



ACIP

Cold Springs High School

Cullman County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Cold Springs High School is located in a rural area of southwest Cullman County. The school serves students in 9th -12th grades, with a student enrollment of approximately 291 students. Cold Springs High School is located in the town of Bremen. It serves students who live in Bremen and the surrounding communities. Cold Springs High School shares resources with the adjacent Cold Springs K - 8 School which serves students in grades K - 8. In the past three years, the high school has experienced several changes. The high school has hired a new assistant principal and counselor. Two years ago we added a new teacher in math, science, and agriscience departments. Four years ago, the school also restructured to transition from a 7 - 12 school to a 9 - 12 school. Our student population is comprised of approximately 99% Caucasian students and less than <1% Hispanic students. There are 14 teachers, one library media specialist, one counselor, one assistant principal, and one principal. Of those 18, eleven hold a Master's Degree and two hold an Educational Specialist Degree.

The Bremen community has a strong agricultural background. Many families are poultry farmers; however, most residents have jobs outside the community in the cities of Cullman, Jasper, and Birmingham. The socioeconomic level of most families in the community can be best summarized by observing the school's National School Lunch and Breakfast Program idea. Approximately 38% of the students receive free or reduced lunch.

School's Purpose

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

Vision: Achievement For All

Mission: The mission of Cold Springs High School is to guide students toward their maximum potential by instilling values of excellence and accountability while equipping students to be college and career ready.

Core Values: Accountability, Respect, Integrity, Community, Excellence

Beliefs: Cold Springs High School is a community of students and staff who believe that students learn best in a safe environment where there is mutual respect among students, faculty, administrators, and members of the community. We also believe that students should be equipped with the opportunity and resources to become effective communicators and to gain competency in the content areas through instruction that offers opportunity to develop, reflect, and refine 21st century skills. We further believe that collaboration between the school and community is vital to the personal and academic success of our students so that they may become active, productive members of their school, community, and world.

Cold Springs High School provides differentiated instruction to meet the diverse learning needs of our students. Remediation is offered for students who require additional instruction in the areas of reading and math and ACT preparatory classes are offered in math and science for students who require enrichment. Classes are offered in the traditional classroom setting as well as in a distance learning environment. Furthermore, students are offered courses through the Cullman County Career Center, Family and Consumer Science classes, and Agriscience classes, which provide them the opportunities to explore and identify potential career goals and equip them with resources needed to achieve those goals. In addition to these opportunities, students are offered dual enrollment classes in math and English with the opportunity to achieve college credit while in high school.

Student led groups and clubs participate in various community activities to foster a strong school and community connection. Service clubs such as National Honor Society, Student Government Association, and Leo Club foster the development of leadership skills through community service and require a minimum number of service hours each semester. Academic teams such as Math and Scholar's Bowl teams allow students to expand their academic horizons while pushing themselves to excel in academic competitions apart from learning in a classroom setting. Arts' classes such as band and creative arts encourage students to explore the arts and foster an appreciation of the arts. Journalism activities such as the school yearbook and school newspaper encourage students to convey information through the written language and encourages involvement with the community as students document school and community activities. The archery club promotes concentration and procedural oriented focus. The purpose of all extracurricular activities is to motivate, inspire, and promote leadership among the student population.

Notable Achievements and Areas of Improvement

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

The graduation rate over the last three years at Cold Springs High School has increased by 5% from 88% in 2015 to 93% in 2017. We continue to make every effort to improve our graduation rate through extreme diligence in working with at-risk students (identified through Scantron, ACT testing, and classroom performance). Three years ago, we adopted a teacher - student mentoring program (TAG) in which each student had a teacher mentor who met with the student regularly to invest quality time in getting to know the student and discussing any issues that may affect the student's achievement. It was also designed to help students set goals and achieve those goals as well as determine a career path.

Cold Springs High School has worked to improve the quality and quantity of electives offered to students. Electives that are offered include ACT preparatory classes, psychology, and various options for career prep requirements. The goal of Cold Springs High School is to provide programs to interest all students in an effort to encourage students to remain in school and engage them through various learning modalities. Cold Springs High School has worked in conjunction with Wallace State Community College for the past three years to offer dual-enrollment English and Math classes for 11th and 12th grade students. This provides students the opportunity to earn college and high school credits simultaneously. In addition to the dual-enrollment classes, students at Cold Springs High School have the opportunity to further their technical and academic careers by attending the Fast Track Academic program and the Fast Track for Industry program offered in conjunction with Wallace State Community College. Students at Cold Springs also have the opportunity to attend career technical classes and academic core classes on the Career Center campus.

During the next two years, Cold Springs High School hopes to offer more advanced, dual-enrollment and AP Chemistry. Math seminar classes will be added to the 2018-2019 school year schedule. The administration has hired, and will continue to hire, the most qualified teachers to be able to offer these classes. Our students' ACT scores need to improve by at least 5%, and we will continue to implement classes to aid in increasing the scores. This will allow more students to attend college and become productive citizens. We will strive to work to the college and career readiness standards set by the Alabama State Department of Education. The faculty of Cold Springs High School realizes that not all of our students wish to pursue a career in an academic area. Our goal is to prepare all students for success. Students that are wanting to pursue a career in welding, cosmetology, or any other technical field will be given the opportunities necessary to recognize their goals that we will help them set for themselves.

