Improve the Academic Achievement of Sand Rock School Students.

Measurable Objective 1:

increase student growth in all core subject areas by 05/26/2017 as measured by scores on local and state assessments.

Strategy1:

RTI Program - All students are screened at the beginning of the school year using the STAR Reading and Math programs and placed into one of four categories. Students who score in the intervention and urgent intervention categories are candidates for Tier 2 (in the regular classroom) or Tier 3 (small group assistance with a different teacher outside of the regular classroom) assistance. Providing extra instruction to students in an alternative method to the traditional classroom instruction (Tier 1) will give students another opportunity to learn the content that they are struggling to grasp.

Category: Develop/Implement Learning Supports

Research Cited: Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41, 93–99.

Activity - Intervention Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will recruit and hire three certified teachers to serve as Intervention Specialists to support the RTI program and assist students in grades K-11 who are not proficient in reading and/or math in need of extra instructional assistance.	Academic Support Program	10/03/2016	05/05/2017	\$27994 - Title I Schoolwide	School PST Committee, Counselors, Principal, Classroom Teachers, Intervention Specialists

Strategy2:

Class Size Reduction - Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.

Category: Other - School Personnel

Research Cited: Finn, J.D., Gerber, S.B., & Boyd-Zaharias, J. (2005). Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. Journal of Educational Psychology (97) 2, 214 - 223.

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.	Class Size Reduction	08/10/2016	05/26/2017	\$110101 - Title I Schoolwide	Principal

Strategy3:

After-School Tutoring - All students of Sand Rock School who are referred by a classroom teacher will have the opportunity to receiving tutoring that focuses on homework completion for two days a week after regular school hours.

Category: Develop/Implement Learning Supports

Research Cited: Rothman, T. & Henderson, M. (2011). Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests? RMLE Online (34) 6, 1 - 10.

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after-school tutoring program will be used to offer homework assistance to students. A certified teacher will be used in each school building (K-2, 36, and 7-12) on campus.	Tutoring	10/03/2016	05/05/2017	\$4000 - District Funding	Principal, Assistant Principal, Classroom teachers

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

Goal 1:

All English Language learners at Sand Rock School will become English Language proficient.

Measurable Objective 1:

25% of English Learners students will demonstrate a proficiency equivalent to benchmark scores required to exit the EL program in English Language Arts by 05/26/2017 as measured by the ACCESS for ELL's assessment.

Strategy1:

Sand Rock EL Program - Sand Rock school utilizes an ESL program with accommodations in the classroom based on each EL student's proficiency scores in the four domains tested by the WIDA ACCESS for ELLs assessment. The WIDA Can Do Descriptors provide classroom teachers with standards for identifying the abilities of each EL student in Reading, Writing, Speaking, and Listening. Using these standards, teachers are able to understand each EL students' capabilities in regards to understanding the assignments and what can be expected of the students as they assessed.

Category: Develop/Implement Learning Supports

Research Cited: Moughamian, A. C., Rivera, M. O., & Francis, D. J. (2009). Instructional models and strategies for teaching English language learners. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Activity - EL Student Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All active EL program students will be assessed each semester using the ACCESS Model in preparation for the annual ACCESS for ELLs test and to monitor the effectiveness of the ESL program.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	EL Coordinator, Classroom Teachers

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Improve the Academic Achievement of Sand Rock School Students.

Measurable Objective 1:

increase student growth in all core subject areas by 05/26/2017 as measured by scores on local and state assessments.

Strategy1:

Instructional Supplies Support - Classroom teachers will be provided with instructional support through materials and supplies. Teachers will use state instructional fee money to purchase supplies for their classroom, and funds from the Energy Savings Budget will provide additional assistance towards purchasing necessary supplies. Title I funds will be also be used to supplement the purchase of instructional materials. Ensuring that teachers have the materials they need to assist students in the acquisition of content standard mastery will promote learning and support the creation of college and career ready students.

