ACIP

Cullman County Board of Education

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Executive Summary

Introduction

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

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

Description of the School System

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

The Cullman County School System is a rural North Alabama system located 50 miles south of Huntsville, AL, and 50 miles north of Birmingham, AL. Cullman County encompasses 755 square miles with a total population of 82,471 residents, which includes the county seat Cullman. There are 15,496 residents in the city of Cullman and it has a separate school system. Interstate 65 along with two other major US Highways traverse the county. Cullman County Schools is comprised of seven feeder patterns representing smaller municipalities or towns within the district limits. The schools function as the heart of their communities and traditional values are embraced, and a respect for the tradition at each school is respected.

Cullman County Schools serve 9,520 students on a daily basis across 28 school sites. These school sites are configured as follows:

7 - High Schools (9-12)
6 - Middle Schools (6-8)
3 - Junior High Schools (K-8)
5 - Elementary Schools (K-5)
1 - Intermediate School (4-5)
1 - Elementary School (3-5)
1 - Elementary School (K-3)
1 - Primary School (K-2)
1 - Career Technical School (9-12)
1 - Child Development Center (K-12)
1 - Credit Alternative Recovery Education School (6-12)

Cullman County Schools are typical of other rural districts in that 59% of our students receive free or reduced lunches. Demographically, our student population is 90.30% White, 6.5% Hispanic, 1.6% African-American, 1.04 American Indian/Alaskan Native, .028 Asian, and .028 Pacific Islander. Cullman County Schools is committed to providing ELL instruction by employing five EL instructors, as well as a parent liaison. Each day the Child Nutrition Program serves approximately 2,000 breakfast meals, 6,500 lunches, and six campuses serve 3,500 At Risk Supper meals.

Our county population has increases by 2,500 in the last 7 years. Most of this population growth is attributed to the growth of expanding local industries, retail opportunities, and people moving to the area for the schools and the quality of life.The average wages for an individual in the county is $38,971. Cullman consistently ranks near the top for new and expanding industries among the counties in the state of Alabama. For 2016, out of 67 counties , Cullman ranked #2 for Expanding Industrial Projects, #5 for New Industrial Projects, #3 for Total New and Expanding Industrial Projects.

Cullman County Schools employs 1,181 people; including 641 teachers, 40 administrators, 23 counselors, 24 librarians, 32 district-wide employees, 55 instructional aides, 15 support aides, 110 bus drivers, 23 craftsmen, 43 clerical support, 37 technical support, and 137 service workers-CNP, Custodial. The certified staff have the following degrees: 34% BS, 55% Masters, 10% EDs, and 1% Doctorate.

Our system's commitment to produce quality citizens and future leaders is demonstrated through the development of Leader in Me schools over the last two years, as well as our student leadership teams from the district high schools. These programs build upon the character foundations and traditional values of the communities that make up Cullman County Schools. Students are taught, guided, and given opportunity to display leadership and citizenship in various events throughout the district.

Students have many opportunities from school to work and/or school to college. Cullman County Schools offer Dual Enrollment, Fast Track, Fast Track for Industry, Excel Academy (Virtual School).   Our system works very hard to meet the needs of all students to prepare them to be independent and successful adults in society.

System's Purpose

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

Mission:
e5- Exceptional Educational Experiences for Everyone, Everyday

Vision:
Cullman County Schools will establish itself as a premier Alabama school district by committing to a sustainable plan over the next five years:

We will ensure students graduate college and/or career ready for the 21st century by developing high quality leaders, teachers, and staff who consistently raise student achievement through rigorous instruction and continuous improvement.

We will prepare students with the knowledge and skills needed to be productive, accountable, and responsible citizens and be the catalyst that allows them to impact our society through leadership and inspiration.

We will actively engage, communicate and collaborate with families, community partners, and all entities that promote student success.

We will provide safe, well-maintained, equitable facilities, programs, and technology for all students through the optimization and stewardship of available resources.

We Believe:
- Cullman County School System is student-centered.
- All students are challenged to reach their highest potential.
- Higher student achievement is a result of improved instruction, parental involvement, and progressive leadership.
- Improved instruction for our students is driven by continuous learning and development of our educators, staff, and leaders.
- Effective and successful educators, staff, and leaders model moral, ethical, and professional excellence for our students.
- Cullman County School System is an emotionally and physically safe place for students and staff.

Cullman County Schools is dedicated in its purpose to meet the needs of our students, communities, and business industry as determined through our strategic planning process. The input from stakeholders guided the priorities for our system to address; strong partnerships with stakeholders will achieve the system's purpose. Presenting these in the form of strategic objectives they are as follows:
1. Ensure students graduate college and/or career ready for the 21st century.
    1.1 Increase academic performance across all schools and sustain progress toward 100% graduation rate.
    1.2 Develop, deploy, and expand programs across all schools equitably to drive student engagement and achievement:
        STEAM (Science, Technology, Engineering, Arts, and Math) program, student leadership program, and expand career technology opportunities.
    1.3 Build mastery of standards in Primary Grades.
    1.4 Simplify and standardize intervention approaches across district.
    1.5 Effectively collect, analyze, and use data to drive improved teaching and learning experiences for all students at all schools.

2. Develop high quality leaders, teachers, and staff who consistently raise student achievement through rigorous instruction and continuous improvement.

    2.1 Become a performance based school system by increasing both support and accountability for rigorous instruction and continuous improvement.

    2.2 Refocus and grow instructional coaches.

    2.3 Develop and deploy a Principal Academy.

    2.4 Consistent training and support of new Intervention approaches across all schools.

    2.5 Develop data driven culture.

    2.6 Provide professional development opportunities to help all staff integrate technology into instruction to engage and enhance students educational experience as well as across central school system functions to improve departmental efficiencies and effectiveness.

3. Actively engage, communicate and collaborate with families, community partners, and all entities that promote student success.

    3.1 Develop communication plan to ensure timely release of accurate, relevant information for school system and each individual school.

    3.2 Define and establish organizational structure, roles, and responsibilities to enhance and improve communication.

    3.3 Implement technology solutions to improve direct communication with staff, students, parents and community partners.

4. Provide safe, well-maintained, equitable facilities, programs, and technology for all students through the optimization and stewardship of available resources.

    4.1 Improve efficiency and effectiveness of school system processes

    4.2 Ensure facilities are safe, well-maintained, appropriate and equitable for all students and staff across the school system.

    4.3 Provide sufficient financial, physical, technological and human resources to support continuous improvement of school district operations, support systems, instructional programs and student achievement.

Notable Achievements and Areas of Improvement

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

Cullman County Schools areas of notable achievement include the following:

- A district-wide increase in the graduation rate from 87% (2014) to 90% (2015) to 85% (2016)

- 19 Leadership members have graduated from Learning Forward Academy.

- Five current administrators will be participating in the Schools Foundation Principal Leadership Academy.

- 10 Reading Specialist serving schools with grades K-3 based on ARI guidelines.

- Implementing standards Based Grading and Reporting for Grades K-2

- Establishing an instructional technology support specialist program consisting of a district lead and 25 library media specialists serving as local integration specialists

- Expanding our Career Technical Program to include Engineering and Mechatronics

-     17 high school students graduated as a Certified Nursing Aid and 18 students received an Associates Degree from Wallace State.

- Continuing recruitment of JROTC program

- Establishing a transition program for At-Risk and Exceptional students

- Implementing a Leadership Team approach to help school leadership with data analysis, school improvement, and self evaluations.

- Implementation of an Instructional Framework using Lesson Planner and Walk Through and Educator Effectiveness observation tool

- District technology coaches will support 3rd grade teachers with technology integration and training.

- Support will continue for grade 4-8 teacher to support training received through i21 Zone initiative.

- West Point Intermediate received Light House status as a Leader in Me School.

- Parkside received the ARA Exemplary Reading Award in 2014.

-     District developed recognition award for one high school each year. Cold Springs High received the High School Award of Excellence for 2015-16 and 2016-17.

- Adult Advisory Groups will be implemented in all schools using REACH curriculum.

-     School counselors spent more than 26,000 hours in planning counseling, and guidance in 2016-17.

- Deployment of student LEAD (Leader in Excellence, Attitude, and Determination) groups for grades 11 and 12

-     A program and partnership with the Cullman Area Chamber of Commerce centers on developing future leaders. High School juniors participate each year in this program.

-     Graduating seniors received over 9.3 million dollars in scholarships in 2017.

- A partnership with state agency and non profit agencies address social and emotional programs.