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 Family and Consumer Science teacher was awarded FACS teacher of the year in the state of Alabama. She will be competing in a nation wide competition in December.

Consistently finish in the top 5 in the state in track.

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.

An initial meeting for the 2018-2019 school year was held with the student leadership team on August 8, 2018 to determine strengths and weaknesses of the 2017-2018 school year, which needs to be addressed/celebrated by the faculty in the new school year and (incorporated as part of our CIP). The student leadership team consists of a class representative of each grade and one student per grade selected by the faculty based on individual performance and participation in and out of the classroom. The students with teacher advisor and administration also discussed their roles as stakeholders and the meeting was held on Open House for the new school year. The School Leadership Team met on July 26, 2018 to participate in a district training and get assistance in reviewing student achievement data. School goals as well as teacher goals were discussed. Also, parents who have shown interest and who have been involved in school activities inside and outside of the classroom were invited to meet with the administration at their convenience during the month of August and early September 2017 to establish their roles as stakeholders as well as make any suggestions for improvement as well as promote an open door policy throughout the school year. A senior parent meeting was held on September 20, 2018 to discuss issues relative to seniors and events throughout the year. The last meeting with the School Leadership Team was September 21, 2018. This meeting was to finalize our CIP with any data gathered after the students/parents input.

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

The improvement plan has been developed with input from various groups. Faculty and staff were represented by department lead teachers, media specialist, and administration. The responsibilities of the faculty and staff demographic was to analyze data and identify areas of strength and areas in need of improvement. Parent and community members were represented by Melanie Swann, Cantrice Voce, Kim Burleson, Alex Stephenson, and Tonya Ballenger. Their responsibility was to identify perceived strengths and weaknesses of academic achievement and extracurricular opportunities. Student representatives were Will Myers, Kinley Campbell, and Stormy Williamson. The focus of the meetings was on academic and extracurricular opportunities, as well as curriculum instruction.

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 school improvement plan is available on the school website. Copies are also available in the library and school office. Cold Springs High School utilizes the SchoolMessenger and Remind phone system to update parents with information about the improvement plan and its progress.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attached Student Performance Data Document	Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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?

Sixty-four percent of seniors were proficient (Silver Level) on WorkKeys in 2017 with a 10% increase in 2018 to 74% of the seniors scoring Silver Level proficiency. These students (74%) qualified for a National Career Readiness certificate, and a large percentage of our students will go straight into the workforce rather than college. Our ACT math results for 11th graders meeting benchmark was 7% higher than the district average. Twenty-three percent of the 11th graders met the benchmark in comparison to the 16% of the district. ACT science was 4% above the district with 22% meeting benchmark at CS compared to 18% district average. ACT science was also above the state average (18.5 CS -- 18.2 State). Eleventh graders meeting all four benchmarks was also above the state average with 14% of CS students meeting benchmark in comparison to the state average of 12% of students meeting benchmark..

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

Our school's 9th and 10th grade students proficient on end of year Scantron Math is showing a positive trend in students being proficient. In 2017 34% of Cold Springs ninth and tenth graders scored proficient on the end of year Scantron Math test. In 2018 scores showed a positive trend in proficiency. Fifty-five percent of tested ninth and tenth graders were proficient on the end of year Scantron Math test.

Which area(s) indicate the overall highest performance?

On ACT WorkKeys for seniors, sixty-four percent earned silver level indicating that the majority of our seniors that year were prepared for basic workforce requirements. In 2018 our seniors earning silver level and receiving national certification improved by 10% to 74% of our seniors ready to go directly into the workforce.

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

The female subgroup continues to show a positive trend in performance based on ACT scores. The females have scored higher on the following subtest of ACT and composite score:

English 2017 Female average score 17.9 Male average score 15.8

English 2018 Female average score 17.2 Male average score 16.2

Reading 2017 Female average score 19.8 Male average score 18.8

Reading 2018 Female average score 18.4 Male average score 17.9

Composite 2017 Female average score 18.5 Male average score 17.6

Composite 2018 Female average score 17.9 Male average score 17.7

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the male and female subgroups. According to the 2017 and 2018 ACT scores, the females may continue to show a positive trend; however, that gap is closing and according to this year's scores the gap is insignificant with females scoring no more than one point on benchmark average ACT scores or scoring the exact same average score (i.e. ACT Math).

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

Both ACT and Pre-Act show a positive trend in females scoring a higher average score in English, Reading, and Composite scores.

Areas in Need of Improvement

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

ACT Average Composite 2017-2018 fell below the state and district average composite score with CS students at 17.8 and with the state at 18.1 and district students scoring an average score of 18.. ACT English Benchmark fell below that of the district with CS at 44% and district at 46% meeting that benchmark score.

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

ACT Reading benchmark shows a negative trend from 2016-2018.

2016--32% of CS students met benchmark

2017--24% of CS students met benchmark

2018--22% of CS students met benchmark

Which area(s) indicate the overall lowest performance?

The lowest area of overall performance was our Pre-ACT results in Math and Science. Of our 2018 tenth graders who took the exam, seven percent met benchmark in science and eleven percent met benchmark in math.