Category: Develop/Implement Learning Supports

Research Cited: Nelson, B., Voltz, D.L., Sims, M.J. (2010). Connecting Teachers, Students, And Standards: Strategies For Success In Diverse And Inclusive Classrooms, ASCD

Activity - Classroom Support with Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Rock School will provide classroom teachers with support towards the purchase of critical classroom materials and supplies that will be used for effective instructional practices.	Academic Support Program	10/03/2016	05/26/2017	\$283 - Title I Schoolwide \$13363 - District Funding	Principal, Title I Coordinator, Classroom Teachers

Strategy2:

Class Size Reduction - Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.

Category: Other - School Personnel

Research Cited: Finn, J.D., Gerber, S.B., & Boyd-Zaharias, J. (2005). Small Classes in the Early Grades, Academic Achievement, and

Graduating From High School. Journal of Educational Psychology (97) 2, 214 - 223.

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two certified teachers will be hired to reduce the student-teacher ratio for classrooms.	Class Size Reduction	08/10/2016	05/26/2017	\$110101 - Title I Schoolwide	Principal

Goal 2:

Promote stakeholder involvement in Sand Rock School

Measurable Objective 1:

collaborate to increase the quality and quantity of stakeholder involvement by 05/26/2017 as measured by stakeholder surveys and participation documentation.

Strategy1:

Coordination of Stakeholder Involvement - The Title I Coordinator will work to ensure that a sustained focus on stakeholder involvement exists and will provide a specific point of contact between the school its stakeholders.

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

Research Cited: Desforges, C. & Abouchar, A. (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review, Department of Education and Skills.

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Sand Rock School will employ a variety of methods to communicate with stakeholders concerning school events. Communication is an essential component to increasing parental involvement by helping parents to be aware of school programs and policies. Examples of communication are progress reports, report cards, newsletters, school website announcements, SchoolCast voice and text notifications, Remind text notifications, and flyers.	Community Engagement Parent Involvement	10/03/2016	05/26/2017	\$1864 - Title I Schoolwide	Principal, Assistant Principal, Counselors, Title I Coordinator, School Technologist, Classroom teachers

Activity - Promotion of Stakeholder Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Coordinator of Sand Rock School will collect and analyze data in order to identify strategies for increasing parental involvement and implement those strategies throughout the school year.	Parent Involvement	10/03/2016	05/26/2017	\$2395 - Title I Schoolwide	Title I Coordinator

Goal 3:

Increase student use of digital tools and technology to communicate and work collaboratively for learning.

Measurable Objective 1:

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Strategy1:

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Category: Develop/Implement Professional Learning and Support

Research Cited: Loader, D 2012, Application of the SAMR model (online). <http://support.com.au/apple-news/application-of-the-samr-model/> [accessed 10 October 2016]

Activity - Professional Development - SAMR Model Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Technology Department will provide professional development to teachers in order to increase the level of technology integration in the classroom.	Technology Professional Learning	09/20/2016	05/26/2017	\$0 - No Funding Required	Technology Coordinator, Local School Technologist, Classroom teachers

Strategy2:

Classroom Support with Technology Resources - Classroom teachers will be provided with technology resources necessary to implement technology goal related to student communication and collaboration.

Category: Develop/Implement Learning Supports

Research Cited: Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education* (27) 2, 139 - 153.

Activity - Chromebook Acquisition for Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks for students to use during classroom instruction.	Technology	10/03/2016	05/26/2017	\$6707 - District Funding	Technology Coordinator, Assistant Principal, Local School Technologist, Classroom Teachers

Component 3: Instruction by Qualified Staff

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	All instructional paraprofessionals at Sand Rock School meet state requirements, and the ESSA attestation letter is displayed in the 7-12 grade main office at Sand Rock School. Copies of the attestation letter are available in the 7-12 office as well.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers 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	All certified teachers at Sand Rock School meet the state requirements, and the ESSA attestation letter is displayed in the 7-12 grade main office at Sand Rock School. Copies of the attestation letter are available in the 7-12 office as well.	