- Implementation of formative assessment tool SCANTRON to universally assess and track student progress

- Revised and continued to implement Strategic Plan

- Launch of Google Apps for all employees and (6-12) students, Google Classroom for grades 3-12 and emails for grades 6-12

- Cameras installed on all school buses to monitor traffic violations to insure student safety

- Increased student attendance rate in schools and twenty one schools have attendance over 94% in May 2017

- Increased parent and family engagement opportunities and collaboration

- Continue semi-annual community meetings to engage stakeholders

- All student in grades 3, 8 and 10 will participate in a STEM initiative through UAH called RAMP UP.

-     Eight years we have partnered with UAH to bring InSPIRESS to the High Schools in our system.

- Four years in a row we had at least two InSPIRESS teams win state and attend NASA presentations in Washington, DC.

- Increased technology bandwidth from 400 mbps to 1GB

- Increased density to high speed WiFi

-        Increased density to Land Infrastructure

- Provided new MacBook Air for all certified staff

- District led Technology Conference held on pre-service day with over 600 participants

- Science techbook for grades 3-12 with Chromebook carts added

- Purchased iPads for all teachers in grades K-2

- Utilize DecisionED for data management

- Improved fund balance above the state minimum requirement

- Expanded our Virtual School opportunities through a Virtual Academy

- Established a consortium with Wallace State Community College to provide scholarships to students seeking technical degrees
     (Fast Track for Industry)

-        Partnered with Cullman Economic Development to host Teacher Industry tours for all middle and high educators to focus on work force
needs and opportunities

-        Hosted a Industry/Business Appreciation reception

-        Received QZAB funding for roof, electrical, hvac and other school renovations for 5.35 million dollars

-        Piloting a Young Entrepreneurship Academy at one high school

-        Middle Schools participate in 8th grade Career Fair at Wallace State where local business/industries showcase career opportunities

Cullman County Schools has made great strides over the last five years in the system through investing in professional development for technology integration of its leaders and teachers.

Creating Professional Learning Communities that meet monthly based on grade spans of school leaders to promote high-quality learning through improved leadership has created more consistency in system leadership and direction.

District and school team created Educator and Lead Effectiveness Plans and will begin implementing during the 2017-18 school year to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school.

Additional Information

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

Cullman County School personnel continue to strive to provide effective leadership and instruction through opportunities for administrators and teachers to benefit from personal learning provided by the district and state. The process by which we do so assures accountability for ourselves and to each other so students' success and safety remain our focus.

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.

A district leadership team meeting was held in June to focus on the vision and directional planning for Cullman County Schools. The meeting was led by the superintendent, Shane Barnette. The District Leadership Team continued to meet during the summer months to evaluate the precious year's plans and analyze all the needs assessment data sources. The Strategic Plan was revised in order to continue working toward a five year plan for continuous improvement. The Strategic Plan and the improvement priority standards, that were identified in the Accreditation Review, were used as a guide in developing the District ACIP and LEA plan. Plans were made for the School Leadership Team meetings and agendas were created with links for data analysis. These links contained the needs assessment data resources that the schools will use to create their local school Continuous Improvement Plans. Additionally stakeholder meetings are scheduled throughout the year to provide multiple stakeholder opportunities for input . These meetings include the District Instructional Leadership Team, Federal Advisory Committee, EL Advisory Committee, Guidance Advisory Meeting, Technology Planning Committee, and Parent Advisory Committee.

Members of these meetings include: Superintendent, District Leadership Team (Curriculum, Technology, and Federal Programs), Principals, Instructional Coaches, Teachers, Parents, and Community Reps.

Communication for meeting invitations and additional correspondence is handled through letters, email and telephone conversations. Automated meeting invitations are included in the emails. Thank you notes are sent to stakeholders who attend.

The Annual Title I meetings are held in August at all local schools. Alternative meeting dates and times are offered to accommodate parents' schedules.

Parent Advisory Committee meetings will be held at the Central office throughout the year. Membership consists of parent representatives from each of the schools. Turn around training and sharing will occur back at the local schools after these meetings occur.

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

Representation of stakeholders include State and Regional support staff, District Leadership staff, Principals, Assistant Principals, Teachers, Students, Parents, and Community members. District Leadership Team reviewed the needs assessment data including the student assessment data, stakeholder feedback data (surveys from stakeholder groups and self assessments from schools), retention data, attendance data (student and teacher), grad rate,etc. They then reviewed the previous goals and created a draft of current goals and activities. Drafts were shared at the School Leadership Team meetings and comments and suggestions were gathered for revisions. Plans will be presented to the Cullman County Board of Education for input and approval at the October Board meeting.

District Instructional Leadership Team

Mr. Shane Barnette - Superintendent

April Tucker - Director of Federal Programs

Anita Kilpatrick - Director of Instructional Programs

Margaret Guthrie - Elementary Curriculum Coordinator

Susan Patrick - Secondary Curriculum Coordinator

Tiffanye Mitchell - Special Education Coordinator

Bruce Ellard - Technology Director

Derinda Duke - District School Improvement Specialist

Kim Lindsey - District Instructional Coach

Karen Pinion - District Learning Supports/Guidance Counselor

Janet Mattox - EL Coordinator

Richard Orr - Principal

Trina Walker - Principal

Gina Webb - Principal

Angie Yarbrough - Principal

Francine Morton - Parent

Teresa Presto- Parent

Bridgette Rodgers - Parent

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 improvement plan is reviewed and approved at the October Board of Education meeting.

-The improvement plan is communicated by posting on the system website, superintendent communication with local media, and principals are sent a copy of the plan in an email.

-The superintendent and/or his designee also speak at civic clubs and organizations and appear on local television stations talking about progress and plans.

-District Supervisors review the progress of the Strategic Plan and its implementation through out the year.

-The superintendent provides monthly comments and updates at each board meeting.

-School Leadership Teams will meet with District Leadership mid-year and end of year to analyze and evaluate the plans and make adjustments for improvement.

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 Data Document for 2016-2017, District Stakeholder Survey Worksheet (lowest/highest average by standard and question number), and Surveys completed and overall scores by school and district.	Stakeholder Feedback Data Document and Analysis Worksheets

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?

2017 Parent, Staff, Elementary and Middle/High Surveys all indicate overall high level of satisfaction for Standard C - Purpose and Direction. Parent and Elementary Surveys indicate overall high levels on satisfaction for Standard F - Resources and Support Services and Middle/High Student Surveys also show high levels for Standard E - Teaching and Assessing of Learning.

Parent Survey overall score results by Question number are as follows:

F3 - Our school provides a safe learning environment - 4.29

C1 - Our school's purpose statement is clearly focused on student success - 4.26

E11 - My child has at least one adult advocate in the school. - 4.22

E10 - My child knows the expectations for learning in all classes. - 4.22

G2 - My child is prepared for success in the next school year. -4.20

Staff Survey overall score results by Question number are as follows:

C1 Our school's purpose statement is clearly focused on student success. - 4.58

C5 Our school has a continuous improvement process based on data, goals, actions, and measures for growth. - 4.55

E13 In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. - 4.50

D1 Our school's governing body or school board complies with all policies, procedures, laws, and regulations. - 4.49

C4 Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. - 4.48

Elementary Student Survey overall score results by Question number are as follows:

D3 In my school my teachers want me to do my best work. - 2.97

F3 My school has computers to help me learn. - 2.97

C1 In my school my principal and teachers want every student to learn. - 2.96

F2 My school has many places where I can learn, such as the library. - 2.95

G3 My principal and teachers help me to be ready for the next grade. - 2.95

Middle/High Student Survey overall score results by Question number are as follows:

C1 Our school's purpose statement is clearly focused on student success. - 4.58

C5 Our school has a continuous improvement process based on data, goals, actions, and measures for growth. - 4.55

E13 In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. - 4.50

D1 Our school's governing body or school board complies with all policies, procedures, laws, and regulations. - 4.49

C4 Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. - 4.48

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

The AdvancED student surveys were administered for the first time in October 2013. All stakeholders (parents, staff, early elementary, elementary and middle/high) were surveyed using AdvancED in April 2014 and will continue each year in May. The District Leadership Team reviews survey results each year to determine data trends.

In the last three years, we have seen a positive trend by staff and all student groups in Standard 1: Purpose and Direction with Indicator 1.1 (School review, revise and communicate a school purpose) and 1.3 (Leadership implement Continuous Improvement Process) showing the highest increases. Question Number C1 received high scores on all surveys 2017 (Our school's purpose statement is clearly focused on student success.)

Survey overall average scores increased for Staff from 4.27 to 4.31, Elementary from 4.67 to 4.72 and Middle/High from 3.63 to 3.74. This reflects a positive trend for satisfaction.

A positive trend was also noted on parent, staff, and all student surveys related to teacher/adult advisory programs and students feeling supported by their teachers. We feel our Local Indicator focus on Adult Advisory was responsible for this increase. We will continue to implement these advisory groups during the 2017-18 school year.