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

Males continue to show a negative trend in performance; however, it really cannot be considered much of a negative trend with their percentage of proficiency in state testing being just under the number of females percentage of proficiency.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is closing between the male and female subgroups. According to the 2017 and 2018 ACT scores, the females may continue to show a positive trend; however, that gap is closing and according to this year's scores the gap is insignificant with females scoring no more than one point on benchmark average ACT scores or scoring the exact same average score (i.e. ACT Math).

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

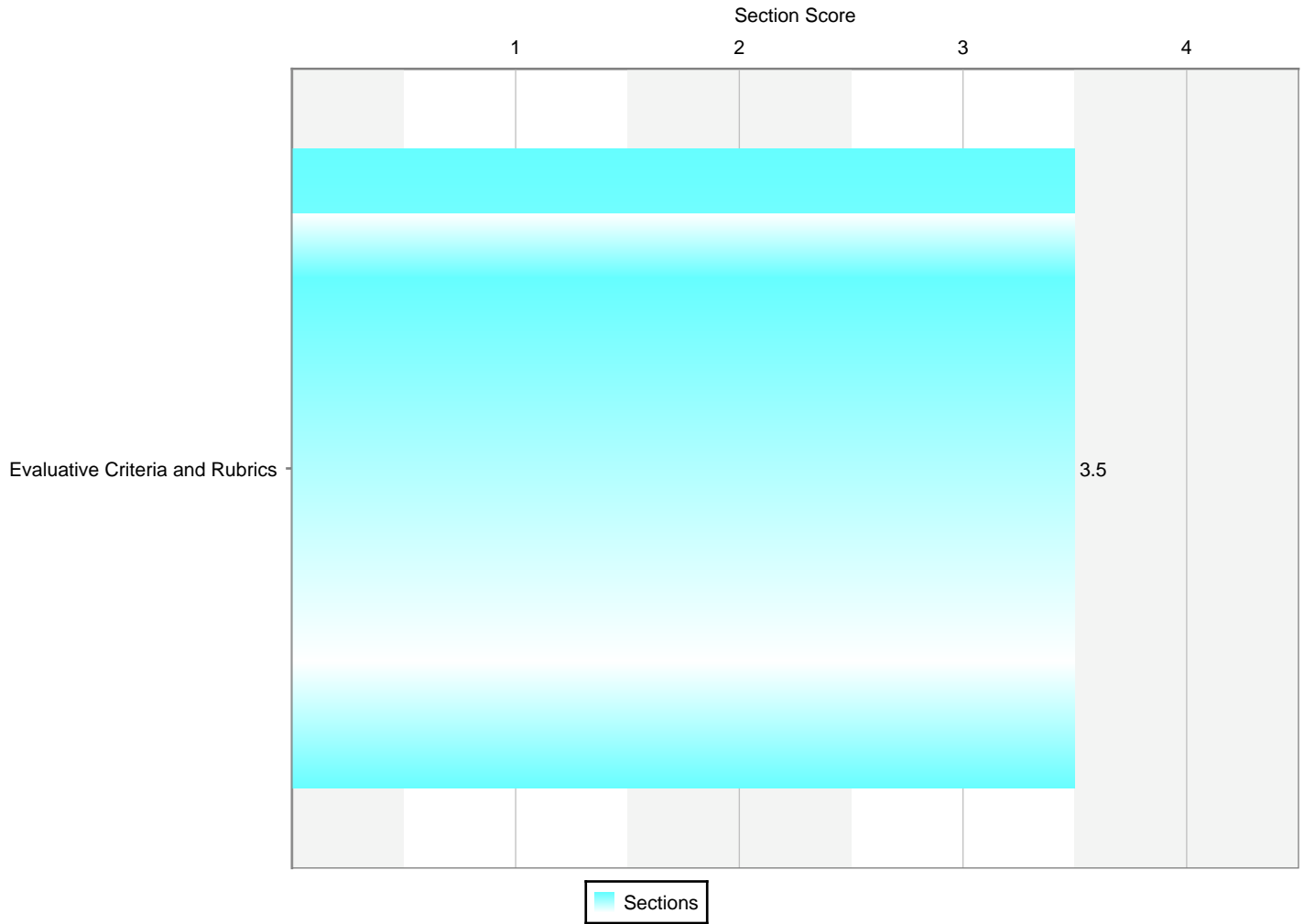
Although our 9th and 10th grade students have shown a positive trend over the last two years on end of year Scantron Reading, our eleventh SY 2018-2019

and twelfth grade students (male and female) have not met the 5% increase in their grades' ACT state testing on the reading subtest. Twelfth Grade Workkeys reading for information subtest proficiency dropped by 12% from 2017 to 2018 (96% to 88% proficient). Eleventh Grade ACT Reading subtest proficiency dropped by 2% from 2017 to 2018 (24% to 22% proficient).

The Pre-ACT also shows a slightly lower number of 10th grade males scoring proficient on English and Reading subtest as well as the composite score than the females in the testing group.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	See attached document	2018-2019 Assurances Signature Page

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	See attached document	2018-2019 CIP Assurances 2

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	See attached document	2018-2019 Assurances 3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	See attached document	2018-2019 Assurances 4 CSH One-Pager

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Cold Springs High School is not a Title I school.	