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

Currently, 100% of teachers and instructional paraprofessionals on staff at Sand Rock School meet the state requirements for their positions. At this time, one teacher and no instructional paraprofessionals are scheduled to be on extended leave. If an extended leave situation arises, seeking qualified teachers and paraprofessionals is a priority. All applicants interviewed for positions at Sand Rock School are screened to make sure they are qualified under current state law. In the remote event that a non-qualified teacher must be hired, there are two methods that may be employed by that teacher to achieve qualified status. The first method is the Alternative Baccalaureate-Level Certification plan and the second is the Special Alternative Certification plan. Sand Rock School works closely with the Cherokee County School district to maintain and ensure state qualifications are met for all applicable employees. Continual professional development is utilized to maintain a well trained staff to meet the ever changing and diverse needs of the students at Sand Rock School.

Component 4: Strategies to Attract Qualified Teachers

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

During the summer of 2016, two classroom teachers were hired at Sand Rock School due to resignations. Both positions were filled by applicants who met state qualifications for their position.

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

There a total of 56 certified staff members at Sand Rock School.

Bachelor's Degree 14 or 25%

Master's Degree 39 or 70%

Educational Specialists Degree 3 or 5%

Doctoral Degree 0 or 0%

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Teachers at Sand Rock School tend to remain employed in the school system until retired. When job openings are available, the district conducts online job postings using Teach in Alabama. A pool of qualified applicants are produced for each opening, and candidates are scheduled for interviews. Local job fairs, contacts with nearby college and university teacher programs, and online advertisement are utilized to solicit qualified candidates.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Sand Rock School staff has attended various professional development activities including CLAS workshops, MEGA conference, Reading Street curriculum workshops, Stride Academy, Depth of Knowledge (DOK), Alabama Educational Technology Conference, AMSTI, and numerous on-site workshops conducted by the school instructional coaching team.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

CLAS, MEGA Conference, Alabama Technology Conference, Science in Motion, AMSTI, School Advisory Council, District Advisory Council, Reading Street curriculum, Stride Academy. Teacher data days are included into the school calendar to provide teachers and administrators time to dissect testing data and plan successful implementation of teaching and learning standards.

3. 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 mentored by veteran teachers and participate in grade level or departmental meetings on a monthly basis. School administrators also mentor new teachers in regards to school policies, curriculum, and evaluations. Collaborative planning among grades and academic departments provides inexperienced teachers opportunities to ask questions, gather data, and plan quality instructional lessons for the classroom.

4. Describe how this professional development is "sustained and ongoing."

Teachers receive professional development in the areas of curriculum and technology throughout the school year from the district instructional coach team and technology department. Teacher evaluations include the development and implementation of common PLP indicators for teachers on both the district and school level. Title I funding and state professional funds are used for substitutes and conference registrations for teachers to attend professional development opportunities throughout the year.

Component 6: Transition Strategies

1. 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.

Sand Rock School, being a Pre-K through twelve school, provides several unique opportunities for students as they transition from one grade level to the next. Pre-K through grade two is housed in the elementary building. The Pre-K class drawing is held in the spring, and the Pre-K teacher and auxiliary teacher both host an open house for Pre-K parents and a meet your teacher night for Pre-K parents and students before the school year begins. Pre-K students eat breakfast and lunch with the kindergarten students each day during the school year. Additionally, Pre-K students are able to meet the Kindergarten teachers and begin to form a relationship with them before they begin Kindergarten the following fall. Kindergarten registration is conducted each spring, and the kindergarten teachers meet the parents and students during this event.

Second grade students attend a third grade tour and orientation meeting each spring. Grades Pre-K-2 have their own library and computer lab for easier access during the school day. Grades 3-6 are housed in the middle school building.