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

The 2013 SAI 2 staff survey showed a score of 3.4 on a 5.0 scale for time available for professional development for teachers. In 2014 our district addressed this issue by adding early release dates to the school calendar to provide time for professional learning for all staff. We will continue implementing the Early Release days again during the 2017-2018 school year. District Leadership will support the professional learning for leadership and staff by providing resources for not only Early Release, but additional days throughout the year.
The District Leadership led in the development of a Strategic Plan during the 2015-2016 school year. A stakeholder survey was created and deployed. 2011 responses were collected representing 66.4% from parent, staff and community and 33.6% from students. The following are the top stakeholder priorities:
- Commitment to increase student academic achievement above state average and increase the number of students who are college and/or career ready.
- Develop an equitable plan for funding to include facility renovations, new construction, technology, and instruction.
- Leadership will manage and support a long term vision aligned across all schools and departments.
- Develop high quality educators, staff, and leaders that can prepare students for current and future job markets.
- Develop and promote strong leadership concepts and skills to include students, teachers, school staff, principals and central office.
- Provide a safe, accessible, aesthetically pleasing and well maintained environment in all Cullman County School District buildings.
These findings are in alignment with the adult survey results from AdvancED.
The District Leadership Team revised the Strategic Plan for 2017-2018 in order to continue working toward a five year plan for Continuous Improvement.

Areas in Need of Improvement

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

2017 Parent, Elementary and Middle/High Surveys all indicate overall low levels of satisfaction for Standard D - Governance and Leadership. Parent and Staff Surveys indicate overall low levels on satisfaction for Standard E - Teaching and Assessing of Learning. Staff and Middle/High Student Surveys also show low levels for Standard F - Resources and Support Systems.

Parent Survey overall lowest score results by Question number are as follows:
E7 All of my child's teachers keep me informed regularly of how my child is being graded. - 3.89
E4 All of my child's teachers meet his/her learning needs by individualizing instruction. - 3.94
E6 All of my child's teachers help me to understand my child's progress. - 3.99
E9 My child sees a relationship between what is being taught and his/her everyday life. - 4.01
E5 All of my child's teachers work as a team to help my child learn. - 4.03

Staff Survey overall lowest score results by Question number are as follows:
E19 In our school, all school personnel regularly engage families in their children's learning progress. - 4.06
E16 In our school, a formal process is in place to support new staff members in their professional practice. - 4.06
E15 In our school, staff members provide peer coaching to teachers.- 4.07
E2 All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. 4.08
E8 All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. - 4.09

Elementary Student Survey overall lowest score results by Question number are as follows: (3 pt. scale)
G1 My principal and teachers ask me what I think about school. - 2.46
E5 My teachers ask my family to come to school activities. - 2.52
D1 In my school I am treated fairly. - 2.67
D2 In my school students treat adults with respect. - 2.68
E7 My teachers tell my family how I am doing in school. - 2.76

Middle/High Student Survey overall lowest score results by Question number are as follows:
F2 In my school, students respect the property of others. - 3.20
F5 In my school, students help each other even if they are not friends. - 3.21
C4 In my school, all students are treated with respect. - 3.30
D2 In my school, students treat adults with respect. - 3.31
E9 All of my teachers change their teaching to meet my learning needs. - 3.37

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

The AdvancED student surveys were administered for the first time in October 2013. Staff was surveyed using Standards Assessment Inventory 2 (SAI) Learning Forward in October 2013. All stakeholders (parents, staff, early elementary, elementary and middle/high) were surveyed using AdvancED beginning April 2014 and again in May for 2015 and 2016 school years. In the spring of 2017 eProve surveys were utilized to gain stakeholder perceptions. The District Leadership Team review survey results each year to determine data trends and areas that need improvement.

Negative trends were shown on parent surveys. In 2013-14, 17 out of 21 indicators on parent surveys averaged a score above 3.95. In 2014-15, only 8 out of 21 indicators averaged above this same score with the lowest indicator being indicator 3.12 - Learning supports services for all students. District and schools created Local Indicator goals to implement Teacher Advisor Programs as a means to address additional support for all students in Cullman County Schools. District and schools continued to refine the Teacher Advisor Programs during the 2016-2017 school year as we supported students through our Local Indicator focus. For 2017-18, the Program Review for high schools will be Adult Advisor Programs. We will also continue to support students in grades K-5 in teacher advisor groups also. The overall score for parent surveys decreased from 4.17 for 2016 to 4.11 for 2017.

What are the implications for these stakeholder perceptions?

The stakeholder survey results indicate the need to continue focusing on supporting Principals/Leadership Teams as they lead collaboration in their learning communities during early release dates. This process is important in establishing school culture that support learning for both adults and students as we strive to reach 21st century goals.
Staff also felt that we needed to refine our teacher mentoring practices. The Alabama Teacher Mentoring program expectations and monitoring procedures were communicated with administration and participating teacher more explicitly this year in order to improve instructional practices and support new teachers.

We will continue discussions and professional learning in the area of standards-based instruction and grading as we adjust our practices to ensure student success in order to implement the College and Career Readiness Standards. Standards based grading will expand to grades 1 and 2 this school year. Finding ways to individualize learning for students at all academic levels as we implement technology resources will be a priority with a focus on ensuring teacher support. Instructional Technology Support Specialist have been hired to make the transition easier for all staff as they lead in professional learning for our teachers in the implementation of lessons using a digital resources. During the 2015-2017 school years, training and support was provided to middle school and 4th and 5th grade teachers through the i21Zone initiative. District coaching support will continue during the 2017-2018 school year as teachers continue to use technology as a resource in their classes.
Survey results also indicated a need for a strategic focus on engaging families in more meaningful ways in our schools. The district leadership team will coordinate training sessions throughout the year for the Parent Connection Meetings. Topics of interest to volunteer parents will be used during these turn around sessions. Resources will be suggested and materials will be provided for these meetings. Lead parents will then share the information at local school parent meetings. The meetings will also be videoed and posted on the district website.

Surveys for elementary and middle/high students also reflected low scores on questions related to showing respect for other students, teachers, and the property of others. During teacher/adult advisory meetings, lessons and discussions will occur using the Reach curriculum, additional lessons and guest speakers to counsel students on respecting themselves and others.

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

In January 2016, schools conducted self-assessment using AdvancED standard indicators. The lowest average score occurred mostly in Standard 3 Teaching and Assessing of Learning again this year. The lowest indicators were 3.7 Mentoring, Coaching, Induction, 3.5 Teachers in Collaborative Learning Communities, 3.11 Professional Learning of Staff. Indicator 5.3 Training in evaluation, interpretation and use of data received the lowest overall score. High School Self Assessments were the lowest on all of these indicators.

In April of 2015, Cullman County Schools completed AdvancEd Accreditation. The external review team indicated the greatest need for improvement fell in Standard 3 as well, citing 5 indicators below the AdvancEd network average: 3.3 Teachers engage students through learning strategies, 3.5 Teachers in collaborative learning communities, 3.6 Teachers implement instructional process, 3.8 System engages families in meaningful ways, 3.12 Learning Support Services to meet needs of all students. The standards 3.3 and 3.5 are being addressed as an Improvement Priority. The external review team also indicated that standards 5.2 Collect, analyze and apply learning from data sources and 5.3 Staff trained in the evaluation, interpretation, and use of data as standards to be address and an Improvement Priority.