2018-2019 Cold Springs High ACIP

Overview

Plan Name

2018-2019 Cold Springs High ACIP

Plan Description

2018-2019 Cold Springs High ACIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
3	Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers.	Objectives: 2 Strategies: 3 Activities: 14	Organizational	\$0
4	Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction 2018-19	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers

Goal 2: Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 55% to 60%, Scantron Reading from 57% to 62%, College and Career Readiness to be 100% by 05/24/2019 as measured by state assessments..

Strategy 1:

Effective Instruction - Teachers will implement the district instructional framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

ACIP

Cold Springs High School

Activity - Implementing the Instructional Framework K-12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily/weekly district template or create their own template within the district framework. Our principal has the district electronic Walk Through Template, which correlates to the instructional framework for teacher observations.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers/Administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Scantron Reading and Math assessments are used to monitor student progress and mastery of the reading and math standards. Instructional Guide will be used to document the date standards taught and the percentage of students who have mastered the standards each nine weeks.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers/Administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology Conference - Cullman County Technology Department held the CCETC as training for teachers and administrators to attend during the summer months. Teachers are encouraged to rise to the challenge of student engagement through the use of technology in the classroom. Digital Curriculum Implementation - Cold Springs High School will become a more performance based high school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning and Discovery Education. Science teachers in grades 9-12 will utilize Discovery Education Science. Ninth grade teachers will attend Fusion technology training. Through this training, teachers will develop and deliver engaging, technology-based instruction to students.	Technology, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers/Administrators

Activity - Student Preparation for College and Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Workkeys Keytrain - Our 12th grade students will receive Workkeys Keytrain Training during Eagle Period each day.</p> <p>Students are offered Dual Enrollment English and Math classes. The courses take place on campus. Students are able to earn college credit while meeting high school graduation requirements at the same time.</p> <p>ACT Prep classes are offered each day, during Eagle Period, for all Cold Springs High 11th graders.</p>	<p>Academic Support Program, Career Preparation/Orientation, Direct Instruction</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers/Administrators</p>

Strategy 2:

Alternative Educational Opportunities - Students will be given the opportunity to participate in various alternative educational opportunities based on program guidelines

Category: Develop/Implement College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited: Barriers to Education - Drop out rate, attendance, behavior, etc.

Activity - Excel Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Fast Track Academy - Students in grades 10-12 will be given the opportunity to dual enroll through Wallace State Community College to earn credits for their high school diploma and complete their associates degree through the Fast Track for Academy program.</p> <p>Fast Track for Industry - Students in grades 11 and 12 will have the opportunity to attend the Fast Track for Industry Program that expands the dual enrollment through Wallace State Community College and offers a broader variety of CTE programs for students.</p> <p>ACCESS Virtual Program 9-12 - Students in grades 9-12 will be given the opportunity to attend the virtual school through Access Distance Learning. This provides students a flexible learning environment for attendance and assignment completion. Guidelines have been outlined and approved by our District Board.</p> <p>Rebound - This is an alternative educational opportunity for students that allow them to recover credits in order to graduate.</p> <p>CARE - This is an alternative educational opportunity for students that allows them to stay on track for education outside their local school.</p>	<p>Technology, Behavioral Support Program, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers/Administrators</p>
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Goal 3: Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill.

Activity - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Support Staff will develop and lead School Leadership training in August for all schools. District Strategic Plan, and Continuous Improvement Plan. Accountability requirements will also be shared (A-F Report Card). Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Community Engagement, Technology, Parent Involvement, Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District Support Staff, Principals, School Leadership Team

Activity - Blue Ribbon School of Excellence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Blue Ribbon School of Excellence will partner with Cold Springs High School and Cullman County Schools to provide support for the continuous improvement process that is currently implemented. Surveys will be administered to stakeholders, data will be collected and reviewed, and interviews will take place. Cold Springs High School will partner with Blue Ribbon School of Excellence staff to create an improvement plan.	Technology, Parent Involvement, Behavioral Support Program, Academic Support Program, Direct Instruction, Tutoring, Extra Curricular, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Blue Ribbon School of Excellence Staff, District Leadership, Principals, Classroom Teachers

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are new to Cold Springs High School and Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction, Policy and Process, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists, Administrators, Classroom Teachers

Activity - Implementing Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Cold Springs High School

High School Science teachers will be trained to gain a deeper understanding of the Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement. Training will be focus on the 5E Model of Instruction.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	State/Regional Support, District Leadership, Administrator s, Classroom Teachers
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Strategy 2:

Culture - Cold Springs High School will place an emphasis on teaching practices, professional development, and relationships which promote students' ability to learn.

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

Activity - 9th Grade Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cold Springs High School is offering a 9th grade transition class to help make high school successful for incoming freshman. They will meet 20 minutes each day during Eagle Period. The class will be taught from a handbook on what makes successful high school students. Topics and lessons include: how grades work, credits, effective study skills, absences, tardies, checkouts, truancy, consequences for actions, Scantron data, and clubs and organizations offered at our school.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator s, Counselor, Classroom Teachers

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Cold Springs High School

Cold Springs High School will implement teacher advisory groups (TAG) so that teachers can make connections with students which would provide each student with at least one meaningful relationship with an adult at school. The TAG groups will utilize the REACH curriculum for lessons and will follow the district's calendar to determine which topics will be taught.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, school counselor, classroom teachers, school staff
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Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to reduce student and teacher absences, Cold Springs High School is providing free breakfast to students and staff with perfect attendance. This will take place at the end of each 9 week grading period.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administration

