Calhoun County Plan 2013-2016

The Vision: Every Child A Graduate-Every Child Prepared for College/Work/Adulthood in their future. Every School Focused on Success of ALL Children.

2013-2016
Innovation School System Proposal from Calhoun County Schools
Road Map and Design for Innovative Change

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Vision Statement

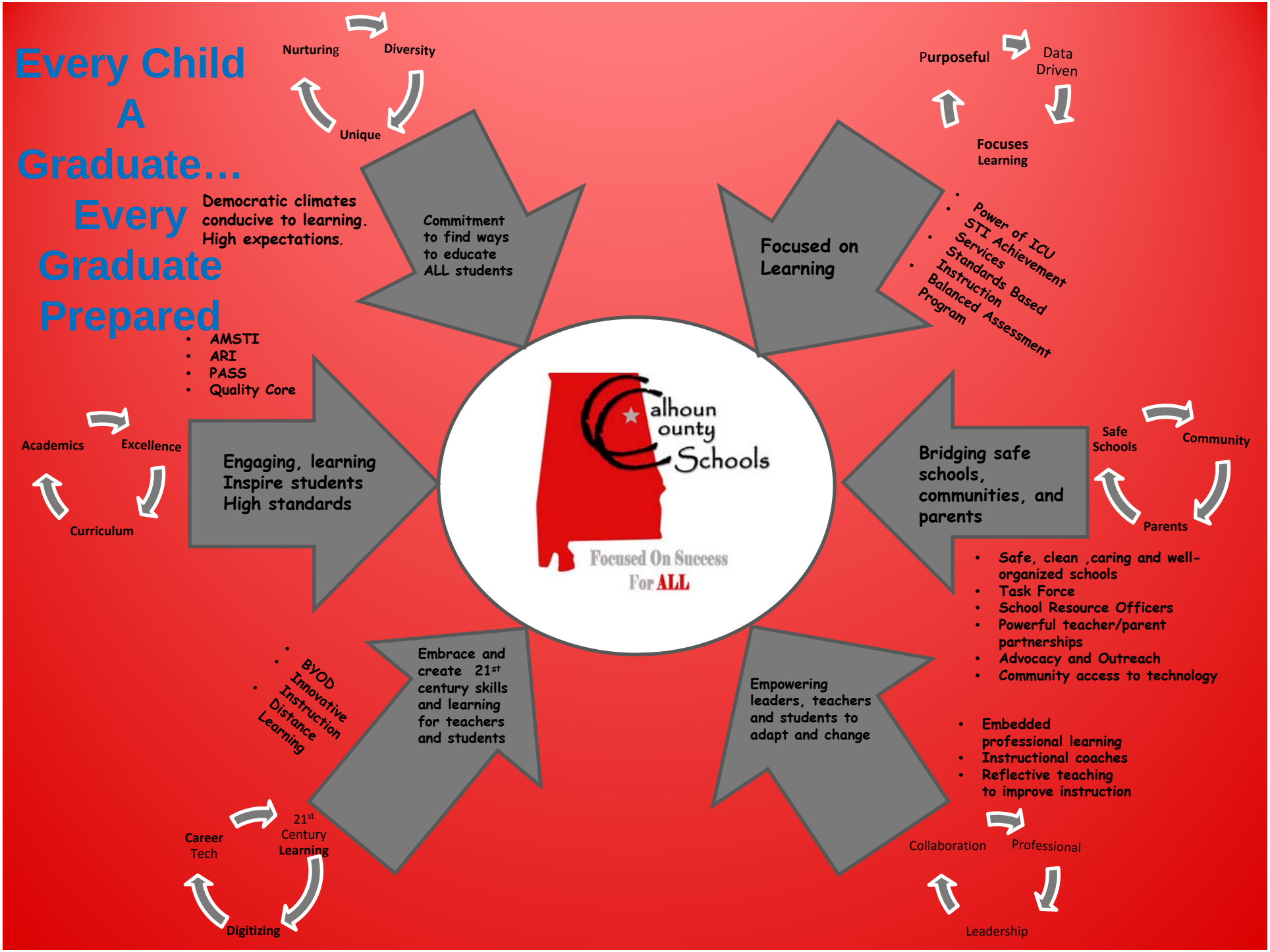
The vision of the Calhoun County School System is to provide a high quality education by focusing on the value of learning, ensuring success among students and staff, and maximizing potential as we prepare our students to be productive citizens of our community and the world.

Mission Statement

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

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

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


Every Child A Graduate… Every Graduate Prepared
Nurturing
Diversity
Unique
Democratic climates conducive to learning. High expectations.
Commitment to find ways to educate ALL students
Purposeful
Data Driven
Focuses Learning
Focused on Learning
Power of ICU
STI Achievement
Services
Standards Based Instruction
Balanced Assessment Program
AMSTI
ARI
PASS
Quality Core
Academics
Excellence
Curriculum
Engaging, learning Inspire students High standards
Calhoun County Schools
Focused On Success For ALL
Safe Schools
Community
Parents
Bridging safe schools, communities, and parents
Safe, clean ,caring and well-organized schools
Task Force
School Resource Officers
Powerful teacher/parent partnerships
Advocacy and Outreach
Community access to technology
BYOD
Innovative Instruction
Distance Learning
Embrace and create 21st century skills and learning for teachers and students
Career Tech
21st Century Learning
Digitizing
Empowering leaders, teachers and students to adapt and change
Embedded professional learning
Instructional coaches
Reflective teaching to improve instruction
Collaboration
Professional
Leadership

INTRODUCTION

Calhoun County Schools (CCS) began the process of creating a LEA Improvement Plan (LIP) during the 2011-2012 school year. CCS began Year 1 of District Improvement, due to a small decline in Annual Measurable Achievement Objectives (AMAO) for the subgroup of Special Education in the content area of reading. The CCS LIP created a new path for growth in CCS.

Calhoun County Board of Education (CCBOE) began a design for change beginning January 2012, with the foundation for the CCBOE Innovation School System proposal. Some areas of focus in are design for change include, but are not limited to:

- Our formative assessment framework
- Bring Your Own Device Learning Initiative (BYOD)
- Establishing the P.A.S.S. Program (Promoting Academic Success) at our Alternative Education Program
- Utilizing Alabama Career Information Network
- Advance Credit options
- Increasing Career Technology student enrollments

CCBOE developed the 2012-2013 LEA Improvement Plan (LIP) based on 2011-2012 Annual Measurable Achievement Objectives (AMAO) data. Calhoun County School System, as a whole, met the AMAO's, which entered CCS into the status of DELAY. CCS did have one school placed in School Improvement, due to a small dip in scores for the SPED reading subgroup. The CCS LIP priority goal is to increase the percent of students meeting proficiency in accordance with the AMOs.

One of our piloted projects required a change in CCBOE policies to allow students at White Plains Middle School (WPMS) to bring in their own electronic devices (BYOD). Goals were designed for increasing student engagement in the classroom. Calhoun County School System began the process for the POWER UP-BYOD (Bring Your Own Device) Learning Initiative with WPMS in the Fall of 2011 by visiting Winterboro High School on October 17, 2011. Upon returning to the school, WPMS administrators and teachers designed a model for learning to incorporate project based-learning as well as allowing students to bring their own devices. WPMS piloted the POWER UP-BYOD framework which additional Calhoun County Schools utilized second semester of the 2012-2013 school year.

