ACIP

Winston County Board of Education

Mr. Greg Pendley, Superintendent
25101 Highway 195
Double Springs, AL 35553-0009

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

2017-2018 ACIP Assurances

Winston Co. ACIP 2017-2018

Executive Summary

Introduction

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

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

Description of the School System

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

The Winston County School District is located in north Alabama and is comprised of nine schools located in four, rural communities: Addison, Arley, Double Springs, and Lynn. The Bankhead National Forest and Smith Lake are two geographical notables that generate tourism and revenue for Winston County. There are a large number of retirees who live on Smith Lake and a large number of people who commute to vacation homes on Smith Lake on weekends and during the summer. It is important to note, however, that while we have had an influx of transitory, affluent residents because of our natural resources and low property taxes, the percentage of persons living below the poverty level is still 18.9%.

Based on 2016 United States Census Bureau data, the total population of Winston County is 23,805. There has been a 2.8% decrease in population since 2010, Winston County Schools have experienced a decrease in student enrollment, from 2,478 students enrolled in 2012-2013 to 2391 enrolled as of 9/28/2017. 98% of Winston County students are white with the remaining 2% spread across other various demographic subgroups.

Mobile home manufacturing is the primary industry and leading employer in Winston County. Three of the four school communities have mobile home manufacturing businesses in their cities; however, many of these manufacturing jobs are considered minimum wage. As a result, many of our students qualify for free and reduced lunches. Currently, 57.4% of all Winston County School students qualify for free or reduced lunches. This number has decreased slightly since the 2013-2014 school year. According to 2016 US Census Bureau data, the median household income was $33,194.00, and 18.9% of the county population lived in poverty. Based on these statistics, it is very apparent that many Winston County School students are living in poverty which presents many challenges for the school district. While the challenges are numerous, the Winston County Board of Education administration, faculty and staff are dedicated and committed to provide every student with the best educational opportunities.

According to the State Report Card (AYP), the 2016 graduation rate for Winston County Schools was 89%. These rates have remained consistent with no specific demographic or subgroup emerging as at- risk. There are currently 362 students serviced through special education services, including gifted education. 6 students are receiving EL services.

Winston County School System personnel includes:
Superintendent: Mr. Greg Pendley
Administrative Assistant: Mr. Danny Springer
Administrative Assistant: Mrs. Lauren Archer
Administrative Assistant: Dr. Shandy Porter
Chief School Financial Officer: Mr. Andrew McCay

Board of Education Members:

Mr. Mark Finley, Mr. Lamar Frith, Mr. Joey Boteler, Mr. Randy Lee, Mr. Allin Bailey

Certified Teachers: 203

Local School Administrators: 16

School Bookkeepers: 6

School Secretaries: 5

School Nurses: 5

Transportation Department: 83

Child Nutrition Staff: 25

Instructional/Special Education Aides: 19

Custodial Staff: 22

Technology Staff: 2

System's Purpose

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

I. Governing Principles

1.1 Mission - The Winston County School System will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

1.2 Values and Beliefs -

Students:

- have a shared responsibility for their own learning;

- have individual learning styles, needs, and gifts; education is most successful when these attributes are respected and utilized;

- must be prepared to embrace new opportunities and challenges in order to successfully transition from school to post-secondary education and/or careers;

- school readiness is a critical component of school success.

Parents:

- are a student's first teacher;

- have a shared responsibility for their student's learning;

- must be empowered by schools to prepare for and support their student's learning;

- have the right to be involved and informed about school policies and their student's progress.

Employees:

- Every employee is an educator and has shared responsibility for student learning;

- Effective classroom teachers are critical and assume primary responsibility for student learning;

- Effective leadership is key to student learning;

- Collaboration is fundamental to successful outcomes;

- Advancing the capabilities of all employees is essential to an excellent educational system.

Community:

- Learning is best served when collaboration occurs among students, parents, school and district personnel, and communities;

- Communities benefit from a strong public education system;

- Well managed physical facilities are a community asset and must be specifically designed, constructed, and maintained to advance learning.