Activity - Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and school staff received ALICE training and are kept up to date on new safety procedures. Each month school staff and students practice school safety drills. Administrators document safety drills in Virtual Alabama.	Other - School Safety Plan	08/08/2018	05/24/2019	\$0	No Funding Required	administration, classroom teachers

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Cold Springs High School

Cold Springs High School has developed a school Facebook page and a school Twitter account in order to establish clear communication channels between parents and school staff. The school guidance counselor has set up a Remind group for each grade level of students and parents in order to educate parents and students of upcoming ACT test material, scholarship opportunities, and important academic events. In the spring, we conduct a meeting for 8th graders and their parents where we discuss grades, school activities, credits needed to graduate, and school policy and procedures. In the fall, school staff and administration meets with seniors and their parents to discuss grades, course options, college requirements, scholarship information, and activities concerning graduation.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, Guidance Counselor, Classroom Teachers
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Measurable Objective 2:

demonstrate a proficiency of a 5% increase in student growth: Scantron Math from % to %, Scantron Reading from % to % of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments..

Strategy 1:

Student Support - Cold Springs High School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cold Springs High School will use Edgenuity standards-based computerized instruction. This instruction is based off of each student's Scantron data. Edgenuity analyzes the data and puts each student on a learning path in order to help that student meet the standards needing to be successful. Students who do not meet Scantron benchmarks will receive Edgenuity instruction each day for 20 minutes, during Eagle Period.	Technology, Academic Support Program, Direct Instruction, Tutoring	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, classroom teachers, school staff

ACIP

Cold Springs High School

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cold Springs High School follows the system-wide Rtl plan. We refer students, document, monitor student progress, and develop intervention plans based on the system-wide Rtl requirements. Each month, classroom teachers and administrators meet to discuss student data, classroom performance, and academic progress. Students are then placed on an individualized learning path through Edgenuity. Edgenuity provides remediation lessons to improve student outcomes. Parents of students placed in Rtl receive a progress report each 4 ½ weeks.	Technology, Parent Involvement, Behavioral Support Program, Academic Support Program, Direct Instruction, Tutoring	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators, classroom teachers, counselors, district leadership

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Cold Springs High School Rtl Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Academic Support Program, Direct Instruction, Tutoring	08/08/2018	05/24/2019	\$0	No Funding Required	District leadership, local Rtl coordinator, administration, classroom teachers

Activity - Eagle Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students and faculty meet each day for 20 minutes during the "Eagle Period". During the Eagle Period, students will receive remediation, and enrichment in accordance with each student's needs. Seniors participate in an ACT Workkeys curriculum which helps them to develop career- relevant skills needed for learning, personal development and effective job performance. Another goal for this course is to prepare students for the ACT Workkeys test and improve their scores. Students needing math and reading intervention will be using Edgenuity. Edgenuity provides struggling students with age-appropriate, differentiated instruction that focuses on the skills students have yet to master is crucial to their future success. Juniors who do not need intervention will take an ACT Prep Course. This course will provide students with a review of content which they will be tested on the ACT. Students will also learn about scoring, time management, and general test taking tips. Ninth grade students will participate in a 9th Grade Transition Curriculum. Topics and lessons include: how grades work, credits, effective study skills, absences, tardies, checkouts, truancy, consequences for actions, Scantron data, and clubs and organizations offered at our school.</p>	<p>Technology, Behavioral Support Program, Academic Support Program, Direct Instruction, Tutoring</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrator s, Classroom Teachers</p>
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Goal 4: Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction 2018-19

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy 1:

Collect and Utilize Data Sources - Cold Springs High School will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Decision Ed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Cold Springs High School

School administrators will be trained on the effective implementation of the Decision Ed dashboards. Dashboards will be created for specific purposes and used throughout the year in data meetings.	Technology, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	District Leadership Team, administrators, Decision ED
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Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leadership will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	District Leadership, school administrators, classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Eagle Period	Students and faculty meet each day for 20 minutes during the "Eagle Period". During the Eagle Period, students will receive remediation, and enrichment in accordance with each student's needs. Seniors participate in an ACT Workkeys curriculum which helps them to develop career-relevant skills needed for learning, personal development and effective job performance. Another goal for this course is to prepare students for the ACT Workkeys test and improve their scores. Students needing math and reading intervention will be using Edgenuity. Edgenuity provides struggling students with age-appropriate, differentiated instruction that focuses on the skills students have yet to master is crucial to their future success. Juniors who do not need intervention will take an ACT Prep Course. This course will provide students with a review of content which they will be tested on the ACT. Students will also learn about scoring, time management, and general test taking tips. Ninth grade students will participate in a 9th Grade Transition Curriculum. Topics and lessons include: how grades work, credits, effective study skills, absences, tardies, checkouts, truancy, consequences for actions, Scantron data, and clubs and organizations offered at our school.	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction, Tutoring	08/08/2018	05/24/2019	\$0	Administrators, Classroom Teachers

