



ACIP

Calhoun County Board of Education

Mr. Joseph D Dyar, Superintendent
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Executive Summary

Introduction

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

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

Description of the School System

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

The Calhoun County School District is located in northeastern Alabama. It is the largest school system in the county with four other city school systems that exists in the surrounding area. The Calhoun County School System includes 18 schools located in seven different communities that span the county. These school communities range from suburban areas of the cities of Anniston and Oxford to the very rural county areas of population. Our district also provides education to our students through the Career Tech School and the Alternative Education Program. Calhoun County School System serves approximately 9,200 students and employs approximately 1250 teachers, administrators and support staff.

General Demographic information about Calhoun County:

With approximately 117,296 people, Calhoun County is the 10th most populated county in the state.

In 2010, the median household income of Calhoun County residents was \$38,407. However, 19.5% of Calhoun County residents live in poverty. The median age for Calhoun County residents is 38.2 years young. The largest Calhoun County racial/ethnic groups are White (73.6%) followed by Black (20.4%) and Hispanic (3.3%).

Changes/Challenges:

Calhoun County School System has seen a shift in student population in relation to school communities. Some school zone populations have increased while other school zone areas have decreased. Movement of the population, in some part, has been related to the total economic situation in our county and state. Increase in student population in some communities has caused overcrowding which has led to new school buildings being built. Our school system is also dealing with some very old school structures in some of our communities.

Current planning is underway to address these older structures.

Calhoun County School System has been initiating and implementing curriculum and strategies that address 21st Century skills. In that area, we have found the need to upgrade our network and technology so that implementation can occur effectively. Current planning is underway to address this technology need. Our school system is also being proactive in bringing professional development to our teachers so that the most meaningful teaching and learning can occur utilizing 21st Century skills.

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.

Vision Statement

The vision of the Calhoun County School System is to provide a high quality education by focusing on the value of learning, ensuring success among students and staff, and maximizing potential as we prepare our students to be productive citizens of our community and the world.

Calhoun County Schools Technology Department envisions all students being actively engaged and having access to the technology resources and tools needed to support and enhance education. Additionally, the staff of Calhoun County Schools will have training opportunities and support needed to utilize and implement technology.

Mission Statement

It is the mission of the Calhoun County School System to reach and promote the needs of every child in terms of their abilities, learning styles, interests, and diversities. Working in collaboration with all stakeholders, the Calhoun County School System challenges all students to reach their highest levels of achievement through rigorous, high-quality instruction while providing a safe and positive environment.

Through the combined efforts of all stakeholders the Calhoun County School System will

- Make our schools centers of learning opportunities, readily available for the surrounding families and residents of our communities.
- Recognize and nurture students as individuals with unique abilities, learning styles, and distinct educational needs.
- Prepare our students, as well as our staff, with the ability to use technology as a tool for communication and lifelong learning in order to succeed in the 21st century.
- Set a uniform standard for high academic, social and physical skills.
- Sustain and monitor benchmarks of success in order to increase student achievement.
- Provide a safe and caring learning environment, one that values diversity.

It is the mission of the Calhoun County Schools Technology Department to provide access to applicable and purposeful technology resources and tools to meet or exceed the educational goals of the Calhoun County School System. It is our mission to assist and guide staff members of Calhoun County Schools in utilizing technology skillfully and efficiently in the classroom.

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:

Our system has been proactive in developing a plan for utilizing effective technology for teaching and learning with our Bring Your Own Device Learning Initiative, project based learning training with Technology in Motion, and our i21 Zone training. Our system has been proactive in implementing the formative assessment process and utilizing data to drive our instruction for student success. This has involved our formative assessment process, summer pacing and unwrapping the standards project, and professional development sessions at the system and local school levels. Our system has taken steps to fully implement College and Career Ready with a system-wide leadership team and local school support through math instructional coaches and reading coaches.

Areas of Improvement:

Our system is striving to update and strengthen our technology network infrastructure and update our aging computer and devices. This involves a three year plan to finance and support the effort to get all classrooms supplied with adequate, up-to-date computers. This also involves continued professional development in the areas we've already established and additional professional development in the areas of effective technology integration, project based learning, and college and career readiness. Our system is also striving to fully implement college and career readiness through in-depth use of Kuder in all appropriate middle and high school grade levels and implement a program of career awareness in the elementary levels. Continued efforts will be made to support teachers in effective teaching practices and we implement the College and Career Ready Standards.

Additional Information

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

Our system continues to provide ongoing support for teachers as they support students. Our PASS program offers a way for students to both excel and recover credits. Two additional graduation dates have been established - a summer graduation and a winter graduation - for students who may need to exit school early due to various circumstances. We also offer go ahead credit for students who wish to pursue a career tech path or wanting to take additional classes offered at their individual school. We have increased our advanced placement classes in every school.

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.

Calhoun County Schools makes every effort to be transparent to stakeholders and the general public and to involve the surrounding communities in collaboration of the improvement processes. Each local school has a plan for parent and community involvement. Our federal programs director holds the general meetings for stake holders to attend where information is shared and opportunity is given for input. This meeting takes place in the late spring or early summer to review the previous year and examine progress on goals and additional information. The federal programs parent advisory meeting is part of this process. Fall meetings may be scheduled to discuss updates or any addendum that might be needed for our plan. System representatives regularly meet with our local Chamber of Commerce to share information and receive feedback for areas of focus or need. We hold regularly scheduled Regional Planning Team meetings with district-wide and regional stake holders to discuss projects, give updates, and share general information. Throughout all of these processes a variety of stakeholders are involved including community and business members, partners in educational institutions, parents, and others.

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

The improvement plan was a collaborative effort involving central office staff members responsible for organizing and detailing the planning process. Representatives that collaborated in the process included the Superintendent of our system, the technology director, other central office staff members including special education staff, federal programs staff, and curriculum/instruction staff, local school administrators, teachers, and technology coordinators, parents, business owners, and other community members. Each member had opportunity to share their expertise and point of view in discussing the plan. Adjustments were made accordingly.

District team members include:

Joe Dyar - Superintendent

Ed Roe - Deputy Superintendent

Donald Turner - Executive Director

Holly Box - Executive Director

Beth Long - Executive Director

Dr. Charlene Hill - Special Education Director

Angela Bonds - Assistant Special Education Director

Amy Shelly - Special Education Resource Specialist

Shaun Eller - Special Education Resource Specialist

Kassie Hollingsworth - Special Education Resource Specialist

Tina Parris - CSFO

Susan Maxwell - Accountant

Jackie Williams - Professional Development Specialist

Natasha Scott - At-Risk Administrator

Becky Cox - Social Worker/Parenting Specialist

Nicole Burgess - Social Worker/Parenting Specialist

Molly Steenberg - Resource Center Clerk / Technology Coordinator

Chris Hayes - Principal

Karen Rider - Parent

Cindy Rayfield - Parent

Technology Plan

Jenel Travis - Technology Director

Pam Ginn - Technology Coordinator/Librarian Alexandria Elementary

Whitney Welch - Technology Coordinator Alexandria Elementary

Zach Welch - Technology Coordinator - Alexandria High

Terri Beecham - Technology Coordinator/Librarian - Ohatchee Elementary

Heather Almaroad - Technology Coordinator - Ohatchee High

Jennifer Reaves - Technology Coordinator - Pleasant Valley Elementary

Anthony Findley - Technology Coordinator - Pleasant Valley High

Jill Brookes- Technology Coordinator/Librarian - Saks Elementary

Lindsay Mosely - Technology Coordinator/Librarian - Saks Middle

Sharon Finch - Technology Coordinator/Librarian - Weaver Elementary

Allison Otwell - Technology Coordinator/Librarian - Weaver High

Lisa Holtman - Technology Coordinator - Wellborn Elementary

Melody Brooks - Technology Coordinator - Wellborn High

Jamie Davis - Technology Coordinator - Alternative School

Christine Hollis - Technology Coordinator/School Librarian - White Plains Elementary

Wanda Duckett - Technology Coordinator - White Plains Middle

Diedre Giddy - Technology Coordinator/Librarian - White Plains High

Lynne Burgess - Technology Coordinator/Business Ed Teacher - White Plains High

Chris Shaw- Technology Coordinator - Career Technical Center

Tracy Shaw - Librarian - Alexandria High

Shaun Winn - Librarian - Alexandria High

Sherry Beard - Librarian - Ohatchee High

Temeah Harrelson - Librarian - Pleasant Valley Elementary

Robin Fincher - Librarian - Pleasant Valley High

Diedra Williams - School Librarian - Wellborn Elementary

Donna Vingers - School Librarian - Wellborn High

Robyn Owens - School Librarian - White Plains Middle

Cindy Morrow - Parent

Lynda Dyar - Parent

Tech Plan Cross References and Contacts

Paul Duggan - Alabama Super Computer Authority

Rick Bagwell - Alabama Super Computer Authority

Rhonda Oates - ALSDE Technology Initiatives

Jimmy Myrick - Cherokee County - Technology Director

Scott Lee - LST Vendor of Infrastructure

Justin Miller - LST Project Manager

Joseph Spoon - LST Project Engineer

Cliff Jeffcoat - Cisco Engineer

Donna Williamson - Mountain Brook Schools

Eric Burrage - Oxford City Schools

Anthony Kingston - Jacksonville City School

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

The final improvement plan is presented at a public board meeting. It is voted on and approved by our board members. The final plan is posted on our public website. The goals, plans, and updates on our progress are made to all stakeholders as opportunities arise through a variety of meetings throughout the year. Hard copies of our plan are made available upon request. School Cast is utilized to inform parents of the posting to our website and updated progress.