The formative assessment process, with scheduled follow up data meetings and related professional development, was implemented in all CCBOE schools during the 2011-2012 school year. Calhoun County School System has established a strong formative K-12 assessment framework designed to facilitate the monitoring of student learning and on-going data meetings at all schools. The design is above and beyond the Alabama State Department requirements and will increase in rigor during the summer 2013 to include standards-based lessons wrapped around the Quality Core Standards. Calhoun County's initial planning meeting for this process began with the end in mind. There was a shared vision of where our schools should be in three years in terms of student academic growth and effective instruction.

All of CCBOE goals were constructed to move the school system to a school-work-college design with offerings such as advance credit, intense job force training, K-5 career awareness, 6-12 college and/or career planning, Explore driven four year plans, Plan analysis, increase AP+ college courses, increase ACCESS courses, Co-Op flexibility to partner with local business for students to allow early release from school to go to work, and increase Career Technical programs.

The focus on success for ALL students yielded the following key points:

- Nurturing, Diversity, and Unique Commitment to find ways to educate ALL students
    - Strong professional development focused on teachers serving as facilitators
    - Helping schools establish a democratic climate conducive to learning and establishing high expectations.
- Purposeful, Data-Driven Instruction Focused on Learning
    - CCBOE Schools are focused on teacher and student learning.
    - In addition to preparing for ACT and college readiness, courses will be designed to prepare our students with job ready skills as defined by our local Chamber of Commerce.
- Safe Schools, Community and Parent Involvement
    - Bridging safe schools with strong community and parent involvement.
- Collaboration, Professional Growth, and Leadership
    - Empowering leaders, teachers and students to adapt to change. ARI and AMSTI are strong partners in this innovative process. We will continue embedded professional development with all teachers on the formative assessment process based on ARI best practices. Instructional Coaches including ARI Reading Coaches, which are assigned to 7-12 schools, have modeled and will continue to model how to lead effective data meetings focused on student growth.
    - Calhoun County has a design for on-going embedded professional development which includes, but is not limited to, embedded professional learning, modeling via instructional coaches, and reflective teaching to improve instruction. Regularly scheduled formative assessment data meetings and professional development sessions are scheduled in every school. (Data meeting and embedded professional development schedule is located in the appendix.) All teachers, including collaborative, participate in formative data meetings. Through intensive training during the 2012-2013 school year teachers and administrators have learned how to use student assessment data to identify areas of strength and weaknesses to improve lesson plans to meet the needs of the students. Teachers have been trained on how to plan lessons to meet each individual need and to utilize research-based strategies to improve student learning. In addition, the data meetings focused on un-wrapping the standards. We believe that building teacher knowledge is critical to student learning. Building teacher content knowledge and developing skills and strategies continue to be our goal. This year a great amount of time was devoted to helping teachers:
        - ✓ understand the standards to be taught in math,
        - ✓ understand Quality Core Standards,
        - ✓ understand how to connect Explore to course selection,
        - ✓ understand how Explore measures K-7 curriculum,
        - ✓ understand how to utilize Kudor
        - ✓ understand the process of developing an individualized four-year plan for each student in grade 9-12.

        System wide math administrator and elementary coaches were added this year to provide on-going professional development at local schools. The Math Coaches continue to provide on-going PD at the local school on OGAP and the Insight Tool. AMSTI facilitated Math Professional Learning Teams have been created for teachers in grades 5-8 and will begin full implementation during the 2013-2014 school year. The PLTs provide a vehicle for mentoring relationships, collective participation and collaboration between math teachers. The focus will be to continue to unpack and understand the new standards along with effective instructional strategies necessary for student success. PLTs will meet 4 full days during the school year.

Areas or Programs of Focus:
    - Career Technical Education,
    - 21st Century Learning and Classrooms,
    - Work Release Program, College and/or Career Planning throughout middle and high school;
- Academics, Excellence, and Curriculum
    - Design a K-12 curriculum that excels above Alabama Course of study in the area of technology with a career and college focus.
    - Algebra I will be offered to students who meet the criteria beginning in eighth grade. Students will begin an advanced track for mathematics beginning in sixth grade to better meet the needs of more rigorous content. Criteria is based on several measurable data sources. In order for students to be more prepared for AP and Dual Enrollment Math classes it is vital to offer Algebra I to eighth grade students who are ready for the challenge. Beginning 2013-2014 Pre-Algebra will be offered for qualifying seventh graders and Advanced Math for qualifying sixth graders. Algebra I will be offered to qualifying eighth graders beginning 2014-2015.

In order to move Calhoun County above and beyond the norm, a three year plan will be required to include but not limited to the following:

- A comprehensive career exploration plan for grades K-5 developed by school guidance counselors. We must build strong skills and valuable habits, to create productive citizens.
    - This comprehensive plan will be developed during the summer project of 2013. Administrators, counselors, and teachers will collaborate to define common concepts and outcomes to be included. Individual school community needs will be considered to differentiate this process for each local school. The finished product will lend itself to building career awareness so that students are prepared to establish a firm college and/or career plan in middle and high school.
    - Equip students with knowledge and build curiosity for post-secondary learning. In addition to the exploration of career paths, students will be engaged with more writing, speaking, teamwork, problem solving and time management skills. Employers are looking for these valuable skills as our students enter the workforce.
- Full implementation of Kuder and Alabama Career Information Network beginning in grades 6 and continuing through graduation and beyond
    - This comprehensive plan is being developed now and will continue during the summer project of 2013. Administrators, counselors, and teachers will collaborate to define common concepts and outcomes to be included. Individual school community needs will be considered to differentiate this process for each local school. The finished product of the collaboration will provide students with a college and/or career plan based on student needs and interest that can be adjusted as needed as the student moves through grades 6-12.
    - Counselors will participate in professional development to assist in building a knowledge base to provide effective career advisement instruction and strategies to students such as available e-learning courses:
        - Building a College-Going Culture for all students
        - College, Career and Academic Planning
        - Financial Aid and College Applications
    - Additional professional development for administrators, counselors, and teachers:
        - ACT trainers and ARI have provided intensive EXPLORE training and understanding for our administrators, counselors, and reading coaches. EXPLORE will be utilized to it full extent for student course design.