Each year, 6th grade students attend a 7th grade orientation in the high school building. Grades Pre-K through 6 host a meet your teacher night every fall before the start of the school year. Grades 7-12 are housed in the high school building. Registration for grades 7-12 is held at the end of the summer, and students are given a tour of the school facilities by members of the SGA, FCCLA, and FFA.

School counselors host multiple scholarship nights throughout the year to provide information regarding college scholarships and financial aide to graduating seniors

Component 7: Teacher Participation in Making Assessment Decisions

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

The instructional coach from Sand Rock meets with the district curriculum supervisor to provide input and develop strategies and timelines regarding statewide assessments. School administrators attend district PLC meetings to provide input and develop testing strategies. School administrators and the instructional coach then meet with grade level and academic departments at Sand Rock School to develop school wide strategies and assessment timelines. All teachers are represented in these meetings and provide valuable input for each grade level or academic department. Teacher Data Days are also utilized to provide teachers with time to analyze statewide academic assessments and provide input concerning school decisions for improving student achievement.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

Students are placed in the Sand Rock RTI (Tier II or Tier III) program based on academic performance in reading and math. Students experiencing difficulty that negatively impacts academic performance are placed in the 504 program to receive accommodations that will help them to be successful in the classroom. Students can also be referred for special education evaluations after going through the RTI process or from a referral from a parent, teacher, or physician. Students are also given the opportunity to attend free after-school tutoring sessions with certified teachers.

2. 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?

Students are screened each semester using the STAR Reading and Math assessment that is aligned to ACT Aspire benchmarks. Students in greatest need of assistance are given Tier II RTI instruction in the classroom by classroom teachers. Students who continue to need support after being in Tier II are placed in Tier III RTI instruction and receive small group assistance from another certified teacher. Students can also attend free after-school tutoring with certified teachers to receive assistance with classwork

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers utilize a variety of instructional methods in the classroom. Students receive differentiated instruction, peer tutoring, and technology-based learning. Teachers provide Tier II RTI instruction in the classroom. Classroom curriculum materials also contain materials designed to provoke higher order thinking skills and reinforce higher depth of knowledge item specifications. Students with 504 plans or special education IEP's receive accommodations to improve classroom learning. STAR Reading and math is utilized to track math and reading progress in individual students. and provide personalized educational pathways for success in the classroom.

4. 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.

Many classroom teachers provide additional instruction before and after the school day to assist students with specific learning needs. Additionally, free after-school tutoring by certified teachers is provided to students.

5. 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.

Migrant: Most students enrolled in Sand Rock School remain in our school for an extended period of time. Currently, no migrant students are enrolled. However, procedures are in place to ensure no barriers exist that will prevent enrollment or deny educational services to migrant students.

English Language Learners: At enrollment, all students complete a home language survey to determine if they may require EL services. Students identified for the school's EL program are provided with accommodations based on their EL plan that is created in conjunction with an EL screener and teacher recommendations. The school employs an ESL program to assist students in reaching English language proficiency.

Economically Disadvantaged: As a Title I school, the majority of our Title I funds go to enhance the education of all children on our campus. Several local churches and community agencies partner with the school to provide after school care packages, food, and Christmas gifts for economically disadvantaged students.

Special Education: Individualized Education Plans (IEP's) are written and followed for all students receiving special education services. Each student's IEP committee meets a minimum of once per year to evaluate the student's progress and recommend any changes to services or accommodations.

Neglected and/or Delinquent: School level counseling is available for students, and referrals to DHR are made when appropriate. The LEA attendance supervisor often makes home visits in cases of delinquency. Additionally, the Cherokee County Sheriff's Department is called when needed to assist in a situation.

Homeless Students: Homeless students are served through the McKinney-Vento program. This program is available to assist displaced and homeless students with school supplies, clothing, and money to attend field trips and other school events. A number of school groups including the FCCLA, SGA, and BETA club conduct annual food and clothing drives to assist students who are economically disadvantaged, neglected, or homeless.

6. 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.