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		CCS Stakeholder Feedback Data Doc

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?

In responding to their survey, parents indicate they are most satisfied with the safety of their child's school with over 88% agreeing the "Our school provides a safe learning environment." They also are highly satisfied with 86% agreeing "My child knows the expectations for learning" and 82% agreeing "Our school has high expectations for all students." Equally, 82% of parents agreed that the school provides qualified staff and ensures that facilities support student learning.

In responding to their survey, 96% of staff agree "My school purpose is focused on student success" and "School continuous improvement process is based on data, goals, actions and measures for growth." 95% of staff agree the school has qualified staff to support student learning.

The three student surveys shared the area of high expectations as a strength. 95% of early elementary students agree "My teacher wants me to learn." 98% of elementary students agree "My teachers want me to do my best work" and 96.92% agree "My principal wants me to do my best." 79% of middle and high school students agree "Principals and teachers have high expectations for my learning" and "My school provides challenging curriculum and learning experiences."

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

This is the first time Calhoun County Schools utilized the surveys from AdvancEd so we cannot accurately analyze the data for trends. We have completed various stakeholder surveys in the past, but not ones that are closely related enough to make comparisons. However, within the different stakeholder surveys given this year, we do see some common trends. A high expectation for learning was a common area of strength noted in all surveys and improved communication was an area of improvement in all surveys.

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

Past surveys have consisted of local school surveys, district level surveys, and technology surveys, professional development surveys, Pride surveys, and needs assessment surveys. Although the setup and scope of past surveys have been very different than the ones administered this year through AdvancEd, there are some consistent findings especially in the area of improving communication to stakeholders. Improvements have been made in the area of communication with stakeholders by means of technology. Our system now utilizes a district level website and each individual school also has a website that is used to communicate with stakeholders. We also utilize a "School Cast" program that will automatically call groups of stakeholders as needed with announcements and information. Our student management platform now has a parent portal that allows parents to access the teachers' grade book at their convenience.

Areas in Need of Improvement

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

Only 66% of parents agree "All of my child's teachers meet his/her learning needs by individualizing instruction" and "All of my child's teachers keep me informed regularly of how my child is being graded." 69% agree "School ensures effective use of financial resources."

Only 76 % staff agrees "In our school, a formal process is in place to support new staff members in their professional practice." 80% of staff agrees "Staff members provide peer coaching to teachers" and "All school personnel regularly engage families in their learning progress."

Overall lowest level of satisfaction from student surveys is in the areas of communication, culture and climate. Only 67% of early elementary students agree "My family likes to come to my school." Only 55% of elementary students agree "My principal and teachers ask me what I think about school." Middle and high school students responded with only 26% agreeing "Students respect the property of others" and 27% agreeing "Students help each other even if they are not friends."

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

This is the first time Calhoun County Schools utilized the surveys from AdvancEd so we cannot accurately analyze the data for trends. We have completed various stakeholder surveys in the past, but not ones that are closely related enough to make comparisons. However, within the different stakeholder surveys given this year, we do see some common trends. A high expectation for learning was a common area of strength noted in all surveys and improved communication was an area of improvement in all surveys.

What are the implications for these stakeholder perceptions?

The implications for the stakeholder perceptions are:

- Communication seems to be a major factor in the areas of improvement from the parent survey in regards to grading practices and conveyance of effective use of system and school financial resources. CCS also has the task of continued improvement through professional development for increasing differentiation of instruction and student engagement strategies in the classroom and to make sure we have communicated our efforts to parents.
- CCS must find effective means for more teacher support. This extends to new teachers in our system but also a more strategic plan for peer coaching to veteran teachers. CCS has had a new teacher support plan in place, but that process has been somewhat dispersed. Our literacy coaches have been moved from the elementary into the middle and high school settings. This has allowed for the ideas of "peer coaching" to evolve on some level but we have much work to do before we reach satisfactory level. We also must develop strategies for sustaining "peer coaching" at the elementary level since our instructional coaches are now more focused on the middle and high schools.
- CCS must continue to work on the climate and cultures of our schools so that a more positive viewpoint can be developed from our students. Steps we have taken to improve student engagement develop individualized four year plans with students, and programs we have implemented such as Project Wisdom, the Power of ICU, and early graduation through PASS and SAVE are steps in the right direction. We simply need to continue and expand the approach we are taking to reach more students.

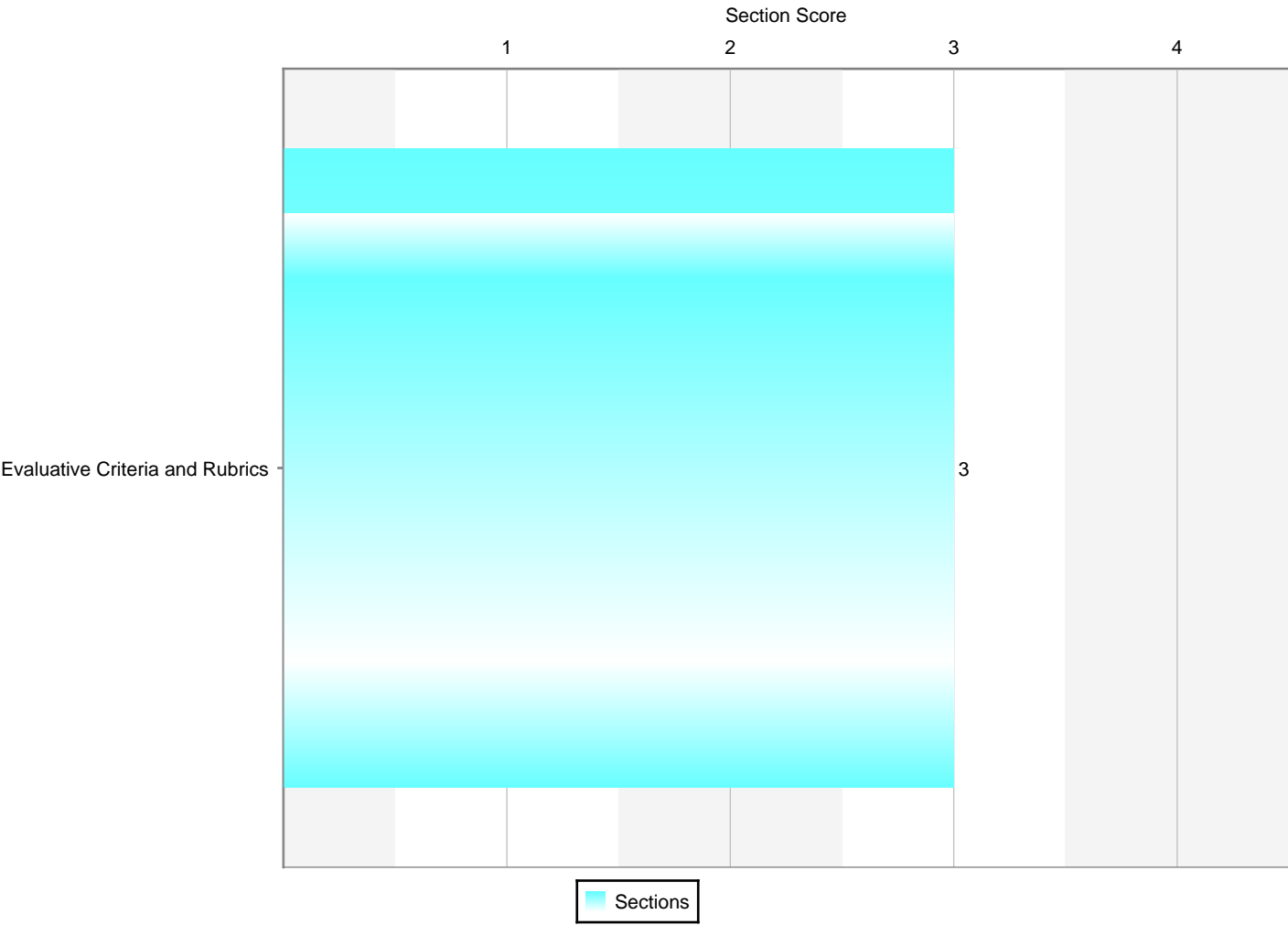
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Past surveys have consisted of local school surveys, district level surveys, and technology surveys, professional development surveys, Pride surveys, and needs assessment surveys. Although the setup and scope of past surveys have been very different than the ones administered this year through AdvancEd, there are some consistent findings especially in the area of improving communication to stakeholders.