Education System:

- Education enhances the quality of life and is the foundation for a strong and free society;

- Education is a dynamic process improved through a continuous cycle of assessment, reflection, and modification;

- Educational resources must be managed effectively, transparently, and equitably;

- High standards and expectations must be maintained through a system of accountability.

The Board requires systematic and comprehensive evaluations of instructional programs and all related areas. Continuous assessments will be conducted within each school as well as on a system-wide basis. Individual schools, as well as the School System, will delineate goals,

specific needs for improvement, and plans for organizing the resources of the school and the community in actively seeking solutions.

Notable Achievements and Areas of Improvement

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

Notable Achievements

- Addison Elementary Jr. Beta Club placed third at Nationals in advertising competition
- Addison Elementary Several sixth grade students competed in the Middle School Regional Tournament for archery and placed third overall.
- December 2015, Blue Ribbon Schools of Excellence, Inc. awarded Double Springs Elementary an Aspiring School Award. This was based on surveys of our stakeholders and an onsite assessment of nine major categories of critical performance in excellent schools.
- December 2016, Double Springs Elementary School was named a Points of Light School by Blue Ribbon Schools of Excellence, Inc. (Article printed in the Northwest Alabamian, January 11, 2017 edition)
- Lynn Elementary received a grant from the CLAS Stride Academy it is a computer based program for our computer lab. This program will enable us to provide remediation, enrichment and extended use of technology inside the classroom. The program also has a component that can be accessed through the internet making it available to students outside the school day and during summer months.
- Lynn Elementary after school program operates three days per week. This program offers homework help, physical education, arts and crafts, and much more! We encourage our community members to maintain partnerships with our afterschool program.
- Meek Elementary Student of the Month: Students K-6 are recognized for outstanding performance and behavior on a daily basis.
- Meek Elementary Tiger Pride Community Outreach- Each month Meek Elementary provides opportunities for students to participate in a community outreach program such as taking donations and raising money for various charities and people in our community.
- Meek Elementary Partnership with Athens State University- Student Teacher program- Athens State University students in the Teacher Education Program observe, participate, and come to Meek Elementary for their internship.
- Double Springs Middle School 2016 Be Healthy Schools Grant recipient for $8,500 sponsored by Blue Cross Blue Shield
- Double Springs Middle School $6,000 Technology Grant through the Northwest Council of Local Governments
- Addison High School started a Robotics Team in 2016,
- Addison High School had two students made 30 or above on the ACT with one student making a perfect score in reading
- Five students at Addison High School were selected to Traders and Farmers Bank Leadership Team for the last three years,
- Addison High School had two students selected to the Capstone Leadership Academy in 2016 and 2017 at the University of Alabama,
- Meek High School's strengths are academics, fine arts, community involvement, and college/career preparation. Our 2015-16 junior class earned the highest average on the ACT in the school system with an average score of 19.0. The state average was 18.7, and the system average was 18.3. Our junior class also earned the highest average in the system in 2013-14 with an average score of 19.6 (state average of 18.3). The 2014- 15 junior class, earned the third highest average in the system with a score of 18.3 (state average and system average were both 18.3). We are pleased that our ACT scores continue to be above average as they indicate college and career readiness for all our students, especially since the ACT is now part of the state's battery of testing.
- Meek High School's ACT Aspire results also indicate growth in some areas, notably in 8th grade reading; the 2015-16 8th grade class scored 39% proficiency, a gain of 13% over their 26% proficiency from 2014-15. Likewise, the 10th grade, as compared to their scores in the 8th grade in 2013-14, scored 45% in reading and 16% in math, an increase of 2% in reading and 11% in math. Our students have also scored well in English and science; most of our focus has been on reading and math due to former AYP standards, but English and science are also highly pertinent to solid CCRS implementation. Our 7th grade performed slightly below average nationally, but our 8th grade was above average 11% in English (84% proficient). The 10th grade was 5% above average in English (68% proficient) and 11% above average in reading (45% proficient). Areas for improvement also exist in those scores; again, the 7th grade performed just slightly below average

nationally, but the 10th grade performed at 33% below average in writing and 20% below average in science.

