



ACIP

Scottsboro Junior High School

Scottsboro City 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?

The community population is about 15,000. Scottsboro Junior High School serves approximately 430 students in the rural, suburban town of Scottsboro in Jackson County, Northeast Alabama. The majority of Scottsboro's population is Caucasian. About 7% of students are of African-American descent and about 5% of the population is Hispanic. Staffing trends closely reflect these populations. Student numbers and populations have remained fairly consistent for the last three years. The staff and community have also experienced an expected level of consistency. The recent economic recession presented some difficulties for community members as well as the schools within the district. There has been a continuing drop in both new home construction and home purchasing. The unemployment rate is higher than the national average; thus, a large percentage of our students continue to qualify for free or reduced meals. Median family income is lower than the national average. Primary job opportunities are within the manufacturing and food service industries. There is some resistance to the recruitment of new businesses which would provide more diverse opportunities, including the technology-related fields which flourish in neighboring counties. A large number of households do not have Internet access which affects business and educational opportunities. Scottsboro is situated on the banks of the Tennessee River and has unique water accessibility. Our location provides area residents with opportunities for water sports and fishing hobbies. Tourists are attracted to our community because of fishing, golfing, boating, and camping activities. However, new businesses and jobs are rare while existing businesses are experiencing declines in revenues and undergoing cutbacks in employees. In addition, jobs and revenue expected from TVA employment through the Bellefonte Nuclear Plant facility have been recently withdrawn. Many young adults graduate and move elsewhere in search of employment. In most cases, this demographic does not return to live here.

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.

PURPOSE: The purpose of Scottsboro Junior High School is to maximize the learning of all students.

MISSION: Our mission is to ensure quality learning by providing students with opportunities and resources to achieve academic excellence and to provide encouragement, support, and respect so that all Scottsboro City School students can become productive citizens.

BELIEFS:

- All students can achieve their potential if provided with appropriate opportunities.
- All students should have safe and disciplined schools, qualified teachers, committed support staff, challenging curricula, and effective school leaders.
- All students deserve a nurturing environment that promotes a feeling of self-worth.
- Education is a shared responsibility among home, school, and community.
- Learning is a life-long endeavor.
- Innovation in technology and education is necessary to meet the needs of our youth and society.
- Employing, retaining, and appropriately training quality personnel are essential to effectiveness.
- Schools must offer a diverse and challenging curriculum which supports the various needs and learning styles of all students.
- Extracurricular activities are important in the overall development of students; moreover, appropriate extracurricular experiences contribute to academic success.

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.

Scottsboro Junior High School:

- Faculty participated in various professional development opportunities designed to help all students learn to their fullest ability. Professional development opportunities included, but were not limited to, the following: Social Studies Active Classroom, Gifted/Advanced Class training, Science curriculum mapping, English vertical alignment, etc.
- SJHS offers a variety of clubs and organizations for students to participate in both during and after school hours: Beta Club, Future Business Leaders of America, Students for Christ, Robotics Club, School Committees (Spirit, Leadership, Helping Hands, Decorating, Special Events, Homecoming), and Choir.
- SJHS offers a variety of extracurricular/sports activities: Football, Basketball, Baseball, Softball, Volleyball, Tennis, Track and Field, Cross Country, Golf, Cheerleading, Swim, & Wrestling.
- Maintained reading proficiency levels over the past three years on the ARMT.
- Facilities have undergone refurbishments to improve the appearance and function of school grounds, hallways, classrooms, restrooms, and roof.
- SJHS currently has available the following technology for student use: PC lab, Mac Lab, two iPad labs, two iPod touch labs.
- Implementing the Global Scholar Assessment to track the vertical advancement of student learning.
- SJHS participates in district-wide vertical alignment of common core curriculum 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.