The district purchased DecisionEd Data Dashboard to provide easy access to all student/teacher data sources in one location. Training was provided for administration during the summer of 2017 for navigation and usage of the dashboard. Support will be provided throughout the 2017-18 school year for administration as we continue to collect, analyze and apply data in making more informed decisions in our district.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
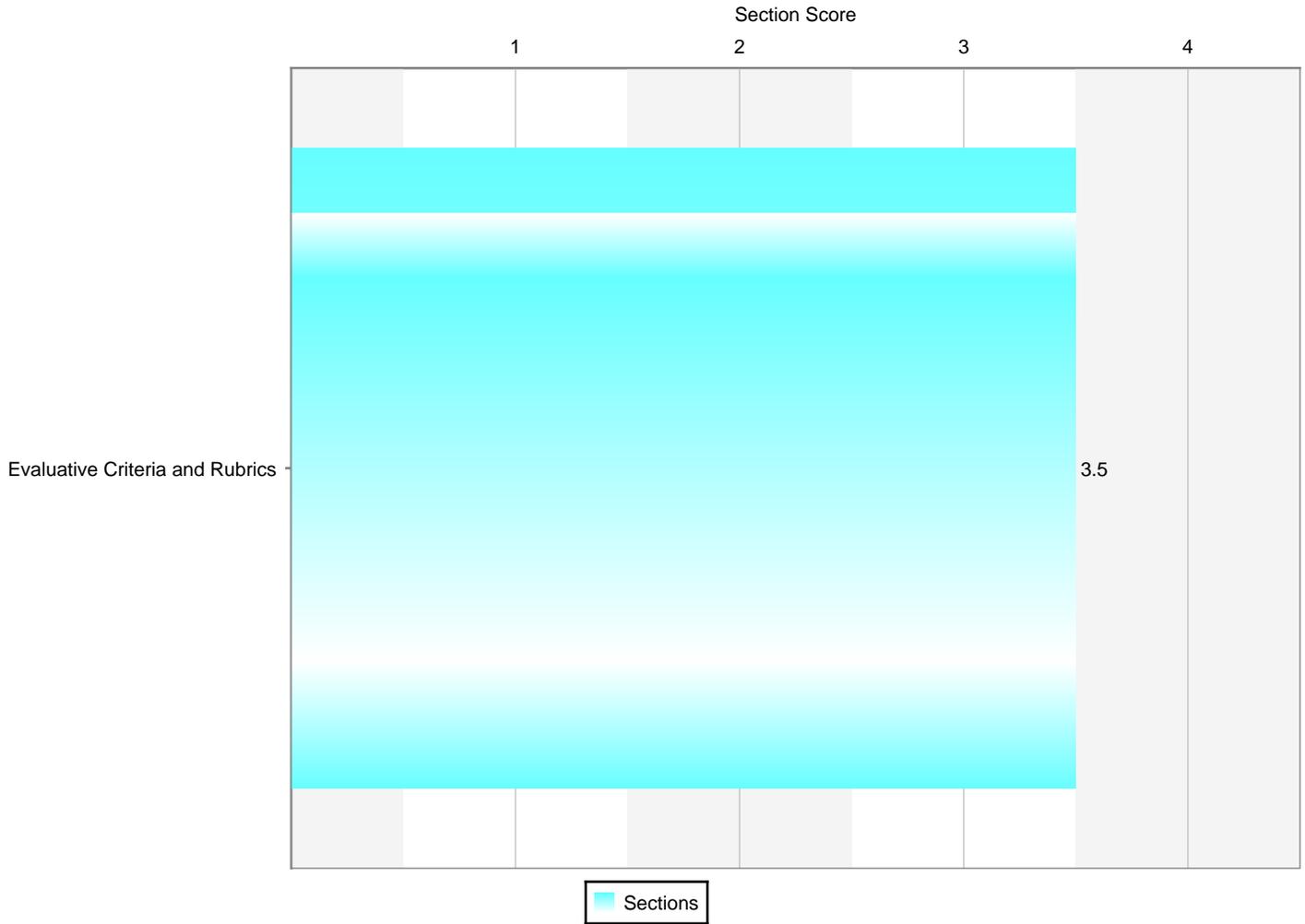
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attached Student Performance Data Document, ASPIRE, ACT, Workkeys, Retention, and Graduation Rate Data Charts.	Student Performance Needs Assessment Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

ASPIRE:

The percentage of students in third grade in Cullman County who score at or above benchmark in Reading (43%), Math (63%), and Science (41%) exceed the percentage of students nation wide meeting benchmark in Reading (38%), Math (60%), and Science (37%) . The percentage of students in sixth grade in Cullman County who score at or above benchmark in Reading (50%) and Science (48%) exceed the percentage of students nation wide meeting benchmark in Reading (47%) and Science (47%). The percentage of students in seventh grade in Cullman County who score at or above benchmark in Math (49%) and Science (45%) exceed the percentage of students nation wide meeting benchmark in Math (43%) and Science (41%) . The percentage of students in eighth grade in Cullman County who score at or above benchmark in Reading (51%) and Math (42%) exceeds the percentage of students nation wide meeting benchmark in Reading (50%), Math (37%).

In addition, Cullman County Schools expected the percentage of students reaching benchmark to raise five percentage points from the 2015-2016 school year to the 2016-2017 school year. This increase was met or exceeded in third grade for reading (37% to 43%) and math (57% to 63%), and seventh grade for math (44% to 49%) and science (37% to 45%).

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

ASPIRE - The percentage of students in Cullman County scoring at or above benchmark had an overall district increase from 2015-2016 to 2016-2017, Reading (40% to 42%), Math (43% to 45%) and Science (38% to 39%). The percentage of students in Cullman County scoring at or above benchmark increased from 2015-2016 to 2016-2017 for the following grade levels and subjects:
Third Grade - Reading (37% to 43%), Math (57% to 63%), and Science (38% to 41%)
Fourth Grade - Reading (40% to 41%) and Science (38% to 40%)
Fifth Grade - Math (42% to 43%)
Sixth Grade - Reading (47% to 50%)
Seventh Grade - Reading (39% to 41%), Math (44% to 49%), Science (37% to 45%)
Eighth Grade - Math (39% to 42%)
Tenth Grade - Math (15% to 17%) and Science (23% to 24%)
There was an increase in every grade level and every subtest when comparing from the baseline data of 2013-2014 to 2016-2017 except 8th grade reading.

Which area(s) indicate the overall highest performance?

ACT - The percentage of students meeting the state college readiness benchmark is highest for the English subtest with 43% of students reaching the score of 18 or higher. The highest average score for 2016-17 was reading at 18.4.

ASPIRE - The highest percentage of students meeting benchmark in Math is in 3rd grade with 63%. The highest percentage of students meeting benchmark in Reading is in 8th grade with 51%. The highest percentage of students meeting benchmark in Science is in sixth grade

with 48%.

Workkeys - 93.3% of the students in Cullman County earned a level 4 or greater in the Reading for Information category.

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

ACT - The average composite score in 2016-2017 increased for all African Americans 17.8 to 17.9, American Indians 17 to 18.3 and Asian 20 to 23 in comparison to last school year, 2015-2016. The average composite score increased for all subgroups when compared to the baseline data of 2013-2014.

Aspire- When comparing the percentage of students in subgroups scoring at or above benchmark in the 2015-2016 school year to the 2016-2017 school year, there was an increase in this percentage for the follow grades and subtests:
Third Grade: Black/African Americans increased in Reading 33% to 42%, Science 22% to 34%, and Math 44% to 66%. Hispanic or Latinos increased in Reading 15% to 18%, Science 17% to 19% and Math 46% to 48%.
Fourth Grade: Black/African Americans increased in Reading 24% to 45%. This percentage (45%) is above the whole group (41%). Hispanic or Latinos increased in Math 34% to 38%.
Fifth Grade: Hispanic or Latinos increased in Reading 25% to 26%, Science 19% to 30% and Math 30% to 32%.
Sixth Grade: Black/African Americans increased in Reading 23% to 30%, Science 31% to 38%, and Math 31% to 39%. Hispanic or Latinos increased in Reading 33% to 39% and Math 43% to 52%.
Seventh Grade: Hispanic or Latinos increased in Reading 30% to 33% and Science 26% to 35%.
Tenth Grade: Black/African Americans increased in Reading 21% to 35% and Science 7% to 18%. Hispanic or Latinos increased in Reading 16% to 25% and Math 8% to 13%.

Between which subgroups is the achievement gap closing?

ACT - The average composite score in 2016-2017 increased for all African Americans, American Indians, and Asian students in comparison to previous school year while the average composite scores for white students dropped three tenths of a point. This is an indication that the gap is closing for these groups. In addition, the average composite score for all Asian students is above the average score for whites.

Aspire - When looking at the achievement gap of students in subgroups scoring at or above benchmark in comparison to all students in the 2015-2016 and 2016-2017 school year, we can report for the following grades and subtests as an indication that the gap is closing:
Third Grade: There was a difference of 4 percentage points in Reading (33% to 37%), and 16 percentage points in Science (22% to 38%), when comparing Black/African American students to all students reaching benchmark in 2015-16. In 2016-17, there was a difference of 2 percentage points in Reading (42% to 44%) and 7 percentage points in Science (34% to 41%) when comparing Black/African American students to all students. This is an indication that the gap is closing for the Black/African American students for those subtests. In addition, in 2016-2017, there was a higher percentage of Black/African Americans reaching benchmark in Math compared to the total group (66% to 53%).
Fourth Grade: In 2016-2017, the percentage of students reaching benchmark in Reading for the Black/African American subgroup was 45% which is above the percentage of total students reaching benchmark (41%). There was a difference of 13 percentage points in Math (34% to 47%) when comparing Hispanic or Latino students to all students reaching benchmark in 2015-2016. In 2016-17, there was a difference of 9 percentage points in Math (38% to 47%) when comparing Hispanic or Latino students to all students reaching benchmark indicating that the

gap is closing for those subtests.