- Meek High School students routinely earn scholarships and receive awards; students have been accepted to Alabama Governor's School, Girls' State, and HOBY. Our school has had one Smith Scholar within the last three years, as well as a Smith Scholar finalist. Our students have achieved top scores at academic competitions such as Bevill State's Torch Competition, Science Olympiad, and BEST Robotics Competition. Our school is fortunate to have a partnership with the Winston County Arts Council to provide arts education for many of our students. A pottery studio is housed on campus, in addition to a visual arts room and a new music/chorus building (formerly used as a kindergarten classroom). We have been able to offer a fine arts elective that incorporates elements of visual and performing arts to our students for the last two years. Though fine arts is not required for graduation, it is one of the options students may take, and we want to provide a rich offering of courses to our students. The impact of arts education on students' academic performance is well documented in research. Our school's band consistently receives superior ratings at marching and concert competitions, as it has since its inception in 1973.

- Meek High school's clubs and extracurricular activities provide outlets for expression and volunteering/service opportunities. Specifically, the Arley Youth Club allowed students to earn 3,000+ community service hours on local projects. Students worked on tornado cleanup, community events, school concession stands, the elementary school's outdoor classroom, and Alabama football game concession stands, in addition to projects of students' choice.

- Lynn High School developed a middle school concept with separate bell schedule for grades 6-8 to maximize academic instruction time.

- Lynn High School reinstated a Family and Consumer Science Program for grades 9-12.

- Lynn High School started a student of the quarter program to recognize academic achievement for all grade levels.

- Winston County High School Beta Club has enjoyed a great year with 27 students qualifying for the National Convention in Orlando in June. We had 4 Seniors receive a National Beta Club Scholarship this year. That is more than any other school in the state and the most we have earned. Caitlin McCrary, Hayden Hodge, and Nate Harris each received $1000.00 and for the first time at our school Abby West received a $6,000. Scholarship.

- Key Club - WCHS had a state Lt. Governor in Dalton Buchan. Scarlet Day Winston County High Club President and Past State Lt. Governor Brody Sutherland attended the State Convention and presented a donation to Children's Hospital.

- DECA - Hayden Weaver was a state winner and competed at Nationals last week in California.

- Future Farmers of America

- Byron Tuggle's Ag classes at WCHS had 16 people earn FFA Proficiency Awards

- Grant Tidwell - Forestry Management, Paeton Randolph - Small Animal Production, Hunter McSpadden - Landscape Management, Kaitlin Cumberland - Poultry Production, AG Sales - Raymond Riddle, Vegetation Production - Myanna Williams, Abby Taylor, & Hunter Fields -, AG Mechanics- Eli Young, T. J. Ford, Brandon Termini, Dylan McCombs, Logan Lewis, T. J. Wallace, Braxton Shaw, & Adrian Blancas,

- Two state FFA degrees Dylan McCombs & Raymond Riddle

- 23 FFA Discovery Degrees

- 6 FFA Greenhand Degrees

- 4 FFA Chapter Degrees

- Career Technical Education Student credentials are offered in every CTSO program

- 105 students earned Career Readiness Indicator Credential in 2016-17 and 131 total credentials earned including Stackable credentials

- Addition of Career Coach to District to provide course planning and career advice

- Addition of approximately $30,000 in upgrades to Welding program from an ARC Grant

- Addition of approximately $80,000 in upgrades to the Automotive program from an ARC Grant

- Winston Co. Schools received grants for new Pre-K programs at Addison Elementary and Lynn Elementary for $240,000

- Winston Co. Schools received a grant for High Hopes for $77,000 for At-Risk Students

- Winston Co. Schools received a state arts for $5000.00

- Winston Co. Schools received a Land and Water Conservation grant $156,000 for Addison High School Track

- Acquired over 250 acres of state 16th Section Property and moved to local board control, property in located on Smith Lake.

We are striving to to have all schools recognized as Blue Ribbon Schools, see our students reach the national benchmark on ACT testing, and have each graduate with a college and career ready credential in order to the meet the goals of Alabama Ascending.