Scottsboro Junior High School:

- SJHS offers students the following voluntary travel enrichment activities: Washington D.C. (biennial), Dauphin Island Sea Lab, Math Alive, and Junior Beta Convention.
- Ensures every teacher maintains highly qualified teaching status.
- Has a new student orientation for seventh graders before school begins.
- Hosts family nights/community activities such as Movie Night and Homecoming Tailgate activities.
- Diligently monitors student progress through individual, group, and school-wide analyses.
- Provides transition guidance for students from school-to-school.
- Maintains partnerships with businesses and community members.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Leadership Team was formed by the administration and teaching staff at the beginning of the school year. The team was chosen by a representative of subject, grade levels, special areas, administration, & parents. The team meets on average, once a month. The principal schedules meetings for the year. The majority of the meetings are held on weekday mornings immediately before or after school. Community stakeholders were chosen to be a part of the Leadership/School Improvement Team. These members represent parents of current students. They will attend as many meetings as possible throughout the year. To communicate the plan with faculty/staff and to seek their input, the Leadership Team presents at faculty/staff meetings, professional development workshops, and subject-specific planning meetings. The faculty/staff collaborates on a regular basis with the Leadership Team to assess goals, activities, and needs of the students.

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

The team consists of administrators, teachers, the media specialist, and parents. Parents were chosen among those that expressed an interest in the planning and implementation process. Community members also discussed how community involvement impacts school development and learning. School staff were able to provide feedback on needed financial and academic support. Parents were able to express how they could assist in helping the school to be successful in meeting academic goals.

Jason Hass - Principal

Jeff Tubbs - Assistant Principal

Crystal Arnold - Teacher/ CIP Chairperson

Trina Giles - Teacher

Melissa Knowles - Library Media Specialist

Derek Borum - Teacher

Nancy Gilliam - Counselor

Becky Joyner - EL Coordinator

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

As the school improvement plan was being developed, the team communicated the agenda in faculty and parent meetings as well as online on the school website. The final plan is presented at a staff meeting and at a school board meeting. Stakeholders are given an opportunity to view the plan and give input.

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		Student Survey Staff Survey Parent Survey Survey Data Summary

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?

- SJHS maintains a safe learning environment as well as high expectations of all students & staff.
- SJHS offers a high-quality education to students
- Maintain a safe learning environment

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

Administration & staff protect instructional time.

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

All

Areas in Need of Improvement

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

- Engaging whole families in student learning
- Maintaining a distinction between the roles & responsibilities of the Superintendent & School Board versus school leadership personnel
- Routinely keeping parents informed about their child's progress

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

- Maintaining a distinction between the roles & responsibilities of the Superintendent & School Board versus school leadership personnel

What are the implications for these stakeholder perceptions?