- Establish a true Chamber of Commerce partnership with business mentors and a mentorship program for Juniors and Seniors.
    - The Calhoun County Chamber of Commerce has pledged full support for our IS2 waiver. Local businesses will be surveyed to determine skills needed for employment. Calhoun County Schools will design mini lessons and courses to prepare students for the workforce. In addition, rigorous courses with relevant content will be developed for college bound students. Drafting courses will be scheduled for students interested in pre-engineering and Med Prep will be a prerequisite for students interested in health field.
    - Through the Chamber's Adopt a School program, numerous businesses and industries have pledged support for our schools and system. Industries such as Kronospan, Manna Enterprises, Anniston Water Works, Webb Concrete, Five Star, and numerous others have graciously agreed to provide assistance to our schools. They have toured the schools, offered to speak to our 11/12th grade students about interview skills, as well as offering to assist with the technological needs of the individual schools.
- Determine the Calhoun County job market and design a curriculum/focus to those students determined to remain in the area and prepared to work (expansion of health services, automotive, service industries, educators, criminal justice, culinary arts, and other areas of industry surrounding our area). This will enable a true partnership with successful businesses. The Chamber of Commerce has agreed to survey surrounding business for essential skills needed for prospective employers. Calhoun County Schools will continue to design lessons and classes to teach job ready skills. CCTC has hosted guest speakers from businesses that are part of the Chamber of Commerce. They have helped with many of our Career and Technical recruitment days. Most of our support comes from our Career and Technical Program Advisory Committees that are part of each CT Program. These business leaders have donated time in training our teachers in new programs that can then be shared with their students. One of our welding advisors has worked with one of our Agri-Science programs to help the teacher and students learn more about welding. Our advisory committee members assist with interviewing new Career and Technical Teachers. These Advisory Members assist the instructors in keeping up with the latest equipment and supplies being used in business and industry at the present.
- Build student portfolios to include student projects, community work project, evidence of learning, goal setting plan, and vita or resume'. The portfolio should be positive evidence of learning and skills to support students who would be seeking a job or college after graduation.
- Design curriculum to engage students in problem-solving and project-based activities that integrate elements of science, technology education and language arts, as well as the elements of 21st Century Skills.
- ACT Camps and Classes-provide a quality college-preparatory education to capable, highly motivated students.
    - Summer Project 2013 - Free ACT Camp classes will be offered to Calhoun County students.
    - 2013-2014 School Year - ACT classes would be held in local schools within normal school hours provided with creative scheduling.
- Design a school-within-a-school - Provide an alternative school day type of schedule for students who have barriers to attending during "normal" hours of a school day. (i.e., a second shift school day, alternative school day, school-within-a-school).
  Examples of barriers could be but not limited to:
    - Students who have taken a role in their household as primary caregivers for parents or grandparents who can no longer care for themselves without assistance (possible evening or on-line classes with scheduled specific face to face time with teacher)
    - Students who have become a mother or father while still in high school and have to care for a child (possible evening or on-line classes with scheduled specific face to face time with teacher)
    - Other situations might apply depending on student circumstances.

This alternative school day would take place from 3:00 p.m. – 9:00 p.m. Efforts would be made to hold class size limit to 25 -30 students per program. All courses would be offered through ACCESS. Our goal for the personnel for this position would be an experienced, skilled teacher who also holds an administration degree. The teacher/administrator hired for this position will have specific training to facilitate ACCESS and a broad knowledge base to assist students in multiple content areas. The teacher/administrator would work solely outside of normal school hours to run this school-within-a-school with an alternative school day schedule. Creative design and processes would allow this teacher/administrator to make adjustments as needed to meet individual needs of students while still holding high expectations and rigor for student knowledge, achievement, and success.

    - Calhoun County School System will continue to undergo systemic change and increase teacher professional development to make a difference for students. Our goal is to transform our school communities into environments that foster innovative teaching practices and 21st century learning by providing the tools and resources needed for greater impact on educational transformation and student preparation.

- Digital Progress Monitoring – To enhance our existing formative assessment process and provide additional resources for increased student learning, our special education department will seek training for utilizing STI Assessments, STAR, Success Maker, Success Maker Enterprise, and Global Scholar with the special education subgroups. The same emphasis will be placed on building special education teachers' knowledge and progress monitoring student growth. Adequate growth in areas of need will be carefully monitored through these criterion-referenced and norm-referenced measures.

Calhoun County School System

Road Map and Design for Innovative Change - (Adapted from ALSDE Plan 2020)

Calhoun County Learners 2013-2016 Objectives / Goals:

- ALL students (K-12) perform at or above proficiency and show continuous achievement growth and improvement. All schools will have a culture and climate to support individual student goals and adequate learning growths.
- ALL students succeed (gap closures) and ALL student needs are met. Flexible schedules developed for students who are working or for pregnant teens trying to complete school. ALL barriers and roadblocks for graduating will be evaluated and replaced with a support system to be successful.
- ALL students will graduate high school prepared for college and/or career-readiness. Increased ACT prep will be blended into the normal school schedule beginning in 7th grade. Career awareness and focus will begin in Kindergarten. Early graduation will be an option for students who excel and ready for the next step of adulthood.

Strategies

- Counselors will develop and implement a unified Pre-K through college and career-readiness plan.
- Develop new pacing guides and new formative assessments aligned to College and Career Ready/Quality Core Standards in all subject areas. Pacing guides are currently in place with formative assessments; however, our summer project will update guides and assessments to match new standards. Data meetings will continue for ALL grades and ALL subjects on and on-going basis. Progress monitoring will continue.
- Continue with a balanced and meaningful assessment and accountability system. Benchmark assessments and progress monitoring assessments aligned to pacing guides and standards will continue. Progress monitoring in ALL subjects for ALL students will continue. Global Scholar will be utilized as an additional resource for special education students.
- ALL available programmatic and fiscal support will be used to support local school needs in the area of instruction.
- Goals for special education students aged 16, or younger if appropriate, will continue to be based on the Alabama Transition Standards.
- Special education teachers will continue to develop Transition Portfolios which were implemented for the 2012-13 school year for students in grades 9-12. The portfolio includes a four-year plan and assessment data designed to prepare the student to be college or career ready.
- Develop a career ambassador program for gifted students in grades 9-12 to explore fields of interest and prepare for college or career after graduation.

Measure Of Success by 2016

- Increase the four-year Cohort Graduation Rate.
- Increase the number of students who are college and career ready as measured by ACT scores, increased scholarships, and those receiving a Business and Industry Credential upon graduation.
- Increase the percentage of students who are college and career ready as measured by the High School Graduate College and Career Readiness Index of the ACT.
- Reduce the number of Calhoun County graduates requiring remedial courses in reading and mathematics in two and four-year colleges.
- Improve the percentage of students performing at or above proficiency on ALL State Assessments, Formative Assessments, EOC/Quality Core Assessments, EXPLORE, etc. in ALL subject areas.
- Decrease the data gap on the assessments in the areas of special populations and free/reduced students.

Calhoun County Support System 2013-2016 : Objectives

- ALL K-9th grade students will attend school daily and be engaged in rigorous relevant learning environments. ALL Grades 9-12 students will attend school daily or participate in learning activities designed to facilitate individualized four year plan. Advance credit, Dual Enrollment, AP+ College Courses, and entering the job force will all be integrated into plans.
- ALL students will develop a sense of personal and civic responsibilities to ensure a learning environment that is safe and civil. A strong emphasis will be placed on digital citizenship and preventing cyber-bullying.
- ALL students will be provided with individual and group counseling.
- ALL students will enter 9th grade prepared and with a four-year plan that addresses their individual academic and career interest needs.
- ALL students will be provided healthy meals, physical education, and health instruction supported with needed medical and related services.