Additional Information

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

NA

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Participants were surveyed and meetings were held during the procees. All participants complete the new Advanced ED surveys and inventories. Stakeholders included parents, staff, teachers, and students. Curriculum coaches, principals, counselors, and central office personnel reviewed the district ACIP.

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

Each stakeholdre group was responsible providing input to the District ACIP. A meeting was conducted and the District ACIP was finalized. Parents,Community members, schools, were invited to attend this meeting to provide input. The district ACIP was develop based off of data collected from surveys and the Local Indicator.

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

Information was posted on the district website for all schools and an internal email was sent to principals and various stakeholders inside district.

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	Surveys completed for Advanc-Ed Accrediation process. We will go through accrediation in November 2017. The surveys were administred in August and September of 2017.	Parent Culture & Climate 2017 Staff Culture & Climate 2017 Teacher Culture & Climate 2017 Teacher Inventory 2017

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?

Advanced-Ed has a new scale (4.0) at the current time. Teachers noted areas of satisfaction in formal profession development with peers, the strategic direction of the school, and the opportunity to develop high expectations for students. The staff survey found that the characteristics they would use to describe colleagues most oftern are: active, caring, consistent, and honest. parents used the following words to describe our faculty and staff: respectful,supportive,helpful,comfortable,and trusting.

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

That stakeholders feel students are in a safe school environment and are very comfortable approching the school administration and staff regarding their child's educational goals and aspirations.

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

Our schools are student centered, learning environments which promote the best interest and well being of the child. Administrators and teachers are very nuturing and take in interest in the social, emotional, and academic well being of the children.

Areas in Need of Improvement

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

Parents surveyed came to the conclusion we need to spend more time on project based learning and oral presentations. This could also include giving demostrations and completing more cross -curricular projects.

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

Many stakeholders indicated a need for more writing and challenging work in classrooms. Stakeholders indicated most students spent time taking tests, listening to the teacher, or completing worksheets.

What are the implications for these stakeholder perceptions?

Stakeholders indicated a preference for more project based learning. Students need to have more opportunities to utilize more critical thinking skills in the classroom. Teachers should develop more project based, broad themed lessons to carry acoss multiple subjects that can be taught as themes.Students need to develop the connection between conceptionlized themes and real world interactions.

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

All findings are consistent with those of other stakeholder groups.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3