Improvements have been made in the area of communication with stakeholders by means of technology. Our system now utilizes a district level website and each individual school also has a website that is used to communicate with stakeholders. We also utilize a "School Cast" program that will automatically call groups of stakeholders as needed with announcements and information. Our student management platform now has a parent portal that allows parents to access the teachers' grade book at their convenience.

Report Summary

Scores By Section



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		CCS Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

We are very proud of the noticeable increase in the graduation rate. We will continue to track gains in all academic areas.

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

In comparing the rubrics as related to the 8th grade EXPLORE assessment, as it relates to the 10th grade PLAN assessment, as it relates to the 11th ACT assessment, Calhoun County Schools show a positive performance in the English content area. Calhoun County students, on average, score above the national benchmark on all three of these assessments in the English subtests.

Which area(s) indicate the overall highest performance?

Calhoun County Schools overall highest performance is the dramatic increase in the graduation rate over a five year period.

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

Due to the transition year as related to accountability assessments in the state of Alabama, there is no current baseline data to show a trend of improvement in subgroup populations. However, we do have sufficient data with PLAN and EXPLORE to show our students are scoring within the same score range as the national norm group.

Between which subgroups is the achievement gap closing?

In our previous state assessment, ARMT+, the achievement gap between regular education and special education students had been closing. We expect that trend to continue.

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

The data results available to us through state assessments correlates with system level data resources of STI formative assessments and STAR.

Areas in Need of Improvement

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

We have started to really look deeper at our end of course assessments. We see we really need to better target instruction in all areas but especially Algebra I. Our numbers of proficient students needs to be improved. We met with our teachers in September to make adjustments to our pacing guide and our instructional practices.

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

No areas show a negative trend in performance. We do see more emphasis needs to be placed on both math instruction with end of course assessments. Our ACT Aspire data shows we need to really spend more time in both language arts and math.

Which area(s) indicate the overall lowest performance?

On average, students' lowest performance scores are in the subject area of science on the ACT, PLAN, and EXPLORE.

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

No subgroup shows a trend toward decreasing performance. We do still have instructional gaps with our special education population.

Between which subgroups is the achievement gap becoming greater?

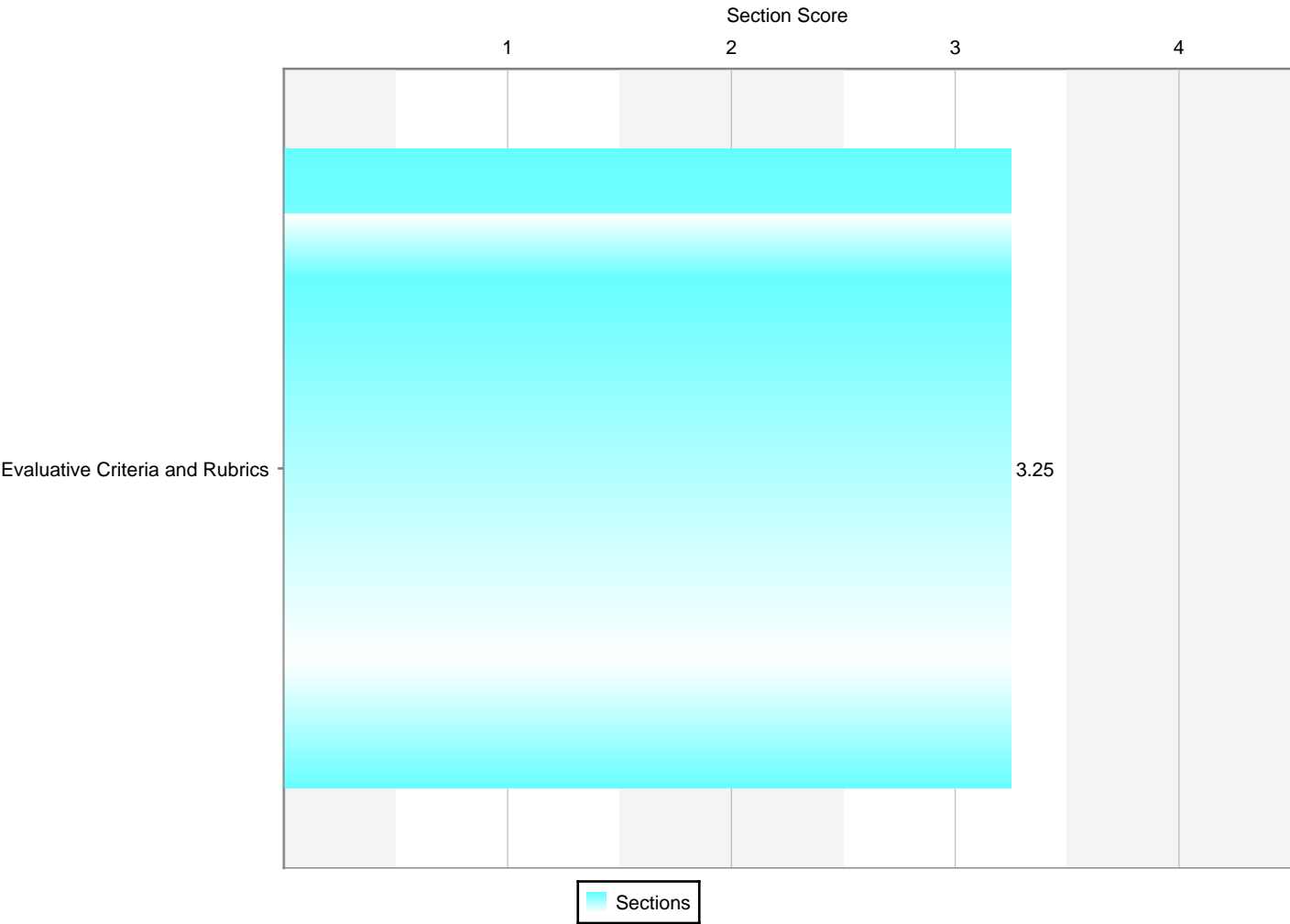
Our Hispanic/Latino subgroup, on average, score lower in all sub-tests on the PLAN and EXPLORE.

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

The data results available to us through state assessments correlates with system level data resources, formative assessments and STAR.

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		

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	CCS Discrimination Policy	CCS Non-Discrimination

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	Holly Box-Title IX compliance officer, Executive Director 256-741-7457 Charlene Hill -IDEA compliance officer-Special Education Director-256-741-7427	

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	Parent Involvement Plan	Parent Plan

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	LEA Parent Involvement Plan	Parent Plan

Calhoun County District Plan 2014-2015

Overview

Plan Name

Calhoun County District Plan 2014-2015

Plan Description

System wide goals and expected outcomes

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	Increase the Graduation Rate by 3%	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	Maintain adequate progress in English Proficiency/ELL	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
3	Implement the IS2 waiver	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Prepare and Support Teachers and Leaders to Graduate College-and-Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$1055000
5	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$1169000
6	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$98600
7	Students will become more proficient in core academic content.	Objectives: 4 Strategies: 1 Activities: 1	Academic	\$0
8	Each school will achieve or maintain a 95% rate of student attendance.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the Graduation Rate by 3%

Measurable Objective 1:

A 3% increase of Twelfth grade students will demonstrate a proficiency in meeting college and career readiness standards, in Practical Living by 05/22/2014 as measured by increasing the graduation rate..