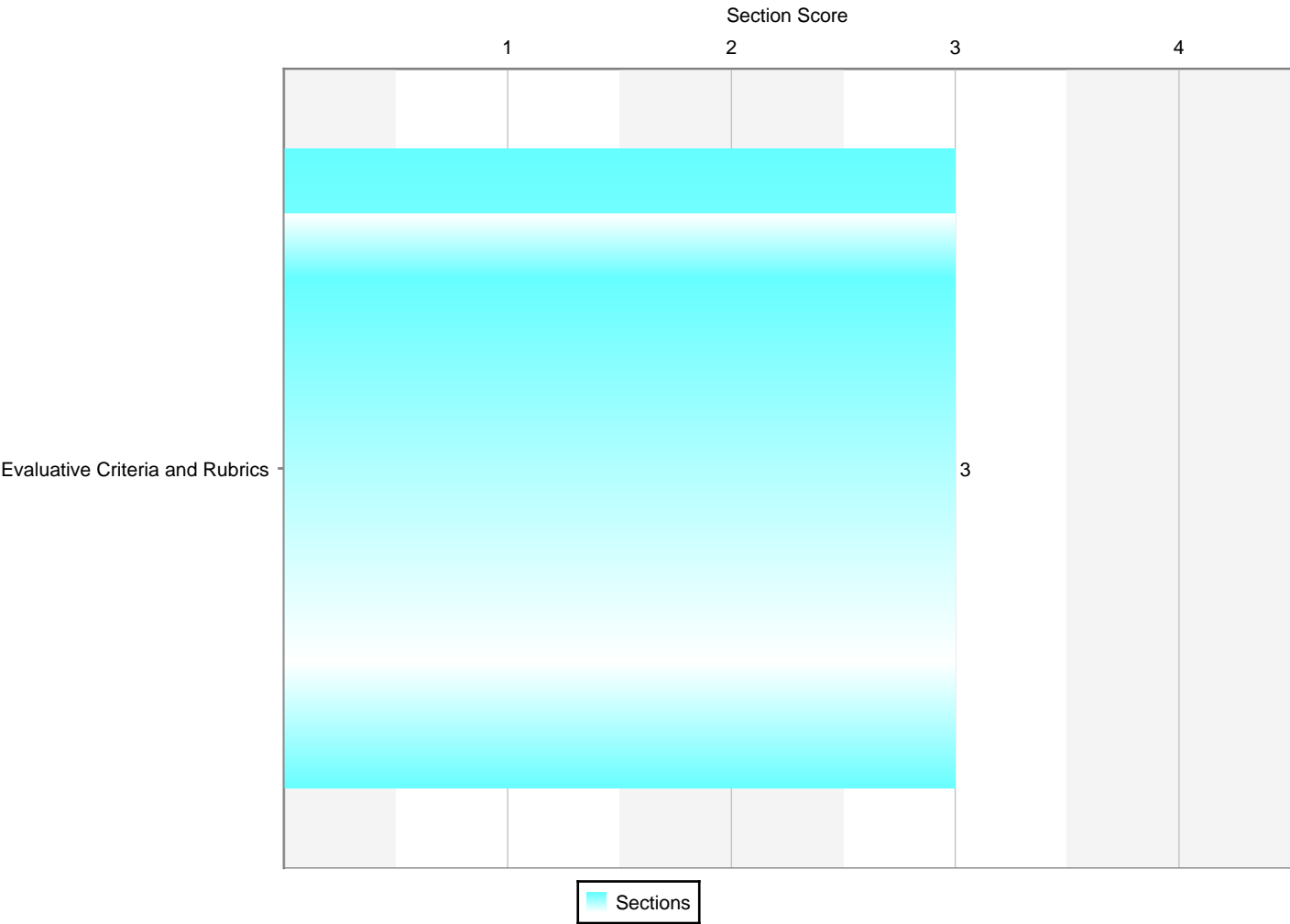
The administration, faculty, & staff of SJHS is committed to making SJHS the best it can possibly be. As a result of the AdvancED surveys, measures will be taken to ensure that weaknesses are formally addressed.

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

All

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		Student Data Summary

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?

The areas above the expected levels of performance are grades 7-8 in reading, English, and science.

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

The areas having a positive trend in performance are taken from the 7th grade science Assessment, ACT Aspire, ACT Explore, and Global scholar data

Which area(s) indicate the overall highest performance?

Grade 8 ACT Explore test result showed a 3% above National Quartile in Reading ranking. Grades 7-8 performance on the ACT Aspire was above the national average in reading and English.

7th grade Science Assessment result showed a result of 10.5% above the state average with the ACT Aspire data showing the same trend.

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

N/A

Between which subgroups is the achievement gap closing?

N/A

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

The above reading and math data is consistent with findings from Global Scholars, ACT Explore, ACT Aspire, formative assessments, and baseline testing results.

Areas in Need of Improvement

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

The areas showing a need for improvement are 7-8 grade math and 7th grade writing.

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

The following areas indicate a fall in % of college & career ready performance:

28% of 7th grades were identified in need of support on the ACT Aspire in writing.

In math, 29% of 7th graders and 38% of 8th graders ranked in need of support on ACT Aspire.

The global Scholars data also showed both the 7th and 8th graders in the average to low quartile in math.

Which area(s) indicate the overall lowest performance?

The overall lowest performance was represented on the 7th grade Global Scholar and ACT Aspire testing.

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

N/A

Between which subgroups is the achievement gap becoming greater?