Sections
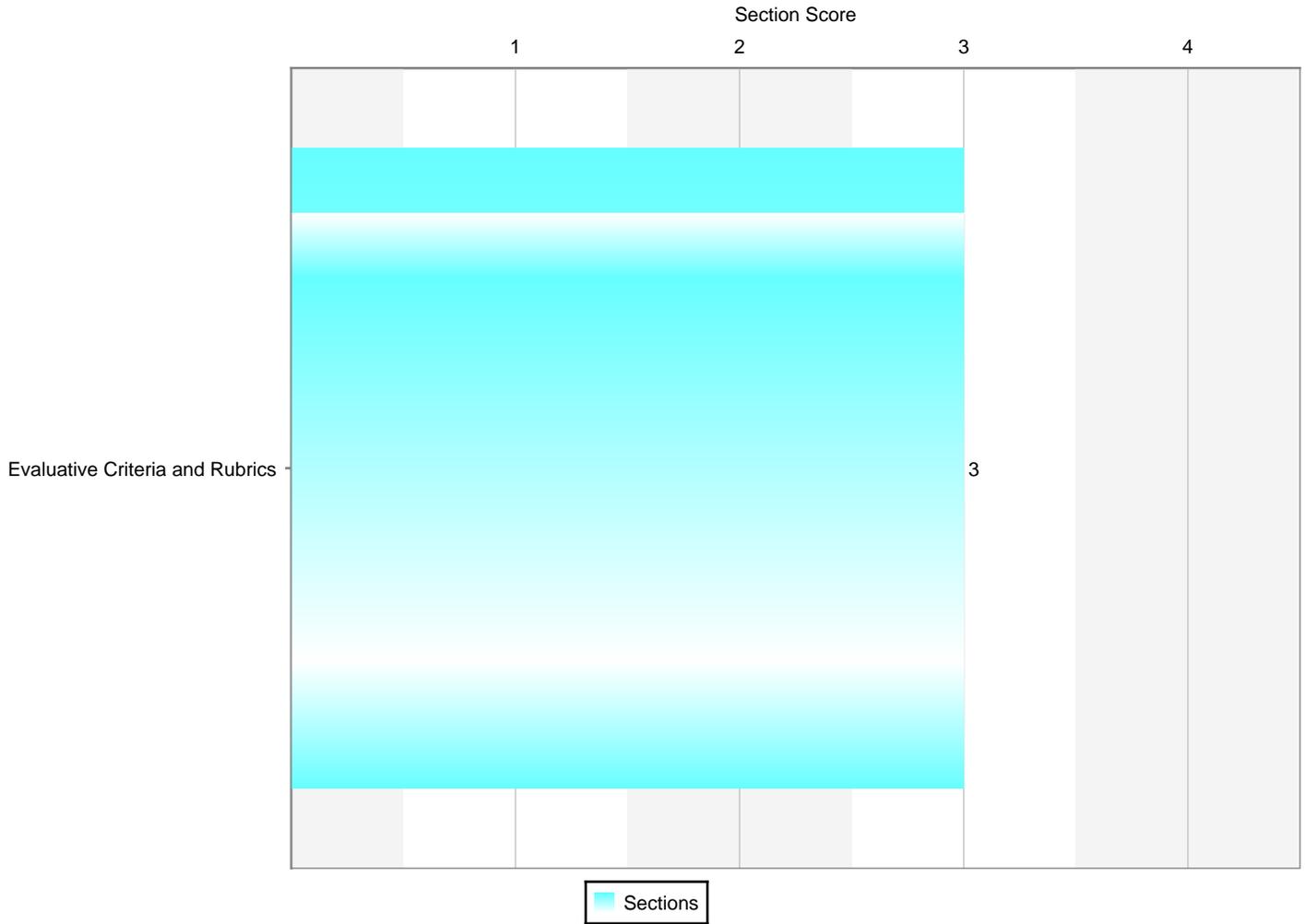
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The following is our Advanced-Ed students surveys for 2017. The surveys were completed in August and September of 2017.	Middle HS Inventory 2017 Elementary Inventory 2017 Middle HS Survey 2017 Elementary CC 2017

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

3rd grades Aspire district scores in English, Math, and Science for 2016 were above the national average. The 4th 2016 district ACT Aspire score was above the national average for English. The 5th grade 2016 district Aspire scores for Reading and English were above the national average. The 6th grade 2016 district Aspire score for Math was above the national average. The 7th grade 2016 district Aspire score for reading was above the national average. ACT scores for juniors in the Winston County School District for 2015-2016 exceeded the state average in English and Reading.

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

The school district has a positive trend in English and reading based on test scores. The trend appears to slow as we reach upper grade levels.

Which area(s) indicate the overall highest performance?

Elementary schools indicates the highest growth levels using computer programs to assist and supplement classroom instruction. Reading, English, and mathematics in the lower grade level appear to show marked improvement.

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

3rd, 4th, and 5th grade show a trend toward increasing performance in English and reading.

Between which subgroups is the achievement gap closing?

The 6th grade and 7th grade subgroup ACT Aspire district scores in English is seperated by one point.

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

ACT Aspire Interim scores are comparable to ACT Aspire Summative scores.

Areas in Need of Improvement

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

Science and math are below the expected levels of performance. Our system failed to meet ACT Aspire state benchmarks in science and math at almost every grade level. The need for system improvement in science and math are also reflected on the district ACT test scores.

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

Our juniors failed to meet the state average in math or science on the ACT test from 2014-2016. The state average for math for 2014 was 17.9 and our system scored 17.5. The state average for science in 2014 was 18.4 and our system scored 18.1. 2015 produced similiar results in math we had 17.2 as a district and the state average was 17.8; in science we had 18.1 as a district and the state average was 18.3. 2016 held to the same pattern of 17.5 for the district average in math and 18 for the state average and 18.8 in science and the state average being 19.0. All scores are below the ACT national benchmark of 22 for mathematics and 23 for science.