Strategy 1:

PLAN 2016 - Calhoun County will spend time excelling the curriculum and building better prepared students instead of remediating for an obsolete AHSGE. Schools. Teachers will utilize the time traditionally used for memorizing and drilling concepts to teach more in depth concepts, project-based learning, and critical thinking skills. Our goal is that students can step successfully from the high school setting into a college setting without the need for remedial courses or step into their career with proficient communication and workforce skills. This innovative plan will put into place a framework utilizing resources such as the Alabama Career Information System, Kuder, and ACT's Quality Core resources which will help students in grades 6-12 develop knowledge, explore possible careers, and establish a workable four year plan. All components of this plan will propel our students to increase their knowledge and 21st Century skills.

Research Cited: CCRS, PBL, ARI, AMSTI, Kuder and Alabama Career Information Network

Activity - PASS/SAVE Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alternative pathway including instruction and scheduling for at-risk or students needing an accelerated curriculum. Schools: All Schools	Academic Support Program	08/19/2013	08/18/2014	\$0	District Funding	District Administration , local administration and alternative school personnel
Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

This innovative plan will focus on project-based learning with embedded content standards from the core content areas of English Language Arts, History, Science and Math. Projects will encourage technology proficiency with goals of fostering creativity and increasing student engagement. Teachers will collaborate to develop project based lessons that will blend the core content curriculum. This opportunity will encourage effective implementation of the English Language Arts Literacy Standards for reading and writing in the content areas. Rubrics will be utilized to ensure consistency and clearly communicate expectations. Calhoun County's POWER Up BYOD (Bring Your Own Device) learning initiative fully supports this process. On-going, embedded professional development in this area will continue as teacher leaders are developed and hybrid lessons are created to improve student learning.	Academic Support Program	08/19/2013	05/22/2014	\$0	General Fund	Technology in Motion Specialist, Local Administration, Teacher Leadership teams
Schools: All Schools						

Activity - College/Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, teachers, counselors, and students will collaborate to develop and participate in community service learning projects. This will be a differentiated project to meet the needs of the student and local school community. Service learning projects will be required during the senior year. Students completing the 12th grade will develop a portfolio of their work, accomplishments, projects, community service, a thirteenth year education/career plan and other learning. This portfolio will be a valuable asset to the student as they begin their college or career path.	Career Preparation/Orientation	08/19/2013	05/22/2014	\$0	No Funding Required	District and Local Administrators, teachers and counselors
Schools: All Schools						

Activity - Grad Tracking System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing use of Grad Tracking System at the system and local school level. Administrators, guidance counselors, reading coaches, and central office personnel will receive on-going professional development and support for utilizing this program. This program will be utilized at the local schools through the problem solving teams, administrators, and counseling programs.	Academic Support Program	08/19/2013	08/18/2014	\$0	No Funding Required	Holly Box; Lorrie Moody; Local School Administrators.
Schools: All Schools						

Goal 2: Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency on the ACCESS assessment, in English Language Arts by 05/22/2014 as measured by data from the ACCESS assessment.

Strategy 1:

Ongoing CORE support for teachers - Teachers will participate in ongoing discussion groups, attending SAMUEL meetings, collaborating with ELL teachers, in order to support the ELL population.

Research Cited: WIDA standards, SDAIE

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Coordinator and ESL staff will hold departmental meetings to discuss program needs, student needs and progress, and review the program implementation. Student work samples and assessments will be reviewed to determine student needs and goals.	Other	08/19/2013	05/23/2014	\$0	No Funding Required	EL Coordinator and ESL Staff
Schools: All Schools						

Activity - SDAIE strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SDAIE strategies are part of the classroom instruction. SDAIE strategies provide an opportunity for educators to explore varied instructional strategies for educating ELL.	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	All teachers of ELL students
Schools: All Schools						

Activity - WIDA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use WIDA standards for English language development in their instruction, in conjunction with WIDA Can Do descriptors.	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	All teachers of ELL
Schools: All Schools						

Goal 3: Implement the IS2 waiver**Measurable Objective 1:**

collaborate to complete requirements, conditions and components of CCS IS2 Waiver, by 05/22/2014 as measured by an increase in student engagement, success, achievement and attendance with a decrease in discipline referrals .

Strategy 1:

Goal monitoring - District and local personnel will collaborate to ensure all parts of the waiver are being implemented.

*CCRS meetings

*STI District and local school data meetings

*Guidance Counselors creating and implementing a k-12 curriculum guide

*PBL-system wide

*Reading Coaches working with k-12 schools

*Full implementation of Kuder 6-12

*Accelerated CCRS/Senior Community Project for 2013-2014

*Career Preparedness coursework

*Increase Co-Op opportunities for all students

Research Cited: ARI, AMSTI, Tecnology in Motion, CCRS

Activity - Waiver Implementation/Career Preparedness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Guidance counselors have created a k-12 curriculum guide- Emphasis will be placed on developing and supporting a stronger guidance counselor program for students. We will implement a system level plan that will be consistent, purposeful, and a sequential program of activities which will begin with elementary students and follow them through middle and high school. Student plans will be developed through collaboration among administrators, counselors, teachers, students, and parents. A student plan with outcome goals and learning targets will develop based on individual student data, interests, and needs. All students will have a four year plan developed by the end of eighth grade. This plan will guide course selection. This process will be accelerated for Seniors of the 2013-2014 school year.</p> <p>Full Implementation of Kuder-This innovative plan will put into place a framework utilizing resources such as the Alabama Career Information System, Kuder, and ACT's Quality Core resources which will help students in grades 6-12 develop knowledge, explore possible careers, and establish a workable four year plan. All components of this plan will propel our students to increase their knowledge and 21st Century skills.</p> <p>Career Preparedness Course taught in grades 9-12.</p> <p>Increase Co-Op opportunities- Calhoun County will follow a distinct procedure for out-of field placement with our Co-Op program. It will be our continued goal to find the best possible work opportunities for all students that fit their career objective. We will document our efforts to do so utilizing the "Cooperative Education Out-of-Field Placements" form. Students may be placed in out-of-field job opportunities only if no suitable in-field job opportunity can be found.</p> <p>Schools: All Schools</p>	Career Preparation/Orientation	08/19/2013	05/22/2014	\$0	No Funding Required	All district and local school personnel

Activity - Waiver Implementation/Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators, teachers, counselors, and students will collaborate to develop and participate in community service learning projects. This will be a differentiated project to meet the needs of the student and local school community. Service learning projects will be required during the senior year. Students completing the 12th grade will develop a portfolio of their work, accomplishments, projects, community service, thirteenth year education/career plan and other learning. This portfolio will be a valuable asset to the student as they begin their college or career path. Calhoun County will follow a distinct procedure for out-of field placement with our Co-Op program. It will be our continued goal to find the best possible work opportunities for all students that fit their career objective. We will document our efforts to do so utilizing the "Cooperative Education Out-of-Field Placements" form. Students may be placed in out-of-field job opportunities only if no suitable in-field job opportunity can be found.	Community Engagement	08/19/2013	05/22/2014	\$0	No Funding Required	All district and local school personnel
Schools: All Schools						

Activity - Waiver Implementation/Academic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCRS/PBL-This innovative plan will focus on project-based learning with embedded content standards from the core content areas of English Language Arts, History, Science and Math. Projects will encourage technology proficiency with goals of fostering creativity and increasing student engagement. Teachers will collaborate to develop project based lessons that will blend the core content curriculum. This opportunity will encourage effective implementation of the English Language Arts Literacy Standards for reading and writing in the content areas. Rubrics will be utilized to ensure consistency and clearly communicate expectations. Calhoun County's POWER Up BYOD (Bring Your Own Device) learning initiative fully supports this process. On-going, embedded professional development in this area will continue as teacher leaders are developed and hybrid lessons are created to improve student learning. STI/Reading Coaches- The plan will utilize standards based instruction with formative and summative assessments throughout all grading periods in the content areas. These assessments will be constructed based on a uniform pacing guide developed by teachers of the content areas. Adjustments in instruction will be made to meet the needs of individual students until mastery of standards are reached. Professional development in the areas of standards based assignments and grading will continue.	Academic Support Program	08/19/2013	05/22/2014	\$0	No Funding Required	All district and local school personnel
Schools: All Schools						

Goal 4: Prepare and Support Teachers and Leaders to Graduate College-and-Career-Ready Students

Measurable Objective 1:

demonstrate a proficiency to inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. by 05/30/2014 as measured by Principals report using Classroom/Student Observation Tools (Ex: PBL Snapshot Survey), Technology Inventory, and TIM Training Reports.