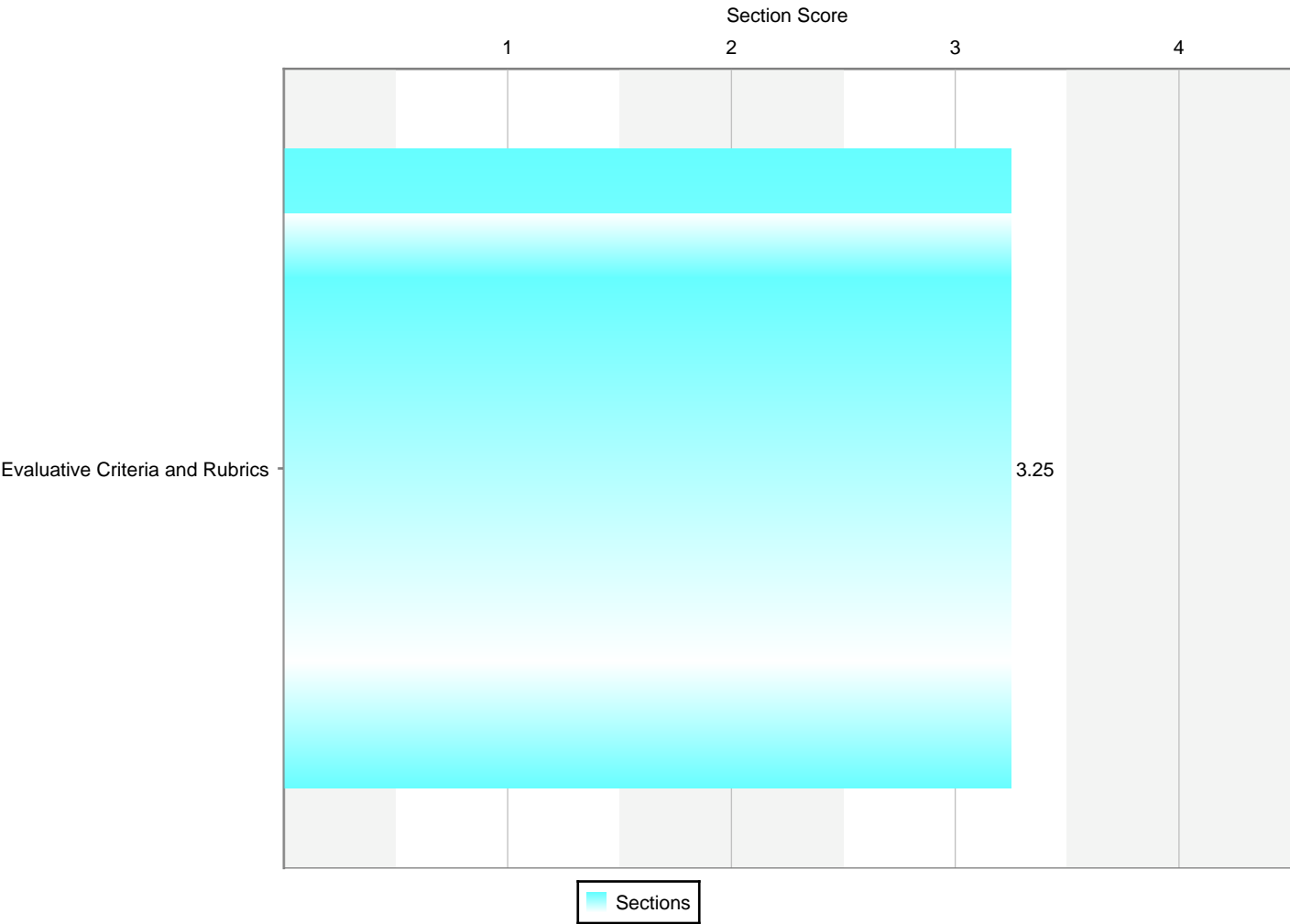
N/A

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

Findings that are consistent with other data sources include Global Scholars, ACT Aspire, ACT Explore, Science assessment, formative assessments, and baseline testing results.

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	Jason Hass - Principal Jeff Tubbs - Assistant Principal Crystal Arnold - Teacher/ CIP Chairperson Trina Giles - Teacher Melissa Knowles - Library Media Specialist Derek Borum - Teacher Nancy Gilliam - Counselor	14-15 CIP Team 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		14-15 CIP Team Signature Page

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	Melinda Adkins, Ph.D. 305 South Scott Street Scottsboro, AL 35768 (256)218-2100	

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		2014-2015 SCS Parental Involvement 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.	No	We are not a Title I school.	