Which area(s) indicate the overall lowest performance?

Math and Science are our weakest areas. Gaps seem to increase as students advance in grade levels.

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

Grades 6,8, and 10 in math and science based on ACT Aspire scores.

Between which subgroups is the achievement gap becoming greater?

Between grades 6 to 8th graade seem to show a significant decline based on district scores compared to the natonal average. In 6th grade multiple schools scored above the national average in subject areas. In the 8th grade only one school , Meek High School, scored above the national average on ACT Aspire testing.

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

ACT Interim Scores and comparable to ACT Summative Scores.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4
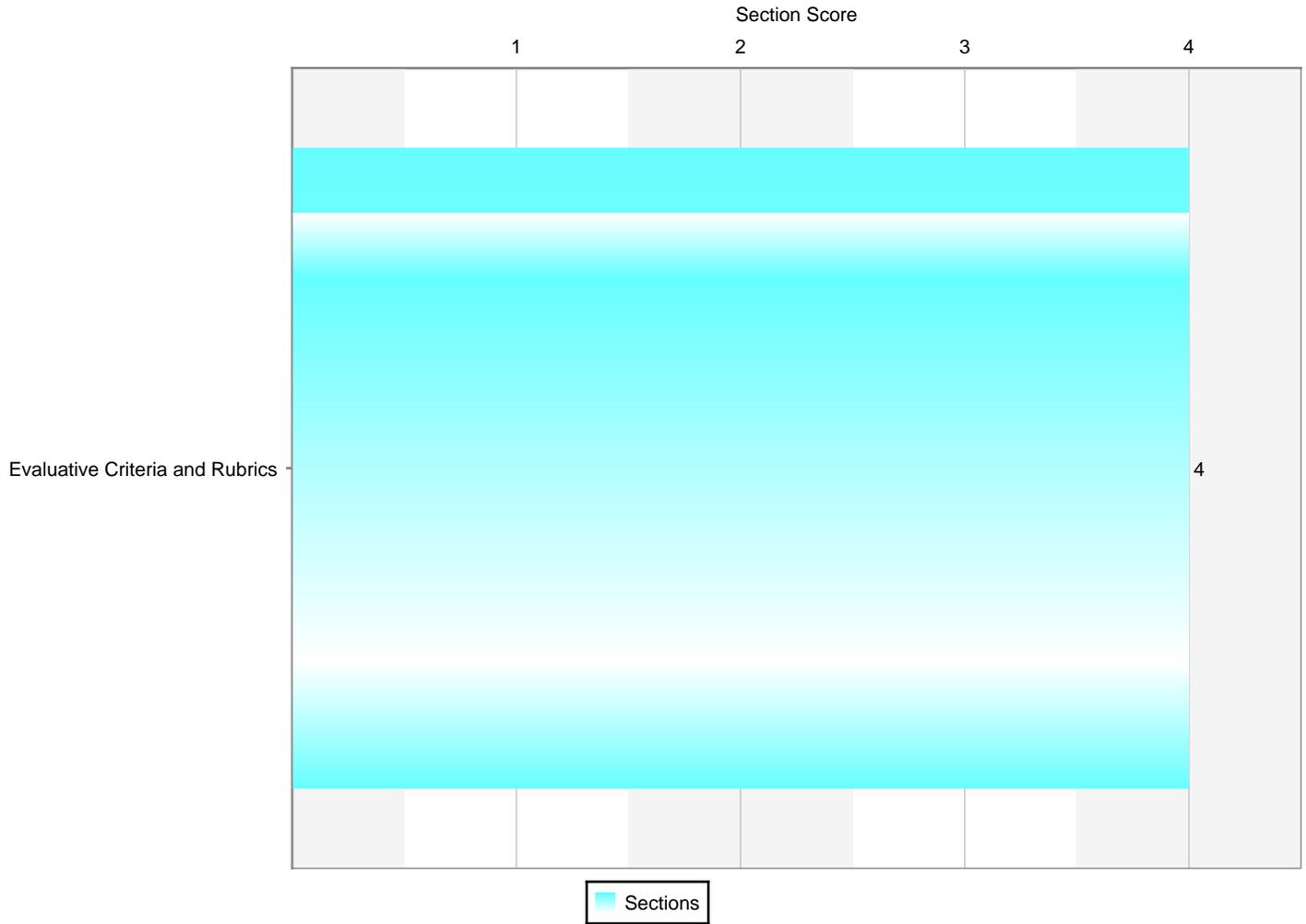
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	ACIP Meeting at WCBOE on October 6,2017 and board will approve 2nd week in October	