Technology Integration	<p>Technology Conference - Cullman County Technology Department held the CCETC as training for teachers and administrators to attend during the summer months. Teachers are encouraged to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>Digital Curriculum Implementation - Cold Springs High School will become a more performance based high school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning and Discovery Education. Science teachers in grades 9-12 will utilize Discovery Education Science. Ninth grade teachers will attend Fusion technology training. Through this training, teachers will develop and deliver engaging, technology-based instruction to students.</p>	Technology, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	Teachers/Administrators
Standards Based Instruction	<p>Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>Scantron Reading and Math assessments are used to monitor student progress and mastery of the reading and math standards.</p> <p>Instructional Guide will be used to document the date standards taught and the percentage of students who have mastered the standards each nine weeks.</p>	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	Teachers/Administrators
Professional Development	<p>EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.</p>	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers

ACIP

Cold Springs High School

<p>Blue Ribbon School of Excellence</p>	<p>The Blue Ribbon School of Excellence will partner with Cold Springs High School and Cullman County Schools to provide support for the continuous improvement process that is currently implemented. Surveys will be administered to stakeholders, data will be collected and reviewed, and interviews will take place. Cold Springs High School will partner with Blue Ribbon School of Excellence staff to create an improvement plan.</p>	<p>Technology, Parent Involvement, Behavioral Support Program, Academic Support Program, Direct Instruction, Tutoring, Extra Curricular, Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Blue Ribbon School of Excellence Staff, District Leadership, Principals, Classroom Teachers</p>
<p>Student Support Teams - RTI</p>	<p>Cold Springs High School follows the system-wide Rtl plan. We refer students, document, monitor student progress, and develop intervention plans based on the system-wide Rtl requirements. Each month, classroom teachers and administrators meet to discuss student data, classroom performance, and academic progress. Students are then placed on an individualized learning path through Edgenuity. Edgenuity provides remediation lessons to improve student outcomes. Parents of students placed in Rtl receive a progress report each 4 ½ weeks.</p>	<p>Technology, Parent Involvement, Behavioral Support Program, Academic Support Program, Direct Instruction, Tutoring</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administrators, classroom teachers, counselors, district leadership</p>
<p>Parent and Family Engagement</p>	<p>Cold Springs High School has developed a school Facebook page and a school Twitter account in order to establish clear communication channels between parents and school staff. The school guidance counselor has set up a Remind group for each grade level of students and parents in order to educate parents and students of upcoming ACT test material, scholarship opportunities, and important academic events. In the spring, we conduct a meeting for 8th graders and their parents where we discuss grades, school activities, credits needed to graduate, and school policy and procedures. In the fall, school staff and administration meets with seniors and their parents to discuss grades, course options, college requirements, scholarship information, and activities concerning graduation.</p>	<p>Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program, Career Preparation/Orientation</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administration, Guidance Counselor, Classroom Teachers</p>

Teacher Advisory Groups	Cold Springs High School will implement teacher advisory groups (TAG) so that teachers can make connections with students which would provide each student with at least one meaningful relationship with an adult at school. The TAG groups will utilize the REACH curriculum for lessons and will follow the district's calendar to determine which topics will be taught.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/08/2018	05/24/2019	\$0	Administration, school counselor, classroom teachers, school staff
Implementing the Instructional Framework K-12	District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily/weekly district template or create their own template within the district framework. Our principal has the district electronic Walk Through Template, which correlates to the instructional framework for teacher observations.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	Teachers/Administrators
Ongoing technology integration training/support	Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	\$0	Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, EL and Classroom Teachers

ACIP

Cold Springs High School

<p>Overview of EL Program</p>	<p>An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.</p>	<p>Academic Support Program, Direct Instruction, Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>District support, Administration, EL and Classroom Teachers</p>
<p>Excel Academy</p>	<p>Fast Track Academy - Students in grades 10-12 will be given the opportunity to dual enroll through Wallace State Community College to earn credits for their high school diploma and complete their associates degree through the Fast Track for Academy program. Fast Track for Industry - Students in grades 11 and 12 will have the opportunity to attend the Fast Track for Industry Program that expands the dual enrollment through Wallace State Community College and offers a broader variety of CTE programs for students. ACCESS Virtual Program 9-12 - Students in grades 9-12 will be given the opportunity to attend the virtual school through Access Distance Learning. This provides students a flexible learning environment for attendance and assignment completion. Guidelines have been outlined and approved by our District Board. Rebound - This is an alternative educational opportunity for students that allow them to recover credits in order to graduate. CARE - This is an alternative educational opportunity for students that allows them to stay on track for education outside their local school.</p>	<p>Technology, Behavioral Support Program, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Teachers/Administrators</p>
<p>Implementing Science Standards</p>	<p>High School Science teachers will be trained to gain a deeper understanding of the Alabama Science Standards. Strategies will be discussed and implementation will be planned in order to provide more effect classroom instruction and increase student achievement. Training will be focus on the 5E Model of Instruction.</p>	<p>Academic Support Program, Direct Instruction, Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>State/Regional Support, District Leadership, Administrators, Classroom Teachers</p>