Strategies

- Continue focus on Calhoun County's Early Warning System for student absences from school or learning activities. Build community-based support and interventions system. Family Links and Calhoun County Sheriff's Department Safety Focus group will be strong partners to support this strategy.
- Continue with Positive Behavior Support programs including Project Wisdom, 7 Habits of Effective Students, Power of ICU, and MMGW best practices. School cultures will continue to support student ownership of his/her actions that include alternatives to traditional disciplinary sanctions. Administrators and Counselors will fully utilize Project Wisdoms "Above the Infraction" component to teach additional lessons after discipline referrals.
- Fully Implement Alabama's Comprehensive Guidance and Counseling Plan in ALL grades for ALL students.
- Continue to develop and fully implement a Coordinated School Health and Support Program.
- Continue strong professional development for ALL teachers on utilizing mobile learning devices to increase student engagement. POWER Up and BYOD year two implementation for teachers will continue. Objective is to build engaging standards based lessons using mobile devices.
- Offer a flexible schedule for identified at-risk students. Students will be embraced during difficult times and supported to graduate.

Measures of Success by 2016

- Reduce the number of unexcused absences at school and ALL learning activities. (on-line and job force)
- Reduce the number of discipline infractions.
- Reduce the number of 9th grade failures.
- Reduce the number of failures in ALL grades in ALL subjects.
- Increase number of mobile devices in schools in ALL grades at ALL grade levels
- Increase teacher technical and standards based knowledge and effective APPs to teach standards.
- Increase project based lessons used in classrooms and across subject areas.

Calhoun County Professionals 2013-2016

- ALL students are taught by a well-prepared, resourced, supported, and effective teacher.
- ALL Administrators are well-prepared.
- ALL schools are led by a resourced, supported, effective, visionary instructional leader.
- ALL local school administrators will support and design specific professional development to impact culture and climate of school environment.

- ALL local school administrators will lead formative assessment data meetings per model design by the Alabama Reading Initiative for continuous school improvement. To include, but not limited to mutually accepted parameters for meetings to ensure meetings are focused, productive and non chaotic.

Measures of Success by 2016

- Increase the percentage of effective teachers and leaders as measured by EDUCATEAlabama, LEADAlabama, and multiple measures of student performance.
- Increase the percentage of effective teacher and leader preparation programs as measured by EDUCATEAlabama, LEADAlabama, and multiple measures of student performance.
- Increase number of schools becoming Blue Ribbon Schools.
- Decrease number of students needing remediation.
- Decrease student failures.

Calhoun County Schools Plan 2013-2016

- ALL schools will receive adequate funding and professional development support to meet the individual and collective needs of their administrators, teachers and students.
- ALL schools, administrators, teachers and students will be resourced and supported based on identified need as determined for the state's accountability plan and additional local school indicators to include but not limited to the formative assessments data for early intervention and student perception surveys.
- ALL schools (especially 10-12 grades) will be granted flexibility scheduling options to increase innovative 21st Century learning environments to meet the individual and collective needs of the students. On-line projects, advance credits, pre-test content knowledge credit may be awarded. Schools may seek an afternoon school day for students needing to work in the mornings. ALL will be pre-approved by the Superintendent and held accountable to high standards.
- ALL Principals are expected to do more for their students to prepare for adult life.
- ALL schools will create 21st century learning environments for their teachers and students including infrastructure, building renovations/improvements and updates to include technology. A complete review of media center(library) and dining areas of the lunchrooms will be designed to support learning communities.
    - ✓ ALL School Librarians will engage in supporting new learning in the schools and support teachers in learning the CCRS. Strong PD will be focused on School Librarians lesson plans to collaborate with ALL teachers to meet ALL student's needs. Resources for School Librarians will come from a variety of sources to include but not limited to the following:
        - http://www.commoncoreconversation.com/library-resources.html#sthash.rrAqKTkk.dpbs
        - http://www.schoollibraryjournal.com
        - http://www.us.penguingroup.com/static/pages/youngreaders/teachers-librarians/index.html
        - http://http://www.commoncoreconversation.com/library-resources.html#sthash.rrAqKTkk.dpbsaasl.jesandco.org/

Strategies

- Analyze current master schedules and design a variety of school schedules to enhance student learning and student success. Our school calendar yields embedded professional development days throughout school year.
- ALL schools will develop differentiated and customized support to obtain system/school-wide goals. Exciting and new PLC's will be the norm for ALL schools, such as the PLC's currently in place at White Plains Elementary School and Weaver High School. White Plains Elementary has established

"APPY Hour" after school for teachers to support each other with the POWER Up BYOD mobile device student engagement initiative. Weaver High School, has fully implemented Power of ICU school reform to battle against student apathy.

- Create a local LEA policy environment that promotes and rewards performance, content knowledge, innovation, and creativity. Advance go-ahead credit will be offered each summer for students seeking early graduation.
- Continue to study existing capital outlay plans and needs for schools. Adjust to include dining areas and libraries.

Measures of Success by 2016

- Increase the number of schools/classrooms/sub-groups rated at or above standard on the Revised Alabama Accountability System/Report Card once baseline is set.
- Gain recognition as an Innovation School System and develop this plan more extensively to be ahead of the Alabama State Board of Education Plan 2020.

Timeline

10/17/11	Project Base Learning Presentation @ Winterboro High School
11/2/11	Calhoun County HSTW/MMGW Site Development
11/3/11	Calhoun County HSTW/MMGW Site Development
11/21/11	Common Core Standards Review
1/2/12	Project Base Learning Training White Plains Middle
1/6/12	Data Analysis and Planning
1/17/12	ARMT+ Open Ended and Gridded Response Training I
1/18/12	ARMT+ Open Ended and Gridded Response Training II
1/19/12	AYP/Data/Pacing/ARMT+ Training I
1/20/12	AYP/Data/Pacing/ARMT+ Training II
1/23/12	AYP/Data/Pacing/ARMT+ Training III
1/24/12	AYP/Data/Pacing/ARMT+ Training IV
1/25/12	Exploration Guide Training
2/2/12	STI On Sight- On Line Training
2/28/12	Assessment Data Meetings White Plains High
2/29/12	Assessment Data Meetings Saks High Nuts and Bolts of the Graduation Rate Training
3/1/12	Data Meetings Alexandria High
3/5/12	Data/PD Meetings Pleasant Valley High
5/7/12	Data/PD Meeting White Plains Middle
5/8/12	Data/PD Meeting Weaver High Data/PD Meeting Saks Elementary
5/9/12	Data/PD Meeting Ohatchee High Data/PD Meeting Ohatchee Elementary
5/10/12	Data/PD Meeting Wellborn High Data/PD Meeting White Plains Elementary
5/11/12	Data/PD Meeting Alexandria Elementary Data/PD Meeting Wellborn Elementary