Fifth Grade: There was a difference of 10 percentage points in Reading (25% to 35%), 20 percentage points in Science (20% to 39%), and 12 percentage points in Math (30% to 42%) when comparing Hispanic or Latino students to all students reaching benchmark in 2015-16. In 2016-17, there was a difference of 9 percentage points in Reading (26% to 35%), 7 percentage points in Science (30% to 37%), and 11 percentage points in Math (32% to 43%) when comparing Hispanic or Latino students to all students reaching benchmark. This is an indication that the gap is closing for the Hispanic or Latino students for all subtest.

Sixth Grade: There was a difference of 24 percentage points in Reading (23% to 47%), 19 percentage points in Science (31% to 50%), and 27 percentage points in Math (31% to 58%) when comparing Black/African American students to all students reaching benchmark in 2015-16. In 2016-17, there was a difference of 20 percentage points in Reading (30% to 50%), 10 percentage points in Science (38% to 48%) and 16 percentage points in Math (39% to 55%) when comparing Black/African American students to all students reaching benchmark. This is an indication that the gap is closing for the Black/African American students for those subtests. There was a difference of 14 percentage points in Reading (33% to 47%) and 15 percentage points in Math (43% to 58%) when comparing Hispanic or Latino students to all students reaching benchmark in 2015-16. In 2016-17, there was a difference of 11 percentage points in Reading (39% to 50%) and 3 percentage points in Math (52% to 55%) when comparing Hispanic or Latino students to all students reaching benchmark. This is an indication that the gap is closing for the Hispanic or Latino students for those subtest.

Seventh Grade: There was a difference of 9 percentage points in Reading (30% to 39%) and 11 percentage points in Science (26% to 37%) when comparing Hispanic or Latino students to all students reaching benchmark in 2015-16. In 2016-17, there was a difference of 8 percentage points in Reading (33% to 41%) and 10 percentage points in Science (35% to 45%) when comparing Hispanic or Latino students to all students reaching benchmark. This is an indication that the gap is closing for the Hispanic or Latino students for those subtest.

Eighth: There was a difference of 18 percentage points in Reading (33% to 51%) when comparing Hispanic or Latino students to all students reaching benchmark in 2015-16. In 2016-17, there was a difference of 12 percentage points in Reading (39% to 51%) when comparing Hispanic or Latino students to all students reaching benchmark. This is an indication that the gap is closing for the Hispanic or Latino students for reading.

Tenth Grade: There was a difference of 16 percentage points in Science (7% to 23%), when comparing Black/African American students to all students reaching benchmark in 2015-16. In 2016-17, there was a difference of 6 percentage points in Science (18% to 24%) when comparing Black/African American students to all students. This is an indication that the gap is closing for the Black/African American students for the science subtest. In addition, in 2016-2017, there was a higher percentage of Black/African Americans reaching benchmark in Reading compared to the total group (35% to 29%). There was a difference of 14 percentage points in Reading (16% to 30%) and 7 percentage points in Math (8% to 15%) when comparing Hispanic or Latino students to all students reaching benchmark in 2015-16. In 2016-17, there was a difference of 4 percentage points in Reading (25% to 29%) and 4 percentage points in Math (13% to 17%) when comparing Hispanic or Latino students to all students reaching benchmark. This is an indication that the gap is closing for the Hispanic or Latino students for those subtest.

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

ACT Aspire data for grades 3-8 and 10 correlate with district Scantron data collected for the spring assessment for Reading and Math. The percentage of students performing at an average/high or above average level is within 10 percentage points of the percentage of students meeting benchmark on Aspire in Math and Reading.

Areas in Need of Improvement

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

ACT - The percentage of students meeting benchmark in all sub-tests; English, Reading, Math, and Science, are below the percentage of students meeting benchmark statewide. The average composite score is also below the state average score. When comparing the data from 2016-2017 to the previous year, 2015-2016, there was also a decrease in the percentage of students reaching benchmark in Reading (24% to 29%), Math (16% to 17%), and Science (17% to 20%).

Aspire- 17% of students in Cullman County reached the benchmark score for Math in the 10th grade. Cullman County schools expected a gain of 5 percentage points in the percentage of students reaching benchmark from 2015-2016 to 2016-2017. This goal was not met districtwide in any subtest. The 5% gain was met by individual grade levels on specific subtest which were addressed in the notable achievement section.

Workkeys - The expected gain of 5 percentage points was not met on any subtest. When comparing the data from 2016-2017 to the previous year, 2015-2016, there was a decrease in the percentage of students reaching a level 4 or greater in all subtest; Reading for Information (93.3% to 95.6%), Applied Mathematics (77.1% to 80.4%), and Locating Information (72.8% to 75.4%).

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

ACT - There was a decrease in the percentage of students reaching benchmark in English and Reading from the baseline data of 2013-2014 to 2016-2017; English (48% to 43%), Reading (27% to 24%)

ASPIRE - There was a decrease in the percentage of students reaching benchmark compared to the previous school year in the following areas: 5th grade Science (39% to 37%), 6th grade Math (58% to 55%) and Science (50% to 48%), 8th grade Science (40% to 39%), and 10th grade Reading (30% to 29%).

Workkeys - When comparing the data from 2016-2017 to the previous year, 2015-2016, there was a decrease in the percentage of students reaching a level 4 or greater in all subtest; Reading for Information (95.6% to 93.3%), Applied Mathematics (80.4% to 77.1%), and Locating Information (75.4% to 72.8%).

Which area(s) indicate the overall lowest performance?

ACT - For students in Cullman County, the lowest average scores are found in English with a score of 17.3 and Math with a score of 17.4.

ASPIRE - For students in Cullman County, the lowest percentage meeting benchmark is found in 5th grade Reading (35%) and Science (37%), 8th grade Science (39%), and 10th grade Reading (29%), Math (17%), and Science (24%).

Workkeys - The subtest, Locating Information has the lowest percentage of students meeting a level 4 or greater at 72.8%.

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

Aspire - The percentage of Black/African American students reaching benchmark in math decreased from 2015-2016 to 2016-2017 in 4th grade (35% to 18%), 5th grade (23% to 13%), 7th grade (27% to 17%) and 10th grade (14% to 0%). The percentage of Black/African American reaching benchmark in reading decreased from 2015-2016 to 2016-2017 in 5th grade (23% to 19%) and 7th grade (36% to 17%). The percentage of Black/African American reaching benchmark in science decreased from 2015-2016 to 2016-2017 in 4th grade (29% to 18%), 5th grade (38% to 31%) and 7th grade (27% to 8%).

The percentage of Hispanic students reaching benchmark in math decreased from 2015-2016 to 2016-2017 in grades 7 (39% to 37%), and 8 (35% to 32%). The percentage of Hispanic students reaching benchmark in reading from 2015-2016 to 2016-2017 decreased in 4th grade (27% to 21%). The percentage of Hispanic students reaching benchmark in science from 2015-2016 to 2016-2017 decreased in 4th grade (28% to 27%), 6th grade (35% to 33%), 8th grade (35% to 34%) and 10th grade (16% to 15%).

Between which subgroups is the achievement gap becoming greater?

Cullman County currently has three focus schools identified based on the gap between special education students' performance and all students' performance.

For ACT Aspire, the difference between the percentage of students reaching benchmark districtwide to the percentage of students reaching benchmark in subgroups compared from 2015-2016 to 2016-2017 was greater in the following areas. For the Black/African American subgroup there was an increase in this difference in math for grades 4, 5, 7, and 10. There was an increase in this difference in reading for grades 5 and 7. There was an increase in this difference for science in grades 4, 5, and 7. For the Hispanic or Latino subgroup there was and increase in this difference in math for grades 4, 7, and 8. There was an increase in this difference in reading for grades 3 and 4. There was in increase in this difference in science for grades 3, 4, and 10.