ACIP

Cold Springs High School

Edgenuity	Cold Springs High School will use Edgenuity standards-based computerized instruction. This instruction is based off of each student's Scantron data. Edgenuity analyzes the data and puts each student on a learning path in order to help that student meet the standards needing to be successful. Students who do not meet Scantron benchmarks will receive Edgenuity instruction each day for 20 minutes, during Eagle Period.	Technology, Academic Support Program, Direct Instruction, Tutoring	08/08/2018	05/24/2019	\$0	Administration, classroom teachers, school staff
Leadership Teams	District Support Staff will develop and lead School Leadership training in August for all schools. District Strategic Plan, and Continuous Improvement Plan. Accountability requirements will also be shared (A-F Report Card). Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Community Engagement, Technology, Parent Involvement, Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/08/2018	05/24/2019	\$0	District Support Staff, Principals, School Leadership Team
New Teacher Support	Teachers who are new to Cold Springs High School and Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Technology, Behavioral Support Program, Academic Support Program, Direct Instruction, Policy and Process, Professional Learning	08/08/2018	05/24/2019	\$0	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists, Administrators, Classroom Teachers
Dyslexia Screening and Intervention	The Cold Springs High School RtI Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Academic Support Program, Direct Instruction, Tutoring	08/08/2018	05/24/2019	\$0	District leadership, local RtI coordinator, administration, classroom teachers

ACIP

Cold Springs High School

Data Meetings	District and school leadership will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. District support staff will provide support in preparation for these meetings.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	District Leadership, school administrators, classroom teachers
Attendance	In an effort to reduce student and teacher absences, Cold Springs High School is providing free breakfast to students and staff with perfect attendance. This will take place at the end of each 9 week grading period.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	Administration
Decision Ed	School administrators will be trained on the effective implementation of the Decision Ed dashboards. Dashboards will be created for specific purposes and used throughout the year in data meetings.	Technology, Professional Learning	08/08/2018	05/24/2019	\$0	District Leadership Team, administrators, Decision ED
Safety	Teachers and school staff received ALICE training and are kept up to date on new safety procedures. Each month school staff and students practice school safety drills. Administrators document safety drills in Virtual Alabama.	Other - School Safety Plan	08/08/2018	05/24/2019	\$0	administration, classroom teachers
9th Grade Transition	Cold Springs High School is offering a 9th grade transition class to help make high school successful for incoming freshman. They will meet 20 minutes each day during Eagle Period. The class will be taught from a handbook on what makes successful high school students. Topics and lessons include: how grades work, credits, effective study skills, absences, tardies, checkouts, truancy, consequences for actions, Scantron data, and clubs and organizations offered at our school.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/08/2018	05/24/2019	\$0	Administrators, Counselors, Classroom Teachers
Student Preparation for College and Career Readiness	Workkeys Keytrain - Our 12th grade students will receive Workkeys Keytrain Training during Eagle Period each day. Students are offered Dual Enrollment English and Math classes. The courses take place on campus. Students are able to earn college credit while meeting high school graduation requirements at the same time. ACT Prep classes are offered each day, during Eagle Period, for all Cold Springs High 11th graders.	Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/08/2018	05/24/2019	\$0	Teachers/ Administrators
Total					\$0	

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	See attached Stakeholder Feedback Worksheet.	CSH stakeholder-feedback-worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C1 - Things teachers say to students

- 65% - Explain your work.
- 57% - We will be working on
- 41% - You will be working on
- 26% - You are learning
- 24% - I'm interested in your thinking.
- 24% - You got it right!
- 22% - I am interested in your answer.

C2 - Things students are most often doing at school

- 41% - Working with others
- 33% - Thinking
- 30% - Writing
- 26% - Completing challenging work
- 20% - Completing brief projects
- 20% - Making presentations

C3 - Interactions with staff

- 61% - Supportive
- 61% - Helpful
- 59% - Respectful
- 39% - Trusting
- 37% - Comfortable

The Teacher Inventory provided the following teacher data: (by question number)

- C14 - 87% Students in class have opportunities to develop positive relationships with peers and adults.
- C12 - 87% Teachers use formative assessment to monitor student progress.
- C4 - 80% Lessons are based on high expectations for students.
- C10- 73% Lessons are designed by first determining expected outcome.
- C3 - 73% Participate in professional collaboration with their peers.
- C2 - 73% Teachers actions are aligned to strategic direction.
- C11- 73% Teachers provide exemplars for students.

High School Student Engagement Surveys

- C6 - 55% School rules...are established for a good reason.
- C19 - 45% Developing personal learning goals...helps me plan for life after graduation.
- C1 - 42% When I'm in class...I ask questions and contribute to discussions.

C4 - 41% Participating in extracurricular activities is...a way for me to feel connected to the school.

C2 - 37% Challenging learning activities make me...work a little harder than I normally do.

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

Parents surveys indicated an increase in student engagement and support from 2017 to 2018.

Teacher surveys showed an increase in professional collaboration with their peers. The implementation of early release days has provided teachers with an opportunity for professional collaboration.

Student surveys indicated that students felt that teaching strategies were more geared toward meeting their learning needs. Also, students feel more respected and supported with majority of the students stating that they know they go to their teachers about anything.

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

//

Areas in Need of Improvement

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

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C2 - Things students are most often doing in school

65% - Listening to teacher

C3 - Interactions with staff

39% - Brief

33% - Distant

17% - Useless

15% - Isolating

15% - Uncomfortable

The Teacher Inventory provided the following teacher data:

C6 - Only 20% teachers ALMOST ALWAYS have opportunities for students to express individual creativity lessons.

C5 - Only 13% teachers ALMOST ALWAYS have different learning goals for individual students in their classes.

High School Student Engagement Survey provided the following data:

C1 - 41% - When I'm in class...I do just enough to make a good grade.