2014-2015 SJHS CIP Goals

Overview

Plan Name

2014-2015 SJHS CIP Goals

Plan Description

2014-2015 SJHS CIP Goals, Objectives, Strategies, & Activities

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	(14-15) Tardies and unexcused absences at Scottsboro Junior High School will decrease by 10%.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	(14-15) Students at Scottsboro Junior High School will increase mean score of performance series math sub-tests by 5%.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	(14-15) Students at Scottsboro Junior High School will see an increase in parental involvement for the academic school year.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
4	(14-15) Students at Scottsboro Junior High School will increase mean score of performance series reading sub-tests by 5%.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	(14-15) Students at Scottsboro Junior High School will be engaged and empowered through technology.	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$0
6	(14-15) Scottsboro Junior High School will Train and Support Teachers and Leaders to prepare College- and Career- Ready Students	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$0

Goal 1: (14-15) Tardies and unexcused absences at Scottsboro Junior High School will decrease by 10%.

Measurable Objective 1:

100% of All Students will demonstrate a behavior to decrease the number of tardies due to teacher collaboration to create an encouraging school community and climate for students in Practical Living by 05/22/2015 as measured by as measured by student attendance.

Strategy 1:

Teacher Mentoring - Teachers will develop relationships with students. Teachers will act as the students' advocate. They will monitor students' grades and attendance each week and offer words of encouragement and guidance. Students deemed at risk, will be referred to the grade level counselor and administrator.

Research Cited: Sullivan, C. (2004) How to Mentor in the Midst of Change. Alexandria, VA. Association for Supervision and Curriculum Development.

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop relationships with students. Teachers will act as the students' advocate. They will monitor students' grades and attendance each week and offer words of encouragement and guidance. Students deemed at risk, will be referred to the grade level counselor and administrator.	Direct Instruction	08/07/2014	05/22/2015	\$0	No Funding Required	Administrator s. Instructors, & Counselor

Strategy 2:

Perfect Attendance - Students will be encouraged to attain 100% attendance record. Students will be recognized at award's day at the end of the year who have attained 100% attendance.

Research Cited: N/A

Activity - Positive Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be encouraged to attain 100% attendance record. Students will be recognized at award's day at the end of the year who have attained 100% attendance.	Behavioral Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Administrator s and Instructors

Goal 2: (14-15) Students at Scottsboro Junior High School will increase mean score of performance series math sub-tests by 5%.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by a 5% positive gain in Mathematics by 05/22/2015 as measured by Global Scholars Performance data.

Strategy 1:

Scantron Global Performance Series - Web-based individualized educational plan for improving students' reading and math scores. Performance series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency level of students.

Research Cited: Scantron states within the website that their program is research-based and valid and reliable.

Activity - Scantron Global Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web-based program to diagnose instructional needs	Technology	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors

Goal 3: (14-15) Students at Scottsboro Junior High School will see an increase in parental involvement for the academic school year.

Measurable Objective 1:

collaborate to increase parental participation at Scottsboro Junior High School for specific activities and/or events for the academic school year by 05/22/2015 as measured by having parental meetings, PTA, parent-teacher conferences, and constructing parent volunteer forms and conducting event surveys.

Strategy 1:

Parent Meeting - During the fall semester, Scottsboro Junior High will conduct its annual meeting for parents and participating students to discuss progress reports, school-wide requirements and offerings, state mandated testing requirements, district and school assessment; determine how this information is utilized in the school, the school's math and reading curriculum, and student achievement expectations.

Research Cited: Federal Program Mandates and By-laws

Activity - Annual Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scottsboro Junior High School conducts an annual meeting describing and discussing the school with parents and students. Parents and students are informed of various aspects for student learning and growth at Scottsboro Junior High School.	Parent Involvement	08/07/2014	05/22/2015	\$0	No Funding Required	Principal

Activity - Standards-Based Report Card Overview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are made aware of student's grades through mid-term report and a 9-week's report card. Parents are notified on a weekly basis about assignments by instructors through our Remind-text based.	Policy and Process	08/07/2014	05/22/2015	\$0	No Funding Required	Administrators & Instructors

Strategy 2:

Parental Programs and Events - Parents will be contacted by school and/or classroom teacher to come and participate in a variety of activities and events for the

academic school year. Parents will be informed of the activity/event with prior notification and with ample opportunities to participate either in the development of the event and/or participation in the implementation, using a variety of notification formats such as surveys, monthly school newsletter, classroom generated newsletter, school website, phone calls, and/or fliers and announcements.