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

Data findings are consistent in that the percentage of students meeting benchmark levels are low in number. Cullman County Schools has also seen an increase in the total number of retentions for grades k-8 as well as a decrease in the graduation rate from 2015-2016 to 2016-2017 (90% to 85%). We have also seen an increase in the number of student absences districtwide.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3
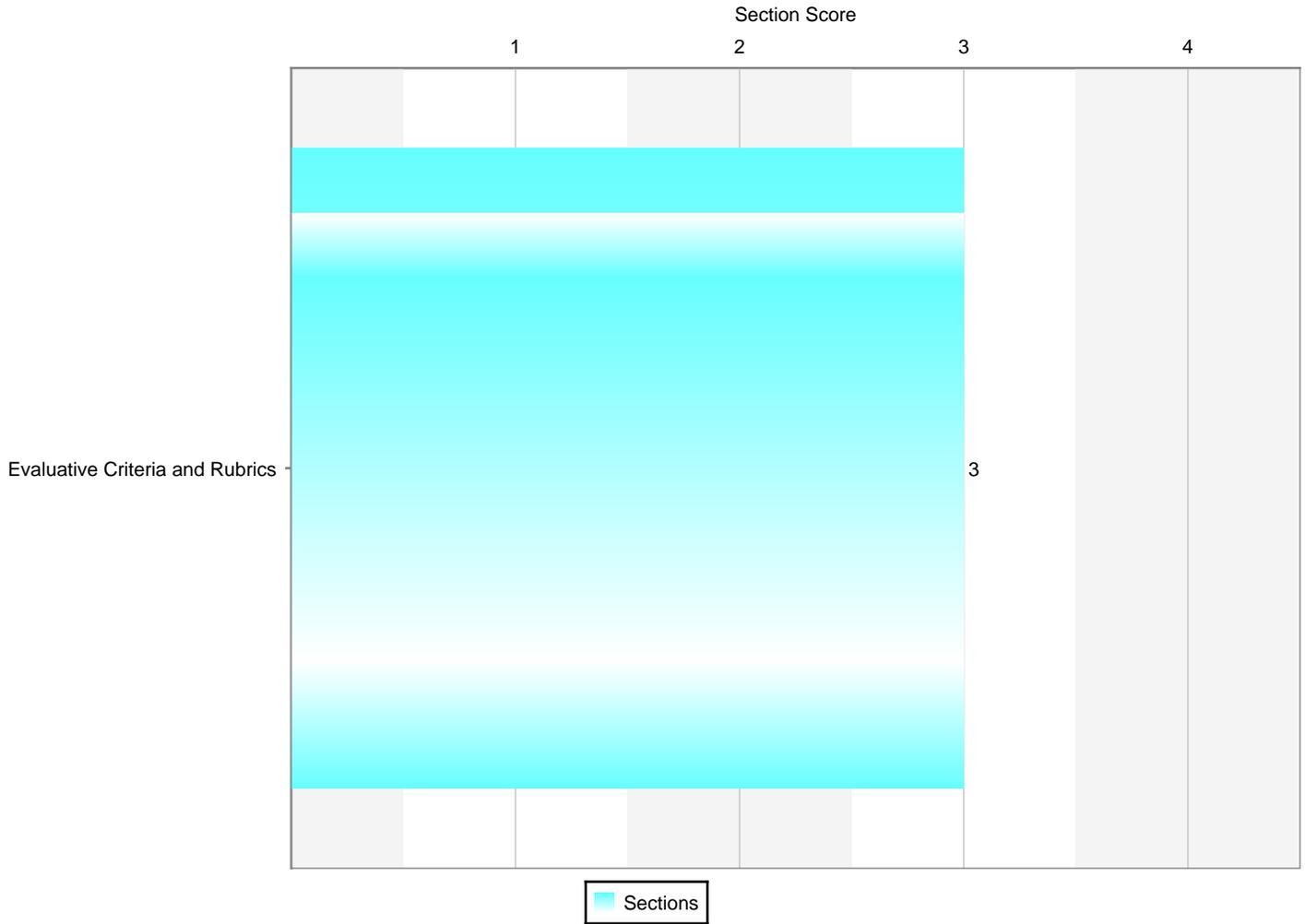
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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

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 designated employee signature page. Mr. Shane Barnette Superintendent Cullman County Board of Education 402 Arnold Street Cullman, Alabama 35055 256-734-2933	Assurance 3 Designated employee

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 Parent and Family Engagement Plan.	2017-2018 Parent and Family Engagement 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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attached School-Parent Compact and signature page.	Assurance 5 Parent Compact and Signature

2017-2018 Continuous Improvement Plan

Overview

Plan Name

2017-2018 Continuous Improvement Plan

Plan Description

2017-2018 Continuous Improvement Plan

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	Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
2	Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	$0
3	Identify barriers to teaching and learning and align support systems to address barriers.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	$0
4	Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0

Goal 1: Progression of EL students toward language acquisition

Measurable Objective 1:

increase student growth of at least 50% of English learner students showing some growth toward language acquisition. Increase by 2% the number of EL students who attain an English Proficiency level of 4.8 or greater by 05/24/2018 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL Instruction - Core EL Instruction - EL Teachers will collaborate to use SDAIE instructional strategies as part of the ESL core program to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Access for ELLS 2.0 score reports, SDAIE

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL teachers will review and analyze comprehensive data for identified EL students who have not shown adequate progress. The EL Committee will meet to discuss EL students' needs and accommodations to aid in student language proficiency growth. Schools: All Schools	Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	EL teachers and Classroom teachers

Activity - Green Folder Trainining	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS Reports, and Individualized English Language Plan (I-ELP). Green EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year. Schools: All Schools	Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	EL Teachers, Classroom Teachers, and Administrators

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers, classroom teachers, and EL committee will determine accommodations for EL students, monitor progress for EL students, and adjust I-ELP as needed throughout the year. EL teachers will document I-ELP using Ellevation. EL teachers will monitor FLEP students throughout the year and document using Ellevation Collaborate. Schools: All Schools	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	EL teacher, Classroom teacher, and Administrator

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District technology coaches will train EL teachers to implement SeeSaw using iPads in small group instruction. The use of iPads with EL students will support student growth in reading, writing, speaking and listening skill development. Student work can be shared with parents using the SeeSaw app. Schools: All Schools	Technology, Professional Learning, Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	District technology coaches, and EL teacher

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

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 45% to 50%, Scantron Reading from 49% to 54%, ACT Reading from 24% to 29% and ACT Math from 16% to 21% for 11th grade students by 05/24/2018 as measured by state assessments.

Strategy 1:

Increase Educator Effectiveness - Instructional Framework - Cullman County Schools has adopted the Instructional Framework. Teachers will implement the

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

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 or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations. Schools: All Schools	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	District Leadership Team, Principals,Teachers

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance. Schools: All Schools	Professional Learning, Direct Instruction, Academic Support Program	06/20/2017	05/24/2018	$0	No Funding Required	District Leadership, Administrators, and Teachers

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement. Schools: Harmony Elementary, Cold Springs Elementary School, Parkside Elementary School, Holly Pond Elementary School, Good Hope Elementary School, Welti Elementary, Vinemont Elementary School, Fairview Elementary School, West Point Elementary School, Good Hope Primary School, Hanceville Elementary School	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers

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. - Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5. Schools: All Schools	Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	District Leadership, Administrators, Teachers, Reading Specialist

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process.
Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.

Schools: All Schools | Technology, Professional Learning, Direct Instruction, Academic Support Program | 08/02/2017 | 05/24/2018 | $0 | No Funding Required | Discovery Coach, Administrators, Teachers, and Reading Specialist |

Activity - Mathematical Practice Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons. Schools: Hanceville Middle School, West Point Middle School, Parkside Elementary School, Fairview High School, Holly Pond High School, Fairview Middle School, Good Hope High School, Hanceville High School, Cold Springs Elementary School, Vinemont Middle School, Vinemont High School, West Point High School, Holly Pond Middle School, Good Hope Middle, Cold Springs High School, West Point Intermediate	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	No Funding Required	Consultant, District leadership, and Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. -i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-8 through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will also begin this year for third grade teachers and will be supported by technology coaches. -Digital Curriculum Implementation - District will become a more performance based school system 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, iCurio, and Discovery Education. Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. -K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student-driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. Schools: All Schools	Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist.