Individuals with disabilities are provided with assistance through the District Special Education coordinator and program, which includes assistance from Vocational Rehabilitation when necessary to help students with employment resources. An annual Job Ready Day and Parent Involvement Event provide information to parents of individuals with disabilities concerning strategies for finding and keeping a job, as well as resources available in the community.

Sand Rock School works closely with DHR to provide assistance to individuals from economically disadvantaged families, including foster children and homeless children, as well as displaced homemakers. The District McKinney-Vento liaison works with the school to provide assistance with school supplies, clothing, and financial resources from community and government agencies when appropriate.

Individuals preparing for non-traditional fields are assisted through the Cherokee County Career and Technology Center with the opportunity to enroll in programs that are considered to be non-traditional. A school counselor and career-tech director provide help to students and ensure no barriers prevent a student from enrolling in a non-traditional program.

Single parents and single pregnant women are provided with Homebound services when necessary through the District. A certified teacher is contracted to go to the student's home to provide assistance in completing coursework and to help encourage the student to stay on track towards graduation.

Individuals with limited English proficiency are screened and provided with accommodations for their education through an EL plan. Parents of these students are provided with information in their native language when necessary to ensure communications are understood.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The school leadership team meets throughout the school year to discuss the progress and effectiveness of the school-wide goals and develops budgets from available funding sources to meet the needs of the school and student body.

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

The State of Alabama funds the majority of the certified and support staff at Sand Rock School through the State Foundation Program. The LEA provides funding for additional personnel, utilities, and other direct school costs. Federal money (Title I) is used to supplement programs, personnel, and academic strategies at Sand Rock. Once required components of the school, such as instructional and support personnel, materials and supplies, and facility maintenance are accounted for, the remaining funds are used to make progress towards improving the school and meeting the improvement goals identified in the continuous improvement plan.

3. 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, vocational and technical education, and job training.

Violence Prevention Programs: Local agencies sponsor an annual youth violence prevention and drug awareness program for all the schools in the district each year at a local community college. The school sponsored Red Ribbon week each October to raise awareness to the dangers of drugs and violence.

Nutrition Programs: The Child Nutrition Program at Sand Rock provides both breakfast and lunch for students, staff, and visitors. The program is federally funded, and eligible students receive free or reduced priced meals. Students in grades K-6 also benefit from a federally funded fresh fruit and vegetable grant. This grant provides healthy fruit and vegetable snacks to students free of charge.

Head Start: We have a Head Start that is located on our campus. It is funded through a Dekalb County Community Action Grant.

Vocational and Technical Education: High School students at Sand Rock are eligible to attend vocational education classes at the Cherokee County Career and Technology Center (CCCTC). The CCCTC is funded through both state and federal funds. A variety of courses are offered, and several programs offer college credit or hours toward a professional certification.

Job Training: Students are given the opportunity to participate in job training through the CCCTC co-op program or through internships in various programs.

Component 10: Evaluation

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

The school leadership team meets throughout the school year to discuss the progress and effectiveness of the school wide program. All current programs, budgets, and activities are reviewed to make sure funds are being spent in the most effective manner to meet the needs of the school and student body. Input is provided from all stakeholder groups through faculty meetings, Title I committee meetings, and school advisory council meetings

2. 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?

Monthly department and grade level meetings are held to discuss the data and the effectiveness of the school wide program. The instructional coach assists the teachers by analyzing data based on grade level, demographics, and student needs in order to provide the staff and leadership team with a clear understanding of effectiveness. Current activities are modified and new activities are added as needed to ensure the goals of the school wide plan are being met in an efficient, productive manner.

3. 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?

Monthly data meetings are held to analyze STAR reading and math scores. Teachers work as a grade level team to prepare challenging curriculum for students based on the data. RTI Tier II and Tier III instruction data is discussed at the PST meetings, and students are referred to the appropriate tier for further assistance.

4. 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?