5/14/12	Data/PD Meeting Saks Middle Data/PD Meeting Saks High
5/18/12	MMGW/HSTW District Training
5/21/12	Data/PD Meeting Weaver Elementary
5/22/12	Data/PD Meeting Pleasant Valley Elementary
6/7/12	Utilizing Assessment for Instructional Support/ AHSGE Instructional Resources Training I
6/8/12	Utilizing Assessment for Instructional Support/ AHSGE Instructional Resources Training II
7/18/12	ALSDE PLAN Training
7/24/12	Quality Core Introduction to Administrators
7/24/12	Grades Don't Matter District Training I
7/25/12	Grades Don't Matter District Training II
8/13/12	Alabama Insight Tool Training Pleasant Valley High Alabama Insight Tool Training Alexandria High
8/14/12	Alabama Insight Tool Training Saks High Kuder Training for Counselors Grades 7-12
8/15/12	Alabama Insight Tool Training White Plains High Alabama Insight Tool Training Ohatchee High
8/17/12	Alabama Insight Tool Training Weaver High Alabama Insight Tool Training Saks Middle
8/22/12	Alabama Insight Tool Training Wellborn High
9/10/12	Graduation Tracking System District Training
9/13/12	CCRS Implementation Team Training I
9/14/12	ALSDE Explore/PLAN WebEx Building Test Coordinators
9/24/12	Benchmark I Data Meeting Weaver Elementary ALSDE Explore/PLAN Training
9/25/12	Benchmark I Data/PD Meeting Pleasant Valley Elementary Benchmark I Data/PD Meeting Weaver High
9/26/12	Benchmark I Data/PD Meeting Alexandria Elementary Benchmark I Data/PD Meeting Wellborn High
9/27/12	Benchmark I Data/PD Meeting Saks Elementary Benchmark I Data/PD Meeting Saks Middle

	Benchmark I Data/PD Meeting Pleasant Valley High
9/28/12	Benchmark I Data/PD Meeting White Plains Elementary
10/1/12	Benchmark I Data/PD Meeting White Plains Middle Benchmark I Data Meeting Alexandria High
10/2/12	Benchmark I Data/PD Meeting Ohatchee Elementary Benchmark I Data/PD Meeting Wellborn Elementary Benchmark I Data/PD Meeting White Plains High
10/3/12	Benchmark I Data/PD Meeting Ohatchee High District Explore/PLAN Training for Building Test Coordinators
10/4/12	Benchmark I Data/PD Meeting Saks High Insight/Explore/PLAN Training Saks High and Saks Middle
10/30/12	EXPLORE/PLAN/GTS District Training
11/8/12	Formative I/AHSGE Data/PD Meeting Wellborn High
11/9/12	Formative I Data/PD Meeting Wellborn Elementary
11/13/12	Formative I Data/PD Meeting Ohatchee Elementary Formative I Data/PD Meeting White Plains Middle Formative I/AHSGE Data/PD Meeting White Plains High
11/14/12	Formative I Data/PD Meeting Pleasant Valley Elementary Formative I/AHSGE Data/PD Meeting Weaver High Formative I/AHSGE Data/PD Meeting Pleasant Valley High
11/15/12	Formative I Data/PD Meeting Saks Middle Formative I/AHSGE Data/PD Meeting Alexandria High CCRS Implementation Team Training II
11/16/12	Formative I Data/PD Meeting Alexandria Elementary
11/18/12	i21 Zone On-Site District Planning/Scoping
11/19/12	Formative I Data/PD Meeting White Plains Elementary Formative I/AHSGE Data/PD Meeting Ohatchee High i21 Zone Off-Site District Planning/Scoping
11/20/12	Formative I Data/PD Meeting Weaver Elementary Formative I/AHSGE Data/PD Meeting Saks High
12/3/12	Formative I Data/PD Meeting Saks Elementary
12/11/12	K Formative Data/PD Meeting Pleasant Valley Elementary 9-10 Formative Data/PD Meeting Weaver High
12/12/12	K Formative Data/PD Meeting Weaver Elementary 9-10 Formative Data/PD Meeting Wellborn High

	9-10 Formative Data/PD Meeting Pleasant Valley High
12/13/12	K Formative Data/PD Meeting Alexandria Elementary 9-10 Formative Data/PD Meeting Alexandria High
12/14/12	K Formative Data/PD Meeting White Plains Elementary K Formative Data/PD Meeting Wellborn Elementary 9-10 Formative Data/PD Meeting Ohatchee High
12/17/12	K Formative Data/PD Meeting Saks Elementary
12/18/12	K Formative Data/PD Meeting Ohatchee Elementary 9-10 Formative Data/PD Meeting Saks High
12/19/12	9-10 Formative Data/PD Meeting White Plains High
1/2/13	ELA COS Training White Plains Middle
1/3/13	Power of ICU District Training
1/5/13	LIP Walkthrough Alexandria Elementary
1/10/13	i21 Zone On-Site District Planning/Handbook/Cyber Safety
1/14/13	LIP Walkthrough Weaver Elementary i21 Zone Assessment/Preparation Ohatchee High
1/15/13	i21 Zone All Cadre PD Ohatchee High Kuder Training White Plains High
1/16/13	LIP Walkthrough Saks Elementary i21 Zone Cadre 1 Model Lesson/Planning I Ohatchee High
1/17/13	i21 Zone Cadre 1 Side By Side I Ohatchee High
1/18/13	i21 Zone Cadre 1 Side By Side II Ohatchee High
1/22/13	Formative II Data/PD Meeting Weaver High Kuder Training Alexandria High
1/23/13	Formative II Data/PD Meeting Wellborn High Formative II Data /PD Meeting Ohatchee High Kuder Training Wellborn High
1/24/13	Formative II Data/PD Meeting Saks Middle Formative II Data/PD Meeting Alexandria High LIP Walkthrough Ohatchee Elementary Making Middle Grades Work (Math) Training
1/25/13	Formative II Data/PD Meeting Wellborn Elementary
1/28/13	Formative II Data/PD Meeting Saks Elementary BYOD Wellborn Community Meeting

	i21 Zone Assessment/Preparation Weaver Elementary
	i21 Zone Assessment/Preparation Saks Elementary
1/29/13	Formative II Data/PD Meeting Alexandria Elementary
	Formative II Data/PD Meeting White Plains Middle
	LIP Walkthrough White Plains Elementary
	BYOD Ohatchee Community Meeting
	i21 Zone All Cadre PD Weaver Elementary
	i21 Zone All Cadre PD Saks Elementary
1/30/13	Formative II Data/PD Meeting Pleasant Valley Elementary
	Formative II Data/PD Meeting Pleasant Valley High
	i21 Zone Cadre 1 Model Lesson/Planning I Weaver Elementary
	i21 Zone Cadre 1 Model Lesson/Planning I Saks Elementary
1/31/13	Formative II Data/PD Meeting White Plains Elementary
	Formative II Data/PD Meeting Saks High
	LIP Walkthrough Wellborn Elementary
	BYOD Weaver Community Meeting
	i21 Zone Cadre 1 Side By Side I Weaver Elementary
	i21 Zone Cadre 1 Side By Side I Saks Elementary
2/1/13	Formative II Data/PD Meeting Ohatchee Elementary
	i21 Zone Cadre 1 Side By Side II Weaver Elementary
	i21 Zone Cadre 1 Side By Side II Saks Elementary
2/2/13	i21 Zone Cadre 2 Model Lesson/Planning I Weaver Elementary
2/3/13	i21 Zone Cadre 2 Side By Side I Weaver Elementary
2/4/13	Formative II Data/PD Meeting Weaver Elementary
	LIP Walkthrough White Plains High
	i21 Zone Assessment/Preparation White Plains High
	i21 Zone Cadre 2 Side By Side II Weaver Elementary
2/5/13	LIP Walkthrough Weaver Elementary
	LIP Walkthrough Saks Middle
	i21 Zone All Cadre PD White Plains High
	Kuder Training Saks High
2/6/13	LIP Walkthrough Alexandria High
	i21 Zone Cadre 2 Model Lesson/Planning I Ohatchee High
	i21 Zone Cadre 1 Model Lesson/Planning I White Plains High
2/7/13	LIP Walkthrough Weaver High
	i21 Zone Cadre 2 Side By Side I Ohatchee High
	i21 Zone Cadre 1 Side By Side I White Plains High
2/8/13	i21 Zone Cadre 2 Side By Side II Ohatchee High
	i21 Zone Cadre 1 Side By Side II White Plains High
2/11/13	Quality Core Administrator Training
2/12/13	BYOD Saks Community Meeting