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

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
- 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. - K12 Virtual Program K-9 - Students in grades K-9 can enroll in the virtual education program. The curriculum is managed through Fuel Ed. - 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. Schools: All Schools	Behavioral Support Program, Technology, Academic Support Program	08/09/2017	05/24/2018	$0	No Funding Required	District Leadership, Administrator, Teachers

Goal 3: Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure that 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 05/24/2018 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. Marzano

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. Schools: All Schools	Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	No Funding Required	Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers

Activity - Principal Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Principals meet on a monthly basis to learn together, focusing on how to become better instructional leaders. Learning topics include the development of teacher PLCs, data analysis, standards-based instruction, and instructional leadership for the Alabama College and Career Ready Standards. The learning formats are book studies, group discussions, and research on best practices along with school site visits. Support will also be provided for principals to attend other professional development opportunities outside the district. Schools: All Schools	Behavioral Support Program, Technology, Professional Learning, Academic Support Program, Policy and Process, Extra Curricular	08/01/2017	05/24/2018	$0	No Funding Required	Director of Instruction, Federal Programs Director, Superintendent

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 Plans will be discussed. 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. Schools: All Schools	Community Engagement, Parent Involvement, Behavioral Support Program, Technology, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	No Funding Required	District Support Staff, Principals, School Leadership Teams

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| District Support Staff will work with administrators to determine monthly focus for early release days. Calendar of monthly topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives. | Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program | 08/01/2017 | 05/24/2018 | $0 | No Funding Required | District Support Staff, Administrators, School Staff |
| Schools: All Schools | | | | | | |

Activity - Reading Specialists Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis. Schools: Harmony Elementary, Cold Springs Elementary School, Parkside Elementary School, Holly Pond Elementary School, Good Hope Elementary School, Welti Elementary, Vinemont Elementary School, Fairview Elementary School, West Point Elementary School, Good Hope Primary School, Hanceville Elementary School, West Point Intermediate	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	No Funding Required	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists

Activity - Focus School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cullman County School System has three Focus Schools that were identified in 2014 by the gap between all student and special education students' performance data. These schools have been supported by Secondary Coaches with support for classroom teachers along with the implementation of instructional technologies and differentiating instruction. Schools: Cold Springs Elementary School, Fairview Middle School, Good Hope Middle	Technology, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	No Funding Required	District Instructional Coach, Instructional Technologies Specialists, Administrators, Classroom Teachers

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are new to 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. Schools: All Schools	Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program, Policy and Process	08/01/2017	05/24/2018	$0	No Funding Required	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists

Strategy 2:

Student Support - Cullman County Schools 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 - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning (k-5) or Edgenuity (6-12) for remediation lessons to improve student outcomes. Schools: All Schools	Behavioral Support Program, Technology, Direct Instruction, Academic Support Program, Tutoring	08/01/2017	05/24/2018	$0	No Funding Required	Curriculum Supervisors, Reading Specialists, Counselors, Classroom Teachers

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local school RtI Coordinators 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. Schools: All Schools	Direct Instruction, Academic Support Program, Tutoring	08/01/2017	05/24/2018	$0	No Funding Required	Director of Curriculum, Elementary Curriculum Coordinator, Classroom Teachers

Activity - Adult Advisor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools in Cullman County will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. The Adult Advisory Program will also be monitored through Cullman County's Program Review for grades 9-12. Schools: All Schools	Behavioral Support Program, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	No Funding Required	Learning Supports Specialists, Administrators, Classroom Teachers, School Staff

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

Throughout the school year, district leadership will conduct training for parental representatives from each school. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's Program Review for grades k-8. Schools: All Schools	Community Engagement, Parent Involvement, Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	No Funding Required	District Leadership Team, Administrators, Parent Representatives

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Cullman County Schools transitioning from one grade level to the next will receive support through the following programs: Kuder, high school credits earned in middle school, College Career Preparedness A & B classes, Tours of the Cullman Area Technology Academy for 8th grade students, Fast Track to Industry and Fast Track to Academics, and Excel Academy. Schools: All Schools	Behavioral Support Program, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	No Funding Required	District Leadership Team, Learning Supports Specialist, School Administrators, School Counselors, Classroom Teachers

Goal 4: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction.

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2018 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy 1:

Collect and Utilize Data Sources - Cullman County Schools 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
District Leadership and 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. Schools: All Schools	Technology, Policy and Process	08/01/2017	05/24/2018	$0	No Funding Required	District Leadership Team, Decision Ed, Administrators

Activity - Aims Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local school administrators will utilize the AIMS Portal to track various data pertinent to student achievement, college and career readiness, and accountability. Schools: All Schools	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	No Funding Required	District Leadership, Administrators

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.

Schools: All Schools | Behavioral Support Program, Direct Instruction, Academic Support Program | 08/01/2017 | 05/24/2018 | $0 | No Funding Required | District Leadership, Administrators, Teachers |

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, andEducator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments. Schools: All Schools	Behavioral Support Program, Academic Support Program	08/01/2017	05/24/2018	$0	No Funding Required	Federal Programs Director, Curriculum Coordinator, Superintendent

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
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
Technology Integration	District technology coaches will train EL teachers to implement SeeSaw using iPads in small group instruction. The use of iPads with EL students will support student growth in reading, writing, speaking and listening skill development. Student work can be shared with parents using the SeeSaw app.	Technology, Professional Learning, Academic Support Program	08/09/2017	05/24/2018	$0	District technology coaches, and EL teacher

Excel Academy	- 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. - K12 Virtual Program K-9 - Students in grades K-9 can enroll in the virtual education program. The curriculum is managed through Fuel Ed. - 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.	Behavioral Support Program, Technology, Academic Support Program	08/09/2017	05/24/2018	$0	District Leadership, Administrator, Teachers
Data Analysis	At the beginning of school, the EL teachers will review and analyze comprehensive data for identified EL students who have not shown adequate progress. The EL Committee will meet to discuss EL students' needs and accommodations to aid in student language proficiency growth.	Academic Support Program	08/09/2017	05/24/2018	$0	EL teachers and Classroom teachers
Teacher Collaboration for Goal Setting	EL teachers, classroom teachers, and EL committee will determine accommodations for EL students, monitor progress for EL students, and adjust I-ELP as needed throughout the year. EL teachers will document I-ELP using Ellevation. EL teachers will monitor FLEP students throughout the year and document using Ellevation Collaborate.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	EL teacher, Classroom teacher, and Administrator

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.	Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers
Green Folder Trainining	EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS Reports, and Individualized English Language Plan (I-ELP). Green EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	EL Teachers, Classroom Teachers, and Administrators
Aims Portal	Local school administrators will utilize the AIMS Portal to track various data pertinent to student achievement, college and career readiness, and accountability.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Leadership, Administrators
Student Transition	Students in Cullman County Schools transitioning from one grade level to the next will receive support through the following programs: Kuder, high school credits earned in middle school, College Career Preparedness A & B classes, Tours of the Cullman Area Technology Academy for 8th grade students, Fast Track to Industry and Fast Track to Academics, and Excel Academy.	Behavioral Support Program, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	District Leadership Team, Learning Supports Specialist, School Administrators, School Counselors, Classroom Teachers

| Technology Integration | -Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.

-i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-8 through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will also begin this year for third grade teachers and will be supported by technology coaches.

-Digital Curriculum Implementation - District will become a more performance based school system 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, iCurio, and Discovery Education. Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.

 -K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student-driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. | Professional Learning, Direct Instruction, Academic Support Program | 08/09/2017 | 05/24/2018 | $0 | | District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist. |

Standards Based Instruction	- 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. - Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5.	Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	District Leadership, Administrators, Teachers, Reading Specialist
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, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Leadership, Administrators, Teachers
New Teacher Support	Teachers who are new to 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.	Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program, Policy and Process	08/01/2017	05/24/2018	$0	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
Adult Advisor Program	All schools in Cullman County will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. The Adult Advisory Program will also be monitored through Cullman County's Program Review for grades 9-12.	Behavioral Support Program, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	Learning Supports Specialists, Administrators, 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 Plans will be discussed. 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, Parent Involvement, Behavioral Support Program, Technology, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	District Support Staff, Principals, School Leadership Teams
Decision Ed	District Leadership and 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, Policy and Process	08/01/2017	05/24/2018	$0	District Leadership Team, Decision Ed, Administrators
Early Release	District Support Staff will work with administrators to determine monthly focus for early release days. Calendar of monthly topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Support Staff, Administrators, School Staff
Monitoring	District Leadership will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, andEducator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments.	Behavioral Support Program, Academic Support Program	08/01/2017	05/24/2018	$0	Federal Programs Director, Curriculum Coordinator, Superintendent
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers

Dyslexia Screening and Intervention	Local school RtI Coordinators 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.	Direct Instruction, Academic Support Program, Tutoring	08/01/2017	05/24/2018	$0	Director of Curriculum, Elementary Curriculum Coordinator, Classroom Teachers
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 or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	District Leadership Team, Principals,Teachers
Reading Horizons Discovery	Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/02/2017	05/24/2018	$0	Discovery Coach, Administrators, Teachers, and Reading Specialist
Focus School Support	Cullman County School System has three Focus Schools that were identified in 2014 by the gap between all student and special education students' performance data. These schools have been supported by Secondary Coaches with support for classroom teachers along with the implementation of instructional technologies and differentiating instruction.	Technology, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Instructional Coach, Instructional Technologies Specialists, Administrators, Classroom Teachers

Parent and Family Engagement	Throughout the school year, district leadership will conduct training for parental representatives from each school. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's Program Review for grades k-8.	Community Engagement, Parent Involvement, Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	District Leadership Team, Administrators, Parent Representatives
Educator Effectiveness/Leadership Effectiveness	Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Professional Learning, Direct Instruction, Academic Support Program	06/20/2017	05/24/2018	$0	District Leadership, Administrators, and Teachers
Student Support Teams - RTI	School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning (k-5) or Edgenuity (6-12) for remediation lessons to improve student outcomes.	Behavioral Support Program, Technology, Direct Instruction, Academic Support Program, Tutoring	08/01/2017	05/24/2018	$0	Curriculum Supervisors, Reading Specialists, Counselors, Classroom Teachers