The leadership team meets to discuss data and changes are made based on student performance data (STAR, RTI), parent input, stakeholder input, and budget requirements. The school Title I committee and advisory council also meet to discuss the effectiveness of the school wide plan and offer input for improvement. Feedback from these stakeholder groups is used when making revisions to the school-wide plan

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Goals concerning student achievement were kept from the previous year, as there is always room for improvement concerning test scores and student learning. The goal concerning EL students was kept since it is the school's goal for students to make adequate progress each year and for as many EL students to qualify to exit the EL program based on their ACCESS for ELLs assessment results. The technology goal was also kept. While progress continues to be made in relation to ensuring that all teachers and students have the technology resources

necessary for a quality education, additional work needs to be done to keep equipment up-to-date and ensure that all students have the same access to technology resources. With the implementation of the Pre-K program during last school year, the goal regarding the existence and maintenance of the Pre-K program was kept to ensure the gains made during the previous year are not lost.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

The technology goal from last year's plan was modified due to it being close to fulfillment and the need for an alternate focus concerning the use of technology. The introduction of technology to all grades is almost complete, and school leaders felt it was time to move beyond the goal of acquisition and towards the goal of increased student engagement involving technology.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	45.96	52.84	3,675,106.44
Administrator Units	1.00	1.0	116,693.36
Assistant Principal	1.50	1.5	116,721.57
Counselor	2.00	2.0	122,115.42
Librarian	1.00	1.0	72,826.29
Career and Technical Education Administrator	0.20	0.2	15,791.21
Career and Technical Education Counselor	0.00	0	0.00
Technology	51.46	51.46	8,714.00
Professional Development	51.46	51.46	3,282.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	51.46	51.46	20,865.00
Library Enhancement	51.46	51.46	1,094.00
Totals			4,153,209.29

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	164273.71

Provide a brief explanation and breakdown of expenses.

\$20,000 - Title 1 Set Aside District Initiative Pre-K
- \$19,727.44 FTE 0.60 Salary for Auxiliary Teacher
- \$272.56 Materials & Supplies

\$1863.71 - Parent Involvement
- \$536.37 Materials & Supplies
- \$1,327.34 School Cast

\$142,410 - Title I School Allocation
- \$142,127.32 Salaries & benefits for teachers and certified RTI intervention specialists
- \$282.68 Classroom materials & supplies

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Sand Rock School currently receives no ARRA Funds.

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	8640.0

Provide a brief explanation and a breakdown of expenses.

Title II funds will be used to provide registration, substitute teachers, and travel expenses for teachers to attend professional development workshops during the 2016-2017 school year.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Sand Rock School does not currently receive funds from Title III.

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Sand Rock School does not currently receive Title IV funds.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

Title VI funds are managed by the District.

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.

Managed by the LEA.

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

Provide a brief explanation and breakdown of expenses.

Managed by the LEA.

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.

No other federal funds are provided to Sand Rock School.

Local Funds

Label	Question	Value
1.	Provide the total	40400.0

Provide a brief explanation and breakdown of expenses

Sand Rock School receives \$50 per student once a year from the Energy Savings Program that the LEA started during the 2015-2016 school year.

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

The annual Title I parent meeting will be held on September 8, 2016 at 5:15PM in the Sand Rock School Media Center. Parents will be given information regarding what Title I funds are, how it is determined if a school receives Title I funds, and how the funds are used to enhance student learning and increase student achievement. Title I status for the school is determined by the percentage of students receiving free and reduced lunch. The 1% set aside is used to purchase items for Title I training, meetings, and parent communication. Parents are highly encouraged to be involved at Sand Rock School. Parent volunteer forms are sent home each year to allow parents to sign up to volunteer at school for different events. Parents and grandparents are often invited to the school to participate in special classroom events. Additionally, parents serve as volunteers at classroom parties, school programs, and athletic contests.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