C3 - 37% - When teachers change their method of instruction... I give them just enough to get by.

C5 - 31% - The use of technology...distracts me from the assigned task.

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

Both teacher and parent surveys indicate a low percentages for providing individualized instruction for meeting students' learning needs.

Teacher surveys continue to show a need for lessons to include opportunities for individual creativity, collaboration, and self-reflection. Both

teacher and parent surveys continue to show a low percentage of formal, two-way communication between teachers and students' families.

What are the implications for these stakeholder perceptions?

65% of Parent Surveys showed that parents perceive the task students are most often doing at school is listening to the teacher. The school-wide plan includes increased opportunities for students to complete project based activities and assignments throughout the year to increase student engagement. Administration will monitor this initiative through lesson plan development and classroom walk throughs.

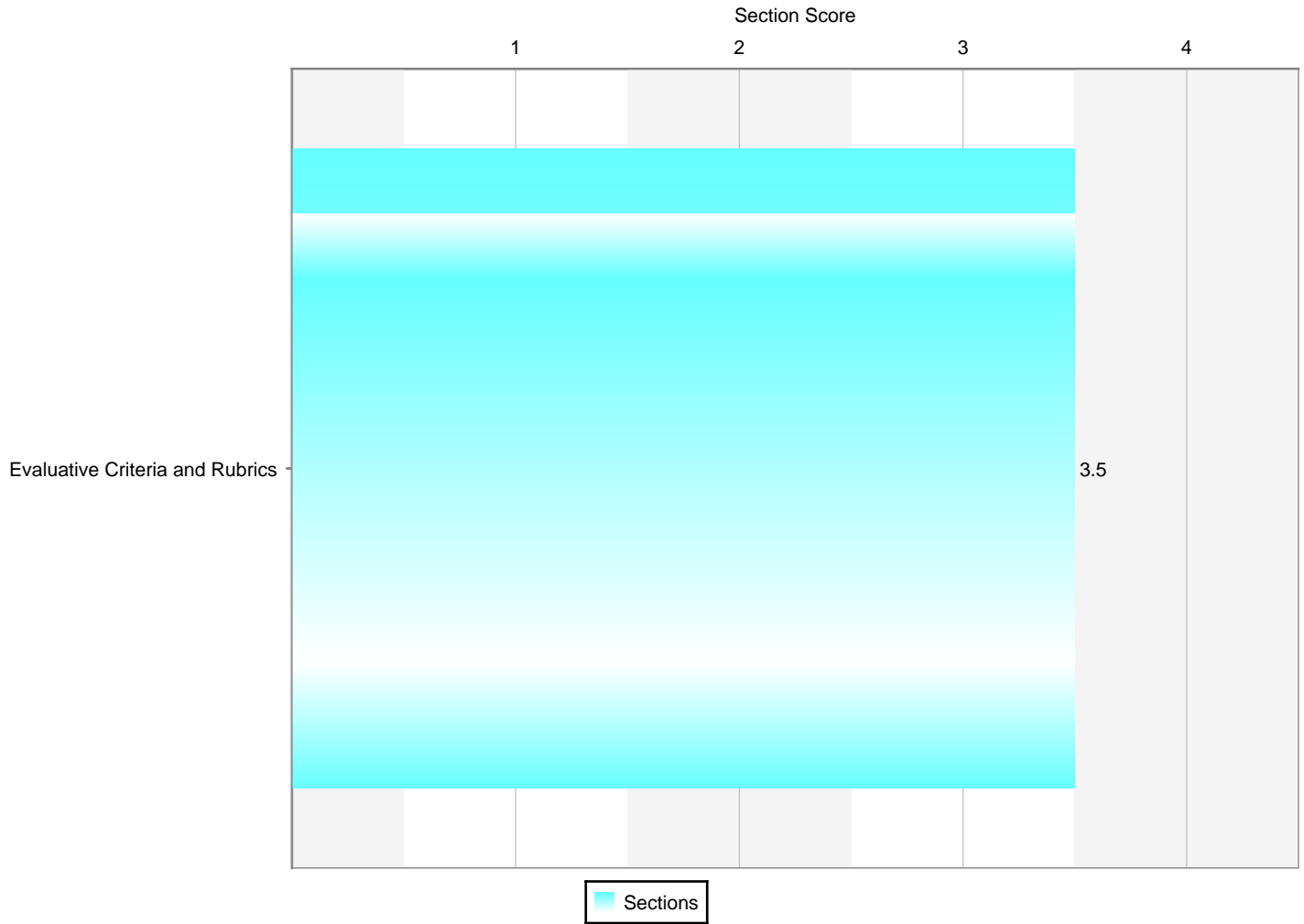
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Blue Ribbon Surveys were consistent with eProve on differentiating instruction based on individual needs of students. These struggling will be placed in remedial classes when academic weaknesses are identified. Some of the students will also receive additional support through

RTI.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	16.37

Provide the number of classroom teachers.

16.37

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	802858.0

Total

802,858.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	101904.0

Total

101,904.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	31080.0

Total

31,080.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	52596.0

Total

52,596.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56196.0

Total

56,196.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5961.0

Total

5,961.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1788.0

Total

1,788.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10652.0

Total

10,652.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1910.0

Total

1,910.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A