Principal Support	Principals meet on a monthly basis to learn together, focusing on how to become better instructional leaders. Learning topics include the development of teacher PLCs, data analysis, standards-based instruction, and instructional leadership for the Alabama College and Career Ready Standards. The learning formats are book studies, group discussions, and research on best practices along with school site visits. Support will also be provided for principals to attend other professional development opportunities outside the district.	Behavioral Support Program, Technology, Professional Learning, Academic Support Program, Policy and Process, Extra Curricular	08/01/2017	05/24/2018	$0	Director of Instruction, Federal Programs Director, Superintendent
				Total	$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	At the beginning of school, the EL teachers will review and analyze comprehensive data for identified EL students who have not shown adequate progress. The EL Committee will meet to discuss EL students' needs and accommodations to aid in student language proficiency growth.	Academic Support Program	08/09/2017	05/24/2018	$0	EL teachers and Classroom teachers
Green Folder Trainining	EL teachers will provide video training for all teachers in order to provide information about the core ESL program, WIDA standards, ACCESS Reports, and Individualized English Language Plan (I-ELP). Green EL folders will be distributed to share components of the EL Plan to be used as a tool to collect information and accommodations throughout the year.	Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	EL Teachers, Classroom Teachers, and Administrators
Teacher Collaboration for Goal Setting	EL teachers, classroom teachers, and EL committee will determine accommodations for EL students, monitor progress for EL students, and adjust I-ELP as needed throughout the year. EL teachers will document I-ELP using Ellevation. EL teachers will monitor FLEP students throughout the year and document using Ellevation Collaborate.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	EL teacher, Classroom teacher, and Administrator
Technology Integration	District technology coaches will train EL teachers to implement SeeSaw using iPads in small group instruction. The use of iPads with EL students will support student growth in reading, writing, speaking and listening skill development. Student work can be shared with parents using the SeeSaw app.	Technology, Professional Learning, Academic Support Program	08/09/2017	05/24/2018	$0	District technology coaches, and EL teacher
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 or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	District Leadership Team, Principals,Teachers

Educator Effectiveness/Leadership Effectiveness	Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Professional Learning, Direct Instruction, Academic Support Program	06/20/2017	05/24/2018	$0	District Leadership, Administrators, and Teachers
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.	Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers
Principal Support	Principals meet on a monthly basis to learn together, focusing on how to become better instructional leaders. Learning topics include the development of teacher PLCs, data analysis, standards-based instruction, and instructional leadership for the Alabama College and Career Ready Standards. The learning formats are book studies, group discussions, and research on best practices along with school site visits. Support will also be provided for principals to attend other professional development opportunities outside the district.	Behavioral Support Program, Technology, Professional Learning, Academic Support Program, Policy and Process, Extra Curricular	08/01/2017	05/24/2018	$0	Director of Instruction, Federal Programs Director, Superintendent

Leadership Teams	District Support Staff will develop and lead School Leadership training in August for all schools. District Strategic Plan, and Continuous Improvement Plans will be discussed. 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, Parent Involvement, Behavioral Support Program, Technology, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	District Support Staff, Principals, School Leadership Teams
Early Release	District Support Staff will work with administrators to determine monthly focus for early release days. Calendar of monthly topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Support Staff, Administrators, School Staff
New Teacher Support	Teachers who are new to 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.	Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program, Policy and Process	08/01/2017	05/24/2018	$0	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists
Student Support Teams - RTI	School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning (k-5) or Edgenuity (6-12) for remediation lessons to improve student outcomes.	Behavioral Support Program, Technology, Direct Instruction, Academic Support Program, Tutoring	08/01/2017	05/24/2018	$0	Curriculum Supervisors, Reading Specialists, Counselors, Classroom Teachers

Dyslexia Screening and Intervention	Local school RtI Coordinators 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.	Direct Instruction, Academic Support Program, Tutoring	08/01/2017	05/24/2018	$0	Director of Curriculum, Elementary Curriculum Coordinator, Classroom Teachers
Adult Advisor Program	All schools in Cullman County will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester. The Adult Advisory Program will also be monitored through Cullman County's Program Review for grades 9-12.	Behavioral Support Program, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	Learning Supports Specialists, Administrators, Classroom Teachers, School Staff
Parent and Family Engagement	Throughout the school year, district leadership will conduct training for parental representatives from each school. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's Program Review for grades k-8.	Community Engagement, Parent Involvement, Behavioral Support Program, Technology, Professional Learning, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	District Leadership Team, Administrators, Parent Representatives
Standards Based Instruction	- 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. - Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5.	Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	District Leadership, Administrators, Teachers, Reading Specialist

Student Transition	Students in Cullman County Schools transitioning from one grade level to the next will receive support through the following programs: Kuder, high school credits earned in middle school, College Career Preparedness A & B classes, Tours of the Cullman Area Technology Academy for 8th grade students, Fast Track to Industry and Fast Track to Academics, and Excel Academy.	Behavioral Support Program, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/01/2017	05/24/2018	$0	District Leadership Team, Learning Supports Specialist, School Administrators, School Counselors, Classroom Teachers
Reading Horizons Discovery	Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/02/2017	05/24/2018	$0	Discovery Coach, Administrators, Teachers, and Reading Specialist
Decision Ed	District Leadership and 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, Policy and Process	08/01/2017	05/24/2018	$0	District Leadership Team, Decision Ed, Administrators
Aims Portal	Local school administrators will utilize the AIMS Portal to track various data pertinent to student achievement, college and career readiness, and accountability.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Leadership, Administrators
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, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Leadership, Administrators, Teachers

Monitoring	District Leadership will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, andEducator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments.	Behavioral Support Program, Academic Support Program	08/01/2017	05/24/2018	$0		Federal Programs Director, Curriculum Coordinator, Superintende nt

| Technology Integration | -Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.

-i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-8 through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will also begin this year for third grade teachers and will be supported by technology coaches.

-Digital Curriculum Implementation - District will become a more performance based school system 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, iCurio, and Discovery Education. Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.

 -K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student-driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. | Professional Learning, Direct Instruction, Academic Support Program | 08/09/2017 | 05/24/2018 | $0 | District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist. |

Excel Academy	- 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. - K12 Virtual Program K-9 - Students in grades K-9 can enroll in the virtual education program. The curriculum is managed through Fuel Ed. - 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.	Behavioral Support Program, Technology, Academic Support Program	08/09/2017	05/24/2018	$0	District Leadership, Administrator, Teachers
				Total	$0	

West Point Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

West Point Intermediate

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

West Point High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

West Point Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers

Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Welti Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Vinemont Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Vinemont High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Vinemont Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Parkside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers

Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Holly Pond Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Holly Pond High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Holly Pond Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Harmony Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Hanceville Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Hanceville High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Hanceville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Good Hope Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Good Hope Middle

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus School Support	Cullman County School System has three Focus Schools that were identified in 2014 by the gap between all student and special education students' performance data. These schools have been supported by Secondary Coaches with support for classroom teachers along with the implementation of instructional technologies and differentiating instruction.	Technology, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Instructional Coach, Instructional Technologies Specialists, Administrators, Classroom Teachers
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Good Hope High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Good Hope Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Fairview Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus School Support	Cullman County School System has three Focus Schools that were identified in 2014 by the gap between all student and special education students' performance data. These schools have been supported by Secondary Coaches with support for classroom teachers along with the implementation of instructional technologies and differentiating instruction.	Technology, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Instructional Coach, Instructional Technologies Specialists, Administrators, Classroom Teachers

Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Fairview High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Fairview Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
				Total	$0	

Cold Springs High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	

Cold Springs Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Technology, Professional Learning, Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	$0	State/Regional Support Staff, District Support Staff, Reading Specialist, Administrators, and Classroom Teachers
Reading Specialists Meetings	Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Professional Learning, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists
Focus School Support	Cullman County School System has three Focus Schools that were identified in 2014 by the gap between all student and special education students' performance data. These schools have been supported by Secondary Coaches with support for classroom teachers along with the implementation of instructional technologies and differentiating instruction.	Technology, Direct Instruction, Academic Support Program	08/01/2017	05/24/2018	$0	District Instructional Coach, Instructional Technologies Specialists, Administrators, Classroom Teachers
Mathematical Practice Standards	Teachers in grades 6-12 will participate in a two day training on the Mathematical Practice Standards and their implementation into lessons.	Professional Learning, Direct Instruction, Academic Support Program	09/19/2017	05/24/2018	$0	Consultant, District leadership, and Teachers
				Total	$0	