Strategy 1:

Administrator and Teacher Professional Development - Instructional Leaders will attend PBL course through Technology in Motion that will include using technology effectively in the classroom to promote 21st century skills, identifying ways teachers can use technology to enhance learning through research communication, collaboration and productivity strategies and tools through hands on learning and collaborating with colleagues.

Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

International Society for Technology in Education (ISTE) Adapted from NETS-A: Retrieved from <http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from <http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2>

Activity - PBL through Technology in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both administrators and teachers are participating in the project based learning supported by Intel through Technology in Motion. Using technology effectively in the classroom to promote 21st Century skills through a hands on approach while collaborating with colleagues. Schools: All Schools	Professional Learning	09/02/2013	05/31/2016	\$0	No Funding Required	Holly Box and Jackie Williams
Activity - i21 Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will participate in i21Zone with modeling lessons and training to help with the transition into BYOD. Schools: All Schools	Professional Learning	09/09/2013	05/30/2014	\$140000	Other	Holly Box and Jackie Williams
Activity - Summer PD Provided by Local Technology Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various technology/technology integration courses are offered each summer to help prepare teachers to use technology and digital content to help students to meet CCRS. ALEX, APT+, Web Tools, AVL, Microsoft, educational programs. Schools: All Schools	Professional Learning	05/30/2014	07/31/2014	\$0	No Funding Required	Technology Staff

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing alignment of CCRS and training on data related to assessment scores. Utilizing technology based programs (examples: Global Scholar, STAR, Think Linc) Schools: All Schools	Academic Support Program	08/05/2013	05/31/2016	\$100000	State Funds	Holly Box and Jackie Williams
Activity - Ongoing PD for Librarians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Librarians participate in ongoing professional development each month to help both teacher and student success in CCRS. Schools: All Schools	Professional Learning	08/05/2013	05/31/2016	\$0	No Funding Required	Jenel Travis
Activity - Software Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of various software programs that support CCRS and are geared towards student achievement. Schools: All Schools	Academic Support Program	08/05/2013	05/31/2016	\$215000	General Fund	Jenel Travis
Activity - Computers in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Add one teacher computer in every classroom Schools: All Schools	Technology	05/16/2014	01/23/2015	\$600000	District Funding	Jenel Travis and Lance Driskell

Goal 5: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators). by 08/04/2014 as measured by District Capital Plan Report, Inventory Reports, and Bandwidth Traffic Reports.

Strategy 1:

Technology Upgrades - Upgrade technology components as needed to ensure proper bandwidth, wireless connectivity, and digital resources.

Research Cited: National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>.

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Activity - Replace Core Router	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace core router at the main technology location. Schools: All Schools	Technology	10/01/2013	11/29/2013	\$100000	Capital Improvement Fund	Jenel Travis
Activity - Access Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create heat map or access point map to determine access points needed at each school. Add the needed access points. Schools: All Schools	Technology	11/11/2013	05/31/2016	\$300000	General Fund	Jenel Travis
Activity - Infrastructure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace Core Infrastructure by adding three layer switches at each location. Schools: All Schools	Technology	10/07/2013	11/29/2013	\$500000	Capital Improvement Fund	Jenel Travis
Activity - Update Exchange Server	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Update the Exchange server to accomidate email needs throughout the district. Schools: All Schools	Technology	01/06/2014	02/03/2014	\$10000	General Fund	Jenel Travis
Activity - Technology in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technology for the classroom including computer, ipad, and projector to help student success in CCRS. Schools: All Schools	Technology	09/02/2013	05/31/2016	\$200000	General Fund	Jenel Travis
Activity - Internet Filtering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Drill down reporting for internet filtering Schools: All Schools	Technology	10/11/2014	05/31/2017	\$10000	General Fund	Jenel Travis and Lance Driskell
Activity - Web Hosting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New design to website for both internet and intranet Schools: All Schools	Technology	01/19/2015	05/31/2017	\$13000	General Fund	Jenel Travis, Lance Driskell, Bridget Merriman

Activity - Electronic Transcripts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allow counselors, parents, and students to send transcripts electronically Schools: Pleasant Valley High School, White Plains High School, Saks High School, Alexandria High School, Weaver High School, Ohatchee High School, Walter Wellborn High School	Technology	01/01/2015	05/31/2017	\$0	No Funding Required	Jenel Travis and Zach Bennett
Activity - Electronic Registration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be able to register students electronically Schools: All Schools	Technology	01/01/2015	05/31/2017	\$36000	General Fund	Jenel Travis and Chris Mitchell

Goal 6: Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a proficiency in using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/22/2015 as measured by classroom and student observations and Implementation of Courses of Study Lesson Plans along with final products and performance that demonstrates mastery of State Course of Study standards..

Strategy 1:

Professional Development Opportunities - The district will provide professional development opportunities to teachers to develop strategies that incorporate the use of digital tools into the daily curriculum through Technology in Motion and i21Zone.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

International Society for Technology in Education. (2009). NETS for students: Global learning in a digital age. Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group. (2012). Education technology task force recommendations. Retrieved from: <http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf>

Activity - Project Based Learning Through Technology in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Using technology effectively in the classroom to promote 21st century skills, identifying ways students and teachers can use technology to enhance learning through research, communication, collaboration, and productivitiy strategies and tools. Providing hands on learning and the creation of curricular units and assessments, which address state and national academic and technology standards. Facilitating student-centered classrooms that encourage student self-direction and higher-order thinking. Collaborating with colleagues to improve instruction by problem solving and participating in peer reviews of units.	Professional Learning	09/02/2014	05/30/2016	\$12600	Title II Part A	JSU TIM specialist Eric Lee, I21 Zone Davis Brock
Schools: All Schools						

Activity - High School i21Zone Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
i21Zone Professional Development coaches work with teachers to model best practices that support innovative initiatives such as BYOD. The coaches also incorporate the current technology you already have in place and discuss advantages and challenges of your planned initiatives.	Professional Learning	09/02/2014	05/22/2015	\$86000	Title II Part A, Other	i21 Zone Davis Brock, Holly Box, Jackie Williams
Schools: Pleasant Valley High School, Weaver High School, Walter Wellborn High School						

Goal 7: Students will become more proficient in core academic content.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in content standards by scoring 80% or better, meeting college/ACT benchmark goals, etc in English Language Arts by 08/14/2015 as measured by formative and summative assessments.

(shared) Strategy 1:

Professional Learning Team - Professional Learning Teams will meet four times throughout the school year to collaborate on standards, strategies, etc.

Research Cited: DuFour, R. (2004). Educational Leadership: Schools as Learning Communities. ASCD 61 (8)

Activity - Professional Learning Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams have been established for Math, Science, ELA and Social Science teachers. Through the PLT's, teachers will gain a deeper understanding of content standards as well as effective instructional strategies.	Direct Instruction	09/02/2014	05/22/2015	\$0	Other	AMSTI and ARI Regional Support Team, Math and ELA instructional coaches, Central Office Staff
Schools: All Schools						

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in content standards by scoring 80% or better, meeting college/ACT benchmark goals, etc in Mathematics by 08/14/2015 as measured by formative and summative assessments.

(shared) Strategy 1:

Professional Learning Team - Professional Learning Teams will meet four times throughout the school year to collaborate on standards, strategies, etc.

Research Cited: DuFour, R. (2004). Educational Leadership: Schools as Learning Communities. ASCD 61 (8)

Activity - Professional Learning Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams have been established for Math, Science, ELA and Social Science teachers. Through the PLT's, teachers will gain a deeper understanding of content standards as well as effective instructional strategies. Schools: All Schools	Direct Instruction	09/02/2014	05/22/2015	\$0	Other	AMSTI and ARI Regional Support Team, Math and ELA instructional coaches, Central Office Staff

Measurable Objective 3:

70% of All Students will demonstrate a proficiency in content standards by scoring at or above grade level in English Language Arts by 08/14/2015 as measured by formative and summative assessments..

(shared) Strategy 1:

Professional Learning Team - Professional Learning Teams will meet four times throughout the school year to collaborate on standards, strategies, etc.

Research Cited: DuFour, R. (2004). Educational Leadership: Schools as Learning Communities. ASCD 61 (8)

Activity - Professional Learning Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams have been established for Math, Science, ELA and Social Science teachers. Through the PLT's, teachers will gain a deeper understanding of content standards as well as effective instructional strategies. Schools: All Schools	Direct Instruction	09/02/2014	05/22/2015	\$0	Other	AMSTI and ARI Regional Support Team, Math and ELA instructional coaches, Central Office Staff

Measurable Objective 4:

70% of All Students will demonstrate a proficiency in content standards by scoring at or above grade level in Mathematics by 08/14/2015 as measured by formative and summative assessments..