Research Cited: N/A

Activity - Annual Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An annual meeting describing and discussing the school with parents and students. Parents and students are informed of various aspects for student learning and growth at Scottsboro Junior High School.	Parent Involvement	08/07/2014	05/22/2015	\$0	No Funding Required	Principal
Activity - Standards-Based Report Card Overview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are made aware of student's grades through mid-term report and a 9-week's report card. Parents are notified on a weekly basis about assignments by instructors through our Remind-text based software.	Parent Involvement	08/07/2014	05/22/2015	\$0	No Funding Required	Administrators & Instructors
Activity - Parent Contact Portals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scottsboro Junior High School will utilize various forms of parental contact portals (Remind, Schoolcast, school website, etc.) to keep parents informed of information regarding their student(s).	Parent Involvement	08/07/2014	05/22/2015	\$0	No Funding Required	Administrators & Instructors

Goal 4: (14-15) Students at Scottsboro Junior High School will increase mean score of performance series reading sub-tests by 5%.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by a 5% positive gain in Reading in Reading by 05/22/2015 as measured by Global Scholars Performance data.

Strategy 1:

Global Performance Series - Web-based individualized educational plan for improving students' reading and math scores. Performance series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency level of students.

Research Cited: Scantron states within the website that their program is research-based and valid and reliable.

Activity - Global Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web-based program to diagnose instructional needs	Technology	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors

Goal 5: (14-15) Students at Scottsboro Junior High School will be engaged and empowered through technology.

Measurable Objective 1:

100% of All Students will demonstrate a behavior regarding creative and critical thinking expertise and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Career & Technical by 05/22/2017 as measured by Principals report using Classroom/ Student Observation Tools.

Strategy 1:

On-line Blended Learning Environment - Provide an on-line learning management environment with best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

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

Activity - Monitor and Evaluate Everyday Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will monitor teacher and student lessons during everyday assignments.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors & Principals

Measurable Objective 2:

100% of All Students will demonstrate a behavior to understand human, cultural, societal issues, and personal responsibilities related to technology, and to practice legal and ethical behavior in and out of the classroom in Career & Technical by 05/22/2015 as measured by the assessment given with the digital citizenship lesson.

Strategy 1:

Implement Digital Citizenship Plan - Develop, implement, and offer a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship.

Research Cited: Zero to Eight: Children's Media Use in America 2013; A Common Sense Media Research Study October 28, 2013.

Activity - Implement Digital Citizenship Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement student training on Digital Citizenship: 1:) appropriate online behavior, 2:) safety and privacy, and 3)cyberbullying.	Behavioral Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, Counselors, and Administrators

Measurable Objective 3:

100% of All Students will demonstrate a behavior to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, share and present information in Career & Technical by 05/26/2017 as measured by Edmodo usage reports and Speak Up Surveys to evaluate our progress.

Strategy 1:

Continue Implementation of Edmodo as Learning Management System - We will continue to require teacher to use Edmodo for E-day dissemination of lessons.

Principals and administrators will be able to monitor teacher and student's usage and collaboration.

Research Cited: Edmodo Blog. (November 2013). Retrieved from <https://press.edmodo.com/>.

Activity - Edmodo Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Edmodo to Collaborate with Students	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors

Goal 6: (14-15) Scottsboro Junior High School will Train and Support Teachers and Leaders to prepare College- and Career- Ready Students

Measurable Objective 1:

demonstrate a behavior to ensure that every child is taught by well-prepared, resourced, supported, and effective teachers by 05/22/2015 as measured by administrative observation & ongoing professional development.

Strategy 1:

Instructional Rounds - Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to schools and teachers.

Research Cited: N/A

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to schools and teachers.	Professional Learning	08/07/2014	05/22/2015	\$0	No Funding Required	Administrators

Strategy 2:

Instructional Collaboration and Vertical/Horizontal Teams - All content areas will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.

Research Cited: N/A

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content areas will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors and Administrators

Strategy 3:

Targeted Professional Development - The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.

Research Cited: N/A

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors

Measurable Objective 2:

demonstrate a behavior to use & help students use digital resources & technology tools in order to utilize quality, engaging learning experiences that best prepare PK-12 students with the skills & knowledge necessary to be successful in school, careers, & adulthood by 05/22/2015 as measured by administrator observations & lesson plans.