	i21 Zone Cadre 2 Model Lesson/Planning I Saks Elementary
2/13/13	i21 Zone Cadre 2 Side By Side I Saks Elementary
2/14/13	i21 Zone Cadre 2 Side By Side II Saks Elementary CCRS Implementation Team Training III Quality Core Training Weaver High
2/15/13	Family Links Support for Schools Task Force Meeting I
2/19/13	Formative II/AHSGE II Data/PD Meeting Saks High LIP Walkthrough Ohatchee High BYOD Pleasant Valley Community Meeting i21 Zone Assessment/Preparation White Plains Middle
2/20/13	Formative II/AHSGE II Data/PD Meeting Wellborn High i21 Zone Cadre 3 Model Lesson/Planning I Ohatchee High i21 Zone Cadre 2 Model Lesson/Planning I White Plains High i21 Zone Cadre 1 Model Lesson/Planning I White Plains Middle i21 Zone Cadre 3 Model Lesson/Planning I Weaver Elementary i21 Zone Cadre 3 Model Lesson/Planning I Saks Elementary ELA Training Saks Middle Kuder Training Pleasant Valley High
2/21/13	Formative II/AHSGE II Data/PD Meeting Alexandria High i21 Zone Cadre 3 Side By Side I Ohatchee High i21 Zone Cadre 2 Side By Side I White Plains High i21 Zone Cadre 1 Side By Side I White Plains Middle i21 Zone Cadre 3 Side By Side I Weaver Elementary i21 Zone Cadre 3 Side By Side I Saks Elementary ELA Training Saks Middle ELA Training Wellborn High
2/22/13	i21 Zone Cadre 3 Side By Side II Ohatchee High i21 Zone Cadre 2 Side By Side II White Plains High i21 Zone Cadre 1 Side By Side II White Plains Middle i21 Zone Cadre 3 Side By Side II Weaver Elementary i21 Zone Cadre 3 Side By Side II Saks Elementary ELA Training Wellborn High
2/25/13	Formative II/AHSGE II Data/PD Meeting Ohatchee High BYOD Alexandria Community Meeting
2/26/13	Formative II/AHSGE II Data/PD Meeting White Plains High LIP Walkthrough White Plains Middle BYOD White Plains Community Meeting i21 Zone Cadre 4 Model Lesson/Planning I Ohatchee High i21 Zone Cadre 4 Model Lesson/Planning I Weaver Elementary Kuder Training Alexandria High
2/27/13	Formative II/AHSGE II Data/PD Meeting Saks High LIP Walkthrough Wellborn High i21 Zone Cadre 4 Side By Side I Ohatchee High i21 Zone Cadre 3 Model Lesson/Planning I White Plains High

i21 Zone Cadre 4 Side By Side I Weaver Elementary
i21 Zone Cadre 4 Model Lesson/Planning I Saks Elementary
Kuder Training Ohatchee High

2/28/13 Formative II/AHSGE II Data/PD Meeting Pleasant Valley High
i21 Zone Cadre 4 Side By Side II Ohatchee High
i21 Zone Cadre 3 Side By Side I White Plains High
i21 Zone Cadre 4 Side By Side II Weaver Elementary
i21 Zone Cadre 4 Side By Side I Saks Elementary

3/1/13 i21 Zone Cadre 3 Side By Side II White Plains High
i21 Zone Cadre 4 Side By Side II Saks Elementary

3/4/13 i21 Zone Ohatchee High Model Lesson/Planning I Pleasant Valley High Team
i21 Zone Ohatchee High Model Lesson/Planning I Wellborn High Team
i21 Zone Ohatchee High Model Lesson/Planning I Weaver High Team
i21 Zone Cadre 4 Model Lesson/Planning I White Plains High
i21 Zone Saks Elementary Model Lesson/Planning I Pleasant Valley Elementary Team
i21 Zone Saks Elementary Model Lesson/Planning I Alexandria Elementary Team
i21 Zone Saks Elementary Model Lesson/Planning I White Plains Elementary Team
Quality Core Training Ohatchee High

3/5/13 i21 Zone Ohatchee High Model Lesson/Planning II Pleasant Valley High Team
i21 Zone Ohatchee High Model Lesson/Planning II Wellborn High Team
i21 Zone Ohatchee High Model Lesson/Planning II Weaver High Team
i21 Zone Cadre 4 Side By Side I White Plains High
i21 Zone Saks Elementary Model Lesson/Planning II Pleasant Valley Elementary Team
i21 Zone Saks Elementary Model Lesson/Planning II Alexandria Elementary Team
i21 Zone Saks Elementary Model Lesson/Planning II White Plains Elementary Team
ELA Training Alexandria High

3/6/13 i21 Zone Cadre 2 Model Lesson/Planning I White Plains Middle
i21 Zone Cadre 5 Model Lesson/Planning I Saks Elementary
Quality Core Training Wellborn High
ELA Training Weaver High
ELA Training Saks High
ELA Training Alexandria High

3/7/13 Family Links Support for Schools Task Force Meeting II
i21 Zone White Plains High Model Lesson/Planning I Saks High Team
i21 Zone White Plains High Model Lesson/Planning I Alexandria High Team
i21 Zone Cadre 2 Side By Side I White Plains Middle
i21 Zone Cadre 5 Side By Side I Saks Elementary
ELA Training Weaver High
ELA Training Saks High
ELA Training Pleasant Valley High

3/8/13 i21 Zone White Plains High Model Lesson/Planning II Saks High Team
i21 Zone White Plains High Model Lesson/Planning II Alexandria High Team
i21 Zone Cadre 2 Side By Side II White Plains Middle
i21 Zone Cadre 5 Side By Side II Saks Elementary
ELA Training Pleasant Valley High