(shared) Strategy 1:

Professional Learning Team - Professional Learning Teams will meet four times throughout the school year to collaborate on standards, strategies, etc.

Research Cited: DuFour, R. (2004). Educational Leadership: Schools as Learning Communities. ASCD 61 (8)

Activity - Professional Learning Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams have been established for Math, Science, ELA and Social Science teachers. Through the PLT's, teachers will gain a deeper understanding of content standards as well as effective instructional strategies. Schools: All Schools	Direct Instruction	09/02/2014	05/22/2015	\$0	Other	AMSTI and ARI Regional Support Team, Math and ELA instructional coaches, Central Office Staff

Goal 8: Each school will achieve or maintain a 95% rate of student attendance.

Measurable Objective 1:

collaborate to decrease absences by 05/22/2015 as measured by average daily attendance.

Strategy 1:

Improve Attendance - Each school will develop a strategy/strategies to improve student attendance. Strategies may include positive incentives, visuals, mentoring program, etc.

Research Cited: JENNIFER RAILSBACK,

EDUCATION RESOURCE ADVISOR

PLANNING AND SERVICE COORDINATION

(JUNE 2004)

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

PORTLAND, OREGON

Activity - Learning Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pilot program used by three community schools and information will be shared among all schools within our system. The information will be shared during principal meetings. Schools: All Schools	Behavioral Support Program	08/14/2014	05/22/2015	\$0	Other	Principals, Teachers, Central Office staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PASS/SAVE Program	Alternative pathway including instruction and scheduling for at-risk or students needing an accelerated curriculum.	Academic Support Program	08/19/2013	08/18/2014	\$0	District Administration , local administration and alternative school personnel
Computers in the Classroom	Add one teacher computer in every classroom	Technology	05/16/2014	01/23/2015	\$600000	Jenel Travis and Lance Driskell
Total					\$600000	

Capital Improvement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Replace Core Router	Replace core router at the main technology location.	Technology	10/01/2013	11/29/2013	\$100000	Jenel Travis
Infrastructure	Replace Core Infrastructure by adding three layer switches at each location.	Technology	10/07/2013	11/29/2013	\$500000	Jenel Travis
Total					\$600000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Update Exchange Server	Update the Exchange server to accomidate email needs throughout the district.	Technology	01/06/2014	02/03/2014	\$10000	Jenel Travis
Electronic Registration	Parents will be able to register students electronically	Technology	01/01/2015	05/31/2017	\$36000	Jenel Travis and Chris Mitchell

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Project Based Learning	This innovative plan will focus on project-based learning with embedded content standards from the core content areas of English Language Arts, History, Science and Math. Projects will encourage technology proficiency with goals of fostering creativity and increasing student engagement. Teachers will collaborate to develop project based lessons that will blend the core content curriculum. This opportunity will encourage effective implementation of the English Language Arts Literacy Standards for reading and writing in the content areas. Rubrics will be utilized to ensure consistency and clearly communicate expectations. Calhoun County's POWER Up BYOD (Bring Your Own Device) learning initiative fully supports this process. On-going, embedded professional development in this area will continue as teacher leaders are developed and hybrid lessons are created to improve student learning.	Academic Support Program	08/19/2013	05/22/2014	\$0	Technology in Motion Specialist, Local Administration, Teacher Leadership teams
Access Points	Create heat map or access point map to determine access points needed at each school. Add the needed access points.	Technology	11/11/2013	05/31/2016	\$300000	Jenel Travis
Web Hosting	New design to website for both internet and intranet	Technology	01/19/2015	05/31/2017	\$13000	Jenel Travis, Lance Driskell, Bridget Merriman
Internet Filtering	Drill down reporting for internet filtering	Technology	10/11/2014	05/31/2017	\$10000	Jenel Travis and Lance Driskell
Technology in the Classroom	Provide technology for the classroom including computer, ipad, and projector to help student success in CCRS.	Technology	09/02/2013	05/31/2016	\$200000	Jenel Travis
Software Programs	Use of various software programs that support CCRS and are geared towards student achievement.	Academic Support Program	08/05/2013	05/31/2016	\$215000	Jenel Travis
Total					\$784000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
i21 Zone	Administrators and teachers will participate in i21Zone with modeling lessons and training to help with the transition into BYOD.	Professional Learning	09/09/2013	05/30/2014	\$140000	Holly Box and Jackie Williams

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Professional Learning Team Meetings	Professional Learning Teams have been established for Math, Science, ELA and Social Science teachers. Through the PLT's, teachers will gain a deeper understanding of content standards as well as effective instructional strategies.	Direct Instruction	09/02/2014	05/22/2015	\$0	AMSTI and ARI Regional Support Team, Math and ELA instructional coaches, Central Office Staff
High School i21Zone Training	i21Zone Professional Development coaches work with teachers to model best practices that support innovative initiatives such as BYOD. The coaches also incorporate the current technology you already have in place and discuss advantages and challenges of your planned initiatives.	Professional Learning	09/02/2014	05/22/2015	\$22000	i21 Zone Davis Brock, Holly Box, Jackie Williams
Learning Supports	Pilot program used by three community schools and information will be shared among all schools within our system. The information will be shared during principal meetings.	Behavioral Support Program	08/14/2014	05/22/2015	\$0	Principals, Teachers, Central Office staff
Total					\$162000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High School i21Zone Training	i21Zone Professional Development coaches work with teachers to model best practices that support innovative initiatives such as BYOD. The coaches also incorporate the current technology you already have in place and discuss advantages and challenges of your planned initiatives.	Professional Learning	09/02/2014	05/22/2015	\$64000	i21 Zone Davis Brock, Holly Box, Jackie Williams
Project Based Learning Through Technology in Motion	Using technology effectively in the classroom to promote 21st century skills, identifying ways students and teachers can use technology to enhance learning through research, communication, collaboration, and productivity strategies and tools. Providing hands on learning and the creation of curricular units and assessments, which address state and national academic and technology standards. Facilitating student-centered classrooms that encourage student self-direction and higher-order thinking. Collaborating with colleagues to improve instruction by problem solving and participating in peer reviews of units.	Professional Learning	09/02/2014	05/30/2016	\$12600	JSU TIM specialist Eric Lee, I21 Zone Davis Brock
Total					\$76600	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Formative Assessments	Ongoing alignment of CCRS and training on data related to assessment scores. Utilizing technology based programs (examples: Global Scholar, STAR, Think Linc)	Academic Support Program	08/05/2013	05/31/2016	\$100000	Holly Box and Jackie Williams
Total					\$100000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Departmental Meetings	EL Coordinator and ESL staff will hold departmental meetings to discuss program needs, student needs and progress, and review the program implementation. Student work samples and assessments will be reviewed to determine student needs and goals.	Other	08/19/2013	05/23/2014	\$0	EL Coordinator and ESL Staff
Grad Tracking Sytem	Ongoing use of Grad Tracking System at the system and local school level. Administrators, guidance counselors, reading coaches, and central office personnel will receive on-going professional development and support for utilizing this program. This program will be utilized at the local schools through the problem solving teams, administrators, and counseling programs.	Academic Support Program	08/19/2013	08/18/2014	\$0	Holly Box; Lorrie Moody; Local School Administrators.
College/Career Readiness	Administrators, teachers, counselors, and students will collaborate to develop and participate in community service learning projects. This will be a differentiated project to meet the needs of the student and local school community. Service learning projects will be required during the senior year. Students completing the 12th grade will develop a portfolio of their work, accomplishments, projects, community service, a thirteenth year education/career plan and other learning. This portfolio will be a valuable asset to the student as they begin their college or career path.	Career Preparation/Orientation	08/19/2013	05/22/2014	\$0	District and Local Administrators, teachers and counselors