After the initial Title I parent meeting on September 8, 2016, monthly Title I parent meetings will be scheduled throughout the school year. The school PTSO, school advisory council, and district advisory council also meet throughout the school year to discuss school policies, budgets, procedures, and offer suggestions for improvement. Classroom teachers are available during plan times to schedule meetings with parents regarding individual student progress in class. Many teachers use text messaging, e-mail, classroom web pages, and classroom websites to relay information to parents as well. Parent representatives are members of the school ACIP and Title I committees. During regularly scheduled meetings, they provide input regarding policies, budgets, and school programs. Title I budget amendments are presented to the Title I committee for review and approval. Funds set aside for parent involvement are being used to purchase meeting and communication supplies and an automated calling program to inform and remind parents of upcoming school meetings and events.

3. 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.

We notify parents of special events or dates regarding the Title I program through teacher weekly newsletters, school website, school marquee, school cast, and mailed letters. All communication is sent home in a language other than English if requested. Teachers conduct parent contacts of students who are struggling in the classroom and to answer parent questions regarding individual classroom curriculum. A class outline and/or syllabus is sent home with each student at the beginning of each semester for parents to sign and return to school. Parents are encouraged to contact the school any time to schedule a teacher conference

4. 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).

Our Title I School-Parent Compact is evaluated and amended each year by the school Title I committee. Monthly Title I parent meetings provide opportunities for parent and community stakeholder feedback. Each year, the Title I compact is signed by the school principal, parents, students, and classroom teacher to ensure maximum communication and cooperation among all school stakeholder groups.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents attending the Title I parent meetings, along with parents representing the ACIP committee and school advisory council, are encouraged to express concerns with the ACIP during scheduled meetings. Copies of the completed ACIP will be available in the school office, library, and school website. Parents will receive an ACIP summary after the ACIP has been completed and approved by the LEA. School administration and staff are available to answer questions regarding the ACIP.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Parent volunteer forms are sent home with each student at the beginning of the school year. Parents sign up to volunteer at specific events, meetings, and school functions. Parent training and informational meetings regarding instruction and academic assessments are conducted throughout the year by the school Title I contact, instructional coach, and individual teachers. Meeting topics include curriculum content, relating standards to instruction, assessments given throughout the year, monitoring student progress, building study skills, and college information for seniors. Information regarding programs used in the classroom, such as Compass Learning and Stride Academy, are sent home to parents as well. All Title I requirements are reviewed at the annual Title I meeting held at the beginning of the school year

6b. 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 NCLB Section 1118, 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 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)

Parent volunteer forms are sent home with each student at the beginning of the school year. Parents sign up to volunteer at specific events,

meetings, and school functions. Parent training and informational meetings regarding instruction and academic assessments are conducted throughout the year by the school Title I contact, instructional coach, and individual teachers. Meeting topics include curriculum content, relating standards to instruction, assessments given throughout the year, monitoring student progress, building study skills, and college information for seniors. Information regarding programs used in the classroom, such as Compass Learning and Stride Academy, are sent home to parents as well. All Title I requirements are reviewed at the annual Title I meeting held at the beginning of the school year.

6c. 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 NCLB Section 1118, 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)

Parent volunteer forms are sent home with each student at the beginning of the school year. Parents sign up to volunteer at specific events, meetings, and school functions. Parent training and informational meetings regarding instruction and academic assessments are conducted throughout the year by the school Title I contact, instructional coach, and individual teachers. Meeting topics include curriculum content, relating standards to instruction, assessments given throughout the year, monitoring student progress, building study skills, and college information for seniors. Information regarding programs used in the classroom, such as Compass Learning and Stride Academy, are sent home to parents as well. All Title I requirements are reviewed at the annual Title I meeting held at the beginning of the school year. The administration and staff of Sand Rock School strives to build and maintain a close relationship with parents and community stakeholders by inviting them to become active partners with the school and informing them of opportunities to volunteer, attend, and participate in school events.