3/11/13 Meeting with Chamber of Commerce

3/11/13	Quality Core Training Alexandria High ELA Training Ohatchee High ELA Course of Study/ Textbook Expo Session I
3/12/13	ELA Training Ohatchee High ELA Training White Plains Middle ELA Course of Study/ Textbook Expo Session II
3/13/13	ELA Course of Study/ Textbook Expo Session III
3/14/13	ELA COS Training White Plains High
4/2/13	Benchmark II Data/PD Meeting Weaver High Benchmark II Data/PD Meeting Ohatchee High i21 Zone Cadre 4 Side By Side II White Plains High
4/3/13	Benchmark II Data/PD Meeting Wellborn High Benchmark II Data/PD Meeting Pleasant Valley High i21 Zone Follow Up With All Cadre Members White Plains Middle i21 Zone Cadre 5 Model Lesson/Planning I Weaver Elementary Chamber of Commerce - Presentation to Education Committee
4/4/13	Benchmark II Data/PD Meeting Saks Middle Benchmark II Data/PD Meeting Alexandria High i21 Zone White Plains Middle Model Lesson/Planning I Alexandria High Team i21 Zone White Plains Middle Model Lesson/Planning I Saks Middle Team i21 Zone Cadre 5 Side By Side II Weaver Elementary
4/5/13	Formative III/Benchmark II Data/PD Meeting Wellborn Elementary Benchmark II Data/PD Meeting Saks High i21 Zone White Plains Middle Model Lesson/Planning II Alexandria High Team i21 Zone White Plains Middle Model Lesson/Planning II Saks Middle Team i21 Zone Cadre 5 Side By Side II Weaver Elementary
4/8/13	i21 Zone Weaver Elementary Model Lesson/Planning I Wellborn Elementary Team i21 Zone Weaver Elementary Model Lesson/Planning I Ohatchee Elementary Team
4/9/13	Benchmark II Data/PD Meeting White Plains Middle i21 Zone Weaver Elementary Model Lesson/Planning II Wellborn Elementary Team i21 Zone Weaver Elementary Model Lesson/Planning II Ohatchee Elementary Team
4/10/13	Formative III/Benchmark II Data/PD Meeting Pleasant Valley Elementary i21 Zone Cadre 6 Model Lesson/Planning I Weaver Elementary
4/11/13	Formative III/Benchmark II Data/PD Meeting Saks Elementary i21 Zone Cadre 6 Side By Side I Weaver Elementary
4/12/13	Formative III/Benchmark II Data/PD Meeting Ohatchee Elementary i21 Zone Cadre 6 Side By Side II Weaver Elementary
4/15/13	Formative III/Benchmark II Data/PD Meeting Alexandria Elementary
4/16/13	Formative III/Benchmark II Data/PD Meeting Weaver Elementary

4/17/13	Formative III/Benchmark II Data/PD Meeting White Plains Elementary
5/1/13	Math Formative Data/PD Meeting Wellborn High
5/2/13	Math Formative Data/PD Meeting Weaver High Math Formative Data/PD Meeting Saks High CCRS Implementation Team Training IV
5/6/13	Math Formative Data/PD Meeting Alexandria High
5/7/13	K Formative II/Benchmark II Data/PD Meeting Saks Elementary Math Formative Data/PD Meeting Ohatchee High
5/8/13	K Formative II/Benchmark II Data/PD Meeting Weaver Elementary Math Formative Data/PD Meeting Pleasant Valley High
5/9/13	K Formative II/Benchmark II Data/PD Meeting Pleasant Valley Elementary Math Formative Data/PD Meeting White Plains High
5/10/13	K Formative II/Benchmark II Data/PD Meeting Ohatchee Elementary
5/16/13	K Formative II/Benchmark II Data/PD Meeting Alexandria Elementary
5/17/13	K Formative II/Benchmark II Data/PD Meeting White Plains Elementary K Formative II/Benchmark II Data/PD Meeting Wellborn Elementary
5/29/13	CCR Math Pacing Revisit/Assessment Grade 3-4 District Session CCR Math Pacing Revisit/Assessment Algebra I/Geometry District Session
5/30/13	CCR Math Pacing Revisit/Assessment Grade K-2 District Session CCR Math Pacing Revisit/Assessment Grade 5-6 District Session CCR Math Pacing Revisit/Assessment Algebra II District Session
5/30/13	Kuder/ACIN Training - Administrators, Counselors, Teachers
5/31/13	CCR Math Pacing Revisit/Assessment Grade 7-8 District Session
6/3/13	CCR English/Language Arts Pacing/Assessment Grade K District Session CCR English/Language Arts Pacing/Assessment Grade 3 District Session CCR English/Language Arts Pacing/Assessment Grade 9 District Session
6/4/13	CCR English/Language Arts Pacing/Assessment Grade 1 District Session CCR English/Language Arts Pacing/Assessment Grade 4 District Session CCR English/Language Arts Pacing/Assessment Grade 10 District Session Jacksonville State University CORE Academy Day 1
6/5/13	CCR English/Language Arts Pacing/Assessment Grade 2 District Session CCR English/Language Arts Pacing/Assessment Grade 5 District Session CCR English/Language Arts Pacing/Assessment Grade 11 District Session Jacksonville State University CORE Academy Day 2
6/6/13	CCR English/Language Arts Pacing/Assessment Grade 6 District Session CCR English/Language Arts Pacing/Assessment Grade 12 District Session

Jacksonville State University CORE Academy Day 3

6/10/13	CCR English/Language Arts Pacing/Assessment Grade 7 District Session Math Online Textbook Training Grades Summer POWER UP ACT Prep--Free ACT Prep for students
6/11/13	CCR English/Language Arts Pacing/Assessment Grade 8 District Session Math Formative and Summative Assessment Training and Common Core Resource/Strategy Free ACT Prep for students
6/12/13	Math Camp for Teachers Common Core Resources and Strategies Free ACT Prep for Students
6/11/13	Parent Project Training
6/12/13	Parent Project Training
6/13/13	Quality Core Math Resources/Strategies and ACT Resources/Strategies for Teachers
6/24/13	Free ACT Prep for Students
6/25/13	Formative and Summative Assessment Training and Common Core Resource/Strategy
6/26/13	Math Camp for Teachers Free ACT Prep for Students
6/27/13	Quality Core Math Resources/Strategies and ACT Resources/Strategies for Teachers
6/29/13	Alabama Career Information Network/Kuder/Career Forward
6/30/13	Alabama Career Information Network/Kuder/Career Forward
7/8/13	Math Online Resource Training Grades 7-11

Calhoun County Schools Instructional Timeline

Focused On Success For ALL

Fall 2011

- Project Base Learning Presentation @ Winterboro High School
- Calhoun County HSTW/MMGW Site Development
- Common Core Standards Review

Winter 2012

- Data Analysis and Planning
- ARMT+ Open Ended and Gridded Response Training
- AYP/Data/Pacing/ ARMT+ Training
- Exploration Guide Training
- STI On Sight- On Line Training
- Assessment Data Meetings

Spring 2012

- Data/PD Meetings
- MMGW/HSTW District Training

Summer 2012

- Utilizing Assessment for Instructional Support/ AHSGE Instructional Resources Training
- ALSDE PLAN Training
- Quality Core Introduction to Administrators
- Grades Don't Matter District Training

Fall 2012

- Alabama Insight Tool Training
- Kuder Training for Counselors
- Graduation Tracking System District Training
- CCRS Implementation Team Training
- ALSDE Explore/PLAN Training
- Formative / Benchmark Data/PD Meeting
- i21 Zone District Planning/Scoping

Winter 2013

- ELA COS Training
- Power of ICU District Training
- i21 Zone On-Site District Planning/Handbook /Cyber Safety
- Formative Data/PD Meeting
- BYOD Community Meetings
- i21 Zone Cadre Side by Side Training / Model Lessons