Waiver Implementation/Career Preparedness	<p>Guidance counselors have created a k-12 curriculum guide-Emphasis will be placed on developing and supporting a stronger guidance counselor program for students. We will implement a system level plan that will be consistent, purposeful, and a sequential program of activities which will begin with elementary students and follow them through middle and high school. Student plans will be developed through collaboration among administrators, counselors, teachers, students, and parents. A student plan with outcome goals and learning targets will develop based on individual student data, interests, and needs. All students will have a four year plan developed by the end of eighth grade. This plan will guide course selection. This process will be accelerated for Seniors of the 2013-2014 school year.</p> <p>Full Implementation of Kuder-This innovative plan will put into place a framework utilizing resources such as the Alabama Career Information System, Kuder, and ACT's Quality Core resources which will help students in grades 6-12 develop knowledge, explore possible careers, and establish a workable four year plan. All components of this plan will propel our students to increase their knowledge and 21st Century skills.</p> <p>Career Preparedness Course taught in grades 9-12. Increase Co-Op opportunities- Calhoun County will follow a distinct procedure for out-of field placement with our Co-Op program. It will be our continued goal to find the best possible work opportunities for all students that fit their career objective. We will document our efforts to do so utilizing the "Cooperative Education Out-of-Field Placements" form. Students may be placed in out-of-field job opportunities only if no suitable in-field job opportunity can be found.</p>	Career Preparation/Orientation	08/19/2013	05/22/2014	\$0	All district and local school personnel
Ongoing PD for Librarians	Librarians participate in ongoing professional development each month to help both teacher and student success in CCRS.	Professional Learning	08/05/2013	05/31/2016	\$0	Jenel Travis
SDAIE strategies	SDAIE strategies are part of the classroom instruction. SDAIE strategies provide an opportunity for educators to explore varied instructional strategies for educating ELL.	Academic Support Program	08/19/2013	05/23/2014	\$0	All teachers of ELL students
PBL through Technology in Motion	Both administrators and teachers are participating in the project based learning supported by Intel through Technology in Motion. Using technology effectively in the classroom to promote 21st Century skills through a hands on approach while collaborating with colleagues.	Professional Learning	09/02/2013	05/31/2016	\$0	Holly Box and Jackie Williams

Waiver Implementation/Academic	CCRS/PBL-This innovative plan will focus on project-based learning with embedded content standards from the core content areas of English Language Arts, History, Science and Math. Projects will encourage technology proficiency with goals of fostering creativity and increasing student engagement. Teachers will collaborate to develop project based lessons that will blend the core content curriculum. This opportunity will encourage effective implementation of the English Language Arts Literacy Standards for reading and writing in the content areas. Rubrics will be utilized to ensure consistency and clearly communicate expectations. Calhoun County's POWER Up BYOD (Bring Your Own Device) learning initiative fully supports this process. On-going, embedded professional development in this area will continue as teacher leaders are developed and hybrid lessons are created to improve student learning. STI/Reading Coaches- The plan will utilize standards based instruction with formative and summative assessments throughout all grading periods in the content areas. These assessments will be constructed based on a uniform pacing guide developed by teachers of the content areas. Adjustments in instruction will be made to meet the needs of individual students until mastery of standards are reached. Professional development in the areas of standards based assignments and grading will continue.	Academic Support Program	08/19/2013	05/22/2014	\$0	All district and local school personnel
Electronic Transcripts	Allow counselors, parents, and students to send transcripts electronically	Technology	01/01/2015	05/31/2017	\$0	Jenel Travis and Zach Bennett
Waiver Implementation/Community	Administrators, teachers, counselors, and students will collaborate to develop and participate in community service learning projects. This will be a differentiated project to meet the needs of the student and local school community. Service learning projects will be required during the senior year. Students completing the 12th grade will develop a portfolio of their work, accomplishments, projects, community service, thirteenth year education/career plan and other learning. This portfolio will be a valuable asset to the student as they begin their college or career path. Calhoun County will follow a distinct procedure for out-of field placement with our Co-Op program. It will be our continued goal to find the best possible work opportunities for all students that fit their career objective. We will document our efforts to do so utilizing the "Cooperative Education Out-of-Field Placements" form. Students may be placed in out-of-field job opportunities only if no suitable in-field job opportunity can be found.	Community Engagement	08/19/2013	05/22/2014	\$0	All district and local school personnel
WIDA	Teachers use WIDA standards for English language development in their instruction, in conjunction with WIDA Can Do descriptors.	Academic Support Program	08/19/2013	05/23/2014	\$0	All teachers of ELL

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Summer PD Provided by Local Technology Department	Various technology/technology integration courses are offered each summer to help prepare teachers to use technology and digital content to help students to meet CCRS. ALEX, APT+, Web Tools, AVL, Microsoft, educational programs.	Professional Learning	05/30/2014	07/31/2014	\$0	Technology Staff
Total					\$0	

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
PASS/SAVE Program	Alternative pathway including instruction and scheduling for at-risk or students needing an accelerated curriculum.	Academic Support Program	08/19/2013	08/18/2014	\$0	District Administration , local administration and alternative school personnel
Project Based Learning	This innovative plan will focus on project-based learning with embedded content standards from the core content areas of English Language Arts, History, Science and Math. Projects will encourage technology proficiency with goals of fostering creativity and increasing student engagement. Teachers will collaborate to develop project based lessons that will blend the core content curriculum. This opportunity will encourage effective implementation of the English Language Arts Literacy Standards for reading and writing in the content areas. Rubrics will be utilized to ensure consistency and clearly communicate expectations. Calhoun County's POWER Up BYOD (Bring Your Own Device) learning initiative fully supports this process. On-going, embedded professional development in this area will continue as teacher leaders are developed and hybrid lessons are created to improve student learning.	Academic Support Program	08/19/2013	05/22/2014	\$0	Technology in Motion Specialist, Local Administration , Teacher Leadership teams
College/Career Readiness	Administrators, teachers, counselors, and students will collaborate to develop and participate in community service learning projects. This will be a differentiated project to meet the needs of the student and local school community. Service learning projects will be required during the senior year. Students completing the 12th grade will develop a portfolio of their work, accomplishments, projects, community service, a thirteenth year education/career plan and other learning. This portfolio will be a valuable asset to the student as they begin their college or career path.	Career Preparation/Orientation	08/19/2013	05/22/2014	\$0	District and Local Administrator s, teachers and counselors

Waiver Implementation/Career Preparedness	<p>Guidance counselors have created a k-12 curriculum guide-Emphasis will be placed on developing and supporting a stronger guidance counselor program for students. We will implement a system level plan that will be consistent, purposeful, and a sequential program of activities which will begin with elementary students and follow them through middle and high school. Student plans will be developed through collaboration among administrators, counselors, teachers, students, and parents. A student plan with outcome goals and learning targets will develop based on individual student data, interests, and needs. All students will have a four year plan developed by the end of eighth grade. This plan will guide course selection. This process will be accelerated for Seniors of the 2013-2014 school year.</p> <p>Full Implementation of Kuder-This innovative plan will put into place a framework utilizing resources such as the Alabama Career Information System, Kuder, and ACT's Quality Core resources which will help students in grades 6-12 develop knowledge, explore possible careers, and establish a workable four year plan. All components of this plan will propel our students to increase their knowledge and 21st Century skills.</p> <p>Career Preparedness Course taught in grades 9-12.</p> <p>Increase Co-Op opportunities- Calhoun County will follow a distinct procedure for out-of field placement with our Co-Op program. It will be our continued goal to find the best possible work opportunities for all students that fit their career objective. We will document our efforts to do so utilizing the "Cooperative Education Out-of-Field Placements" form. Students may be placed in out-of-field job opportunities only if no suitable in-field job opportunity can be found.</p>	Career Preparation/Orientation	08/19/2013	05/22/2014	\$0	All district and local school personnel
Waiver Implementation/Community	<p>Administrators, teachers, counselors, and students will collaborate to develop and participate in community service learning projects. This will be a differentiated project to meet the needs of the student and local school community. Service learning projects will be required during the senior year. Students completing the 12th grade will develop a portfolio of their work, accomplishments, projects, community service, thirteenth year education/career plan and other learning. This portfolio will be a valuable asset to the student as they begin their college or career path.</p> <p>Calhoun County will follow a distinct procedure for out-of field placement with our Co-Op program. It will be our continued goal to find the best possible work opportunities for all students that fit their career objective. We will document our efforts to do so utilizing the "Cooperative Education Out-of-Field Placements" form. Students may be placed in out-of-field job opportunities only if no suitable in-field job opportunity can be found.</p>	Community Engagement	08/19/2013	05/22/2014	\$0	All district and local school personnel