6d. 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 NCLB Section 1118, 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)

The annual Title I parent meeting will be held on September 8, 2016 at 5:15PM in the Sand Rock School Media Center. Parents will be given information regarding what Title I funds are, how it is determined if a school receives Title I funds, and how the funds are used to enhance student learning and increase student achievement. Title I status for the school is determined by the percentage of students receiving free and reduced lunch. The 1% set aside is used to purchase items for Title I training, meetings, and parent communication. Parents are highly encouraged to be involved at Sand Rock School. Parent volunteer forms are sent home each year to allow parents to sign up to volunteer at school for different events. Parents and grandparents are often invited to the school to participate in special classroom events. Additionally, parents serve as volunteers at classroom parties, school programs, and athletic contests.

6e. 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 NCLB Section 1118, 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)

The annual Title I parent meeting will be held on September 8, 2016 at 5:15PM in the Sand Rock School Media Center. Parents will be given information regarding what Title I funds are, how it is determined if a school receives Title I funds, and how the funds are used to enhance student learning and increase student achievement. Title I status for the school is determined by the percentage of students receiving free and reduced lunch. The 1% set aside is used to purchase items for Title I training, meetings, and parent communication. Parents are highly encouraged to be involved at Sand Rock School. Parent volunteer forms are sent home each year to allow parents to sign up to volunteer at school for different events. Parents and grandparents are often invited to the school to participate in special classroom events. Additionally, parents serve as volunteers at classroom parties, school programs, and athletic contests. We notify parents of special events or dates regarding the Title I program through teacher weekly newsletters, school website, school marquee, school cast, and mailed letters. All communication is sent home in a language other than English if requested. Teachers conduct parent contacts of students who are struggling in the classroom and to answer parent questions regarding individual classroom curriculum. A class outline and/or syllabus is sent home with each student at the beginning of each semester for parents to sign and return to school. Parents are encouraged to contact the school any time to schedule a teacher conference.

6f. 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 NCLB Section 1118, 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)

Parent volunteer forms are sent home with each student at the beginning of the school year. Parents sign up to volunteer at specific events, meetings, and school functions. Parent training and informational meetings regarding instruction and academic assessments are conducted throughout the year by the school Title I contact, instructional coach, and individual teachers. Meeting topics include curriculum content, relating standards to instruction, assessments given throughout the year, monitoring student progress, building study skills, and college information for seniors. Information regarding programs used in the classroom, such as Compass Learning and Stride Academy, are sent home to parents as well. All Title I requirements are reviewed at the annual Title I meeting held at the beginning of the school year. After the initial Title I parent meeting on September 8, 2016, monthly Title I parent meetings will be scheduled throughout the school year. The school PTSO, school advisory council, and district advisory council also meet throughout the school year to discuss school policies, budgets, procedures, and offer suggestions for improvement. Classroom teachers are available during plan times to schedule meetings with parents regarding individual student progress in class. Many teachers use text messaging, e-mail, classroom web pages, and classroom websites to relay information to parents as well. Parent representatives are members of the school ACIP and Title I committees. During regularly scheduled meetings, they provide input regarding policies, budgets, and school programs. Title I budget amendments are presented to the Title I committee for review and approval. Funds set aside for parent involvement are being used to purchase meeting supplies, postage for mailing parent communication, and an automated calling program to inform and remind parents of upcoming school meetings and events. Parent requests for specific training or activities are submitted and reviewed by the ACIP committee to determine implementation feasibility.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

A certified Spanish instructor is available at Sand Rock School to provide information in Spanish if needed. Additionally, the LEA provides an interpreter for sign language as needed. All parent communication sent home is translated if needed in order to provide effective communication to all parents. The entire campus is ADA handicap accessible, and there is a lift elevator available in the 7-12 building to make the entire building wheelchair accessible. The school goes to great lengths to make sure everyone has equal access to all school facilities, programs, and activities. The school strives to include all employees, students, parents, and community stakeholders in all programs, activities, and events.