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Shandy Porter 25101 Highway 195 Double Springs, AL 35553 205-489-5018	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	see attached	Parents Right to Know

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	see attached Winston Co. Sample Parent Compact	Sample Parent Compact

Winston Co. ACIP 2017-2018

Overview

Plan Name

Winston Co. ACIP 2017-2018

Plan Description

Goals and Objectives for ACIP

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	40-50% all students who participate in Scantron Performance Series testing will score within the profienciency range for mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1500000
2	Have active parent engagement in each school	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1000

Goal 1: 40-50% all students who participate in Scantron Performance Series testing will score within the profienciency range for mathematics.

Measurable Objective 1:

40% of All Students will demonstrate a proficiency by being in the appropriate range in Mathematics by 05/25/2018 as measured by Scantron Performance Series.

Strategy 1:

Scantron Mathematics - Use Scantron Performance Series Testing to show gains from fall to spring test by ensuring that 50% student of all students tested will score within the profienciency range on the Scantron Performance Series. Students will visit the computer lab weekly in order to prepare for the exam. Students will have Scantron, Stride Academy or Classworks in order to prepare for the assessment. Teachers can exam areas of weakness based on results and use small group or whole group instruction to adress those areas in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Scantron Performance Series

Activity - Scantron Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will receive direct instruction from classroom teachers and lab facilitators to prepare for the Scantron Performance Series. Schools: All Schools	Direct Instruction	08/09/2017	05/25/2018	$1500000	General Fund, Title I Part A	School teachers and lab facilitators

Goal 2: Have active parent engagement in each school

Measurable Objective 1:

A total of 10 Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to increase parent involvement and engagement in Practical Living by 05/25/2018 as measured by Administrators and teachers increase the number of parents/guardian using the Parent Guardian INOW portal at each school by 10.

Strategy 1:

Use Parent INOW Portal - Increase number of parents at each school using parent INOW portal to check grades and progress monitoring by 10.

Category: Develop/Implement Student and School Culture Program

Research Cited: USE of INOW/PowerSchool

Activity - Use Parent INOW Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Work with IT department to place a tutorial on school website on the parent INOW portal Schools: All Schools	Technology	08/29/2017	10/31/2017	$1000	General Fund	IT Director, IT Assistant Director, Federal Programs Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scantron Mathematics	Student will receive direct instruction from classroom teachers and lab facilitators to prepare for the Scantron Performance Series.	Direct Instruction	08/09/2017	05/25/2018	$500000	School teachers and lab facilitators
				Total	$500000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scantron Mathematics	Student will receive direct instruction from classroom teachers and lab facilitators to prepare for the Scantron Performance Series.	Direct Instruction	08/09/2017	05/25/2018	$1000000	School teachers and lab facilitators
Use Parent INOW Portal	Work with IT department to place a tutorial on school website on the parent INOW portal	Technology	08/29/2017	10/31/2017	$1000	IT Director, IT Assistant Director, Federal Programs Director
				Total	$1001000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use Parent INOW Portal	Work with IT department to place a tutorial on school website on the parent INOW portal	Technology	08/29/2017	10/31/2017	$1000	IT Director, IT Assistant Director, Federal Programs Director
Scantron Mathematics	Student will receive direct instruction from classroom teachers and lab facilitators to prepare for the Scantron Performance Series.	Direct Instruction	08/09/2017	05/25/2018	$1500000	School teachers and lab facilitators
				Total	$1501000	