Waiver Implementation/Academic	CCRS/PBL-This innovative plan will focus on project-based learning with embedded content standards from the core content areas of English Language Arts, History, Science and Math. Projects will encourage technology proficiency with goals of fostering creativity and increasing student engagement. Teachers will collaborate to develop project based lessons that will blend the core content curriculum. This opportunity will encourage effective implementation of the English Language Arts Literacy Standards for reading and writing in the content areas. Rubrics will be utilized to ensure consistency and clearly communicate expectations. Calhoun County's POWER Up BYOD (Bring Your Own Device) learning initiative fully supports this process. On-going, embedded professional development in this area will continue as teacher leaders are developed and hybrid lessons are created to improve student learning. STI/Reading Coaches- The plan will utilize standards based instruction with formative and summative assessments throughout all grading periods in the content areas. These assessments will be constructed based on a uniform pacing guide developed by teachers of the content areas. Adjustments in instruction will be made to meet the needs of individual students until mastery of standards are reached. Professional development in the areas of standards based assignments and grading will continue.	Academic Support Program	08/19/2013	05/22/2014	\$0	All district and local school personnel
Departmental Meetings	EI Coordinator and ESL staff will hold departmental meetings to discuss program needs, student needs and progress, and review the program implementation. Student work samples and assessments will be reviewed to determine student needs and goals.	Other	08/19/2013	05/23/2014	\$0	EL Coordinator and ESL Staff
SDAIE strategies	SDAIE strategies are part of the classroom instruction. SDAIE strategies provide an opportunity for educators to explore varied instructional strategies for educating ELL.	Academic Support Program	08/19/2013	05/23/2014	\$0	All teachers of ELL students
WIDA	Teachers use WIDA standards for English language development in their instruction, in conjunction with WIDA Can Do descriptors.	Academic Support Program	08/19/2013	05/23/2014	\$0	All teachers of ELL
Project Based Learning Through Technology in Motion	Using technology effectively in the classroom to promote 21st century skills, identifying ways students and teachers can use technology to enhance learning through research, communication, collaboration, and productivity strategies and tools. Providing hands on learning and the creation of curricular units and assessments, which address state and national academic and technology standards. Facilitating student-centered classrooms that encourage student self-direction and higher-order thinking. Collaborating with colleagues to improve instruction by problem solving and participating in peer reviews of units.	Professional Learning	09/02/2014	05/30/2016	\$12600	JSU TIM specialist Eric Lee, I21 Zone Davis Brock

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PBL throught Technology in Motion	Both administrators and teachers are participating in the project based learning supported by Intel through Technology in Motion. Using technology effectively in the classroom to promote 21st Century skills through a hands on approach while collaborating with colleagues.	Professional Learning	09/02/2013	05/31/2016	\$0	Holly Box and Jackie Williams
Replace Core Router	Replace core router at the main technology location.	Technology	10/01/2013	11/29/2013	\$100000	Jenel Travis
Access Points	Create heat map or access point map to determine access points needed at each school. Add the needed access points.	Technology	11/11/2013	05/31/2016	\$300000	Jenel Travis
Infrastructure	Replace Core Infrastructure by adding three layer switches at each location.	Technology	10/07/2013	11/29/2013	\$500000	Jenel Travis
Update Exchange Server	Update the Exchange server to accomidate email needs throughout the district.	Technology	01/06/2014	02/03/2014	\$10000	Jenel Travis
i21 Zone	Administrators and teachers will participate in i21Zone with modeling lessons and training to help with the transition into BYOD.	Professional Learning	09/09/2013	05/30/2014	\$140000	Holly Box and Jackie Williams
Summer PD Provided by Local Technology Department	Various technology/technology integration courses are offered each summer to help prepare teachre to use technology and digital content to help students to meet CCRS. ALEX, APT+, Web Tools, AVL, Microsoft, educational programs.	Professional Learning	05/30/2014	07/31/2014	\$0	Technology Staff
Formative Assessments	Ongoing alignment of CCRS and training on data related to assessment scores. Utilizing technology based programs (examples: Global Scholar, STAR, Think Linc)	Academic Support Program	08/05/2013	05/31/2016	\$100000	Holly Box and Jackie Williams
Ongoing PD for Librarians	Librarians participate in ongoing professional development each month to help both teacher and student success in CCRS.	Professional Learning	08/05/2013	05/31/2016	\$0	Jenel Travis
Technology in the Classroom	Provide technology for the classroom including computer, ipad, and projector to help student success in CCRS.	Technology	09/02/2013	05/31/2016	\$200000	Jenel Travis
Software Programs	Use of various software programs that support CCRS and are geared towards student achievement.	Academic Support Program	08/05/2013	05/31/2016	\$215000	Jenel Travis
Grad Tracking Sytem	Ongoing use of Grad Tracking System at the system and local school level. Administrators, guidance counselors, reading coaches, and central office personnel will receive on-going professional development and support for utilizing this program. This program will be utilized at the local schools through the problem solving teams, administrators, and counseling programs.	Academic Support Program	08/19/2013	08/18/2014	\$0	Holly Box; Lorrie Moody; Local School Administrator s.
Professional Learning Team Meetings	Professional Learning Teams have been established for Math, Science, ELA and Social Science teachers. Through the PLT's, teachers will gain a deeper understanding of content standards as well as effective instructional strategies.	Direct Instruction	09/02/2014	05/22/2015	\$0	AMSTI and ARI Regional Support Team, Math and ELA instructional coaches, Central Office Staff

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Learning Supports	Pilot program used by three community schools and information will be shared among all schools within our system. The information will be shared during principal meetings.	Behavioral Support Program	08/14/2014	05/22/2015	\$0	Principals, Teachers, Central Office staff
Internet Filtering	Drill down reporting for internet filtering	Technology	10/11/2014	05/31/2017	\$10000	Jenel Travis and Lance Driskell
Web Hosting	New design to website for both internet and intranet	Technology	01/19/2015	05/31/2017	\$13000	Jenel Travis, Lance Driskell, Bridget Merriman
Computers in the Classroom	Add one teacher computer in every classroom	Technology	05/16/2014	01/23/2015	\$600000	Jenel Travis and Lance Driskell
Electronic Registration	Parents will be able to register students electronically	Technology	01/01/2015	05/31/2017	\$36000	Jenel Travis and Chris Mitchell
Total					\$2236600	

White Plains High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Electronic Transcripts	Allow counselors, parents, and students to send transcripts electronically	Technology	01/01/2015	05/31/2017	\$0	Jenel Travis and Zach Bennett
Total					\$0	

Weaver High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High School i21Zone Training	i21Zone Professional Development coaches work with teachers to model best practices that support innovative initiatives such as BYOD. The coaches also incorporate the current technology you already have in place and discuss advantages and challenges of your planned initiatives.	Professional Learning	09/02/2014	05/22/2015	\$86000	i21 Zone Davis Brock, Holly Box, Jackie Williams
Electronic Transcripts	Allow counselors, parents, and students to send transcripts electronically	Technology	01/01/2015	05/31/2017	\$0	Jenel Travis and Zach Bennett
Total					\$86000	

Walter Wellborn High School

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High School i21Zone Training	i21Zone Professional Development coaches work with teachers to model best practices that support innovative initiatives such as BYOD. The coaches also incorporate the current technology you already have in place and discuss advantages and challenges of your planned initiatives.	Professional Learning	09/02/2014	05/22/2015	\$86000	i21 Zone Davis Brock, Holly Box, Jackie Williams
Electronic Transcripts	Allow counselors, parents, and students to send transcripts electronically	Technology	01/01/2015	05/31/2017	\$0	Jenel Travis and Zach Bennett
Total					\$86000	

Saks High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Electronic Transcripts	Allow counselors, parents, and students to send transcripts electronically	Technology	01/01/2015	05/31/2017	\$0	Jenel Travis and Zach Bennett
Total					\$0	

Pleasant Valley High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High School i21Zone Training	i21Zone Professional Development coaches work with teachers to model best practices that support innovative initiatives such as BYOD. The coaches also incorporate the current technology you already have in place and discuss advantages and challenges of your planned initiatives.	Professional Learning	09/02/2014	05/22/2015	\$86000	i21 Zone Davis Brock, Holly Box, Jackie Williams
Electronic Transcripts	Allow counselors, parents, and students to send transcripts electronically	Technology	01/01/2015	05/31/2017	\$0	Jenel Travis and Zach Bennett
Total					\$86000	

Ohatchee High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Electronic Transcripts	Allow counselors, parents, and students to send transcripts electronically	Technology	01/01/2015	05/31/2017	\$0	Jenel Travis and Zach Bennett
Total					\$0	

Alexandria High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Electronic Transcripts	Allow counselors, parents, and students to send transcripts electronically	Technology	01/01/2015	05/31/2017	\$0	Jenel Travis and Zach Bennett
Total					\$0	