Strategy 1:

Promotion of Learning - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Research Cited: N/A

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scottsboro City School System provides professional development sessions on how to use different types of technology for the classroom.	Professional Learning	08/07/2014	05/22/2015	\$0	No Funding Required	Administrators & Instructors

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
Targeted Professional Development	The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning	08/07/2014	05/22/2015	\$0	Instructors
Professional Development	All content areas will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning	08/07/2014	05/22/2015	\$0	Instructors and Administrators
Positive Reinforcement	Students will be encouraged to attain 100% attendance record. Students will be recognized at award's day at the end of the year who have attained 100% attendance.	Behavioral Support Program	08/07/2014	05/22/2015	\$0	Administrators and Instructors
Standards-Based Report Card Overview	Parents are made aware of student's grades through mid-term report and a 9-week's report card. Parents are notified on a weekly basis about assignments by instructors through our Remind-text based software.	Parent Involvement	08/07/2014	05/22/2015	\$0	Administrators & Instructors
Monitor and Evaluate Everyday Lessons	Principals will monitor teacher and student lessons during everyday assignments.	Academic Support Program	08/07/2014	05/22/2015	\$0	Instructors & Principals
Annual Meeting	An annual meeting describing and discussing the school with parents and students. Parents and students are informed of various aspects for student learning and growth at Scottsboro Junior High School.	Parent Involvement	08/07/2014	05/22/2015	\$0	Principal
Global Performance Series	Web-based program to diagnose instructional needs	Technology	08/07/2014	05/22/2015	\$0	Instructors
Teacher Mentoring	Teachers will develop relationships with students. Teachers will act as the students' advocate. They will monitor students' grades and attendance each week and offer words of encouragement and guidance. Students deemed at risk, will be referred to the grade level counselor and administrator.	Direct Instruction	08/07/2014	05/22/2015	\$0	Administrators, Instructors, & Counselor
Standards-Based Report Card Overview	Parents are made aware of student's grades through mid-term report and a 9-week's report card. Parents are notified on a weekly basis about assignments by instructors through our Remind-text based.	Policy and Process	08/07/2014	05/22/2015	\$0	Administrators & Instructors

ACIP

Scottsboro Junior High School

Scantron Global Performance Series	Web-based program to diagnose instructional needs	Technology	08/07/2014	05/22/2015	\$0	Instructors
Targeted Professional Development	Scottsboro City School System provides professional development sessions on how to use different types of technology for the classroom.	Professional Learning	08/07/2014	05/22/2015	\$0	Administrators & Instructors
Instructional Rounds	Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to schools and teachers.	Professional Learning	08/07/2014	05/22/2015	\$0	Administrators
Parent Contact Portals	Scottsboro Junior High School will utilize various forms of parental contact portals (Remind, Schoolcast, school website, etc.) to keep parents informed of information regarding their student(s).	Parent Involvement	08/07/2014	05/22/2015	\$0	Administrators & Instructors
Implement Digital Citizenship Plan	Implement student training on Digital Citizenship: 1:) appropriate online behavior, 2:) safety and privacy, and 3)cyberbullying.	Behavioral Support Program	08/07/2014	05/22/2015	\$0	Instructors, Counselors, and Administrators
Annual Meeting	Scottsboro Junior High School conducts an annual meeting describing and discussing the school with parents and students. Parents and students are informed of various aspects for student learning and growth at Scottsboro Junior High School.	Parent Involvement	08/07/2014	05/22/2015	\$0	Principal
Edmodo Collaboration	Use Edmodo to Collaborate with Students	Academic Support Program	08/07/2014	05/22/2015	\$0	Instructors
Total					\$0	

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	21.93

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	21.93

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	986909.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	75031.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	54118.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	63285.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	53472.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	23392.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total1,256,207.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged
Provide a brief explanation and breakdown of expenses.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	0.0

Title I: ARRA Funds
Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities
Provide a brief explanation and a breakdown of expenses.

We have allotted salary and benefits for an English teacher to serve as our class size reduction unit.
68,537.00

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners
Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
10.	Title IV: For Safe and Drug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Perkins Basic Grant expenditures consist of administrative, instructional, and professional development needs. All of this information is documented in eGap.

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	1319.5

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

0

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds are used for funding local teacher units, coaching supplements, SLP salary, building maintenance, instructional software agreements and supplies.

Label	Question	Value
2.	Local Funds Provide the total.	218038.0