Spring 2013

- Meeting with Chamber of Commerce
- Quality Core Training
- i21 Zone Cadre Side by Side Training / Model Lessons
- Formative III/Benchmark II Data/PD Meeting
- CCRS Implementation Team Training
- Kuder/ACIN Training

Summer 2013

- CCR Math & ELA Pacing Revisit/Assessment
- Math Online Textbook
- Math Camp for Teachers
- Free ACT Prep for Students
- Parent Project Training
- Formative and Summative Assessment Training and Common Core Resource/Strategy
- Math Online Resource Training

Calhoun County School System
Innovation Initiative Plan - 21st Century Students

Innovation

Calhoun County Schools system is committed to preparing ALL students for life after high school. The purpose of the innovative plan is to allow Calhoun County's students to focus their attention and learning in areas that better prepare them for college and/or career. We are requesting permission for students who fall under the Alabama High School Graduation Exam (AHSGE) requirements to be exempt beginning with the 2013-2014 school year. We plan to spend time excelling the curriculum and building better prepared students instead of remediating for an obsolete AHSGE. Schools and teachers will utilize the time traditionally used for memorizing and drilling concepts to teach more in depth concepts, project-based learning, and critical thinking skills. This innovative plan will also put into place a framework utilizing resources such as the Alabama Career Information System, Kuder, and ACT's Quality Core resources which will help students in grades 6-12 develop knowledge, explore possible careers, and establish a workable four year plan. All components of this plan should propel our students to increase their knowledge and 21st Century skills. Calhoun County's innovative plan will facilitate collaboration with Administrators, Counselors, History, English Language Arts, Math, and Science teachers, and other staff members within each of our school communities.

Calhoun County School System is also asking for the option to explore the four by four requirements to allow the awarding of credit to students who have mastered the skills/objectives of any particular course based on criteria as defined by ACCESS or our own local LEA guidelines to be developed. We would also be interested in exploring the option of offering credit hours beyond the state maximum of ten credit hours as listed in the Alabama Code to allow students to move at an independent pace.

The plan will utilize standards based instruction with formative and summative assessments throughout all grading periods in the content areas. These assessments will be constructed based on a uniform pacing guide developed by content area teachers. Adjustments in instruction will be made to meet the needs of individual students until mastery of standards are reached. Initial training in the areas of standards based grading, powerful assignments, and utilizing mobile learning devices took place during the summer of 2012 and throughout the 2012-2013 school year. Professional development in the areas of standards based assignments and grading will continue.

This innovative plan will focus on project–based learning with embedded content standards from the core content areas of English Language Arts, History, Science and Math. Projects will encourage technology proficiency with goals of fostering creativity and increasing student engagement. Teachers will collaborate to develop project based lessons that will blend the core content curriculum. This opportunity will encourage effective implementation of the English Language Arts Literacy Standards for reading and writing in the content areas. Rubrics will be utilized to ensure consistency and clearly communicate expectations. Calhoun County's POWER Up BYOD (Bring Your Own Device) learning initiative fully supports this process. On-going, embedded professional development in this area will continue as teacher leaders are developed and hybrid lessons are created to improve student learning.

Administrators, teachers, counselors, and students will collaborate to develop and participate in community service learning projects. These projects will be differentiated to meet the needs of the student and local school community. A minimum of two service learning projects will be required during the senior year. Students completing the 12th grade will develop a portfolio of their work, accomplishments, projects, community service

and other learning. This portfolio will be a valuable asset to the student as they begin their college or career path.

Innovation Flexibility

Calhoun County Schools expects this contract to begin with the 2013-2014 school year.
The school system seeks to waive the requirements for the subtests of the Alabama High School Graduation Exam for all students remaining under those guidelines. Calhoun County will instead intensely focus time and energy we have with those students in building collaborative 21st Century learning and communication skills. Calhoun County's focused plan will benefit these students to be better prepared for college and/or career as they leave high school in 2014. Our plan also puts systems in place that are progressive and sequential to build a common theme for college and career readiness beginning in elementary school and carrying through secondary school and beyond.

The Alabama Course of Study for History, Math, Science and English Language Arts will be enhanced to exceed the state's expectations for ALL students. This adjustment will then allow for a more rigorous and blended curriculum in the 12th grade by incorporating College and Career Ready skills, utilizing available resources such as the Alabama Career Information Network, Kuder, and ACT's Quality Core resources. It will enable students to apply the complexity and relevance of course content beyond the school setting and help all students develop and utilize effect communication skills applicable to college and career. Our goal is that students can step successfully from the high school setting into a college setting without the need for remedial courses or step into their career with proficient communication and workforce skills.

The Administrator, Counselor, History, English Language Arts, Math, and Science teachers, and other staff members will collaborate and plan lessons geared to cover standards and objectives of our state courses of study along with the Alabama Career Information Network utilizing all of its available resources including Kuder and Career Forward and ACT's Quality Core resources. This process will be accelerated for the seniors of the 2013-2014 school year.

Emphasis will be placed on developing and supporting a stronger guidance counselor program for students. Calhoun County realizes a comprehensive school counseling and guidance program is essential to the success of any instructional program. Our goal is to provide effective professional development for our counselors that will enable them to help students maximize opportunities for academic, career, and personal development. We will implement a system level plan that will be consistent and purposeful, with a sequential program of activities which begin with elementary students and follow them through middle and high school. Student plans will be developed through collaboration among administrators, counselors, teachers, students, and parents. A student plan with outcome goals and learning targets will develop based on individual student data, interests, and needs. All students will have a four year plan developed by the end of eighth grade. This plan will guide course selection.

Rationale

Calhoun County Schools History, Language Arts, Science, and Math departments will implement an innovative way for teaching and assessing students. Our curriculum will be infused with standards that are robust, rigorous, and relevant to the real world. Our curriculum will promote College and Career Readiness, integrating English Language Arts and Math College and Career Ready Standards, ACT's Quality Core Standards and Resources, EXPLORE, PLAN, and ACT. We believe students should be comfortable accessing content and interacting electronically. We teach ALL students how to be good digital citizens and through our POWER Up BYOD learning initiative we meet the students where they are in their learning. Anchoring activities from resources like ReadWriteThink will be used to guide in depth lessons with complete student engagement http://www.readwritethink.org and http:www.ncte.org/pathways/21stcentury (NCTE National Reading

Association). Our strong partnership with ARI, AMSTI, STI Achievement Services and I21Zone will continue to support ALL teachers teaching ALL children at high levels with engaging activities. This will be above current expectations by providing timely and measurable assessments through a blended educational experience that embraces not only objective tests, but also higher order thinking, collaboration, project based learning, real world application, and college and career readiness.

This innovative plan creates a differentiated experience for students which include career and educational planning for all students (grades K-12). Summative and formative assessments will measure individual growth with proposed skill sets designed to give students information and experience to achieve post-secondary success. Teachers will work collectively and individually with students utilizing strategies and processes to build student competencies and skills that will enable students to successfully reach their desired college and/or career plan or goals. Calhoun County's plan stresses the importance of building on gains in student achievement by placing emphasis on preparation for real world college and/or career needs. This plan builds students who can apply their knowledge and 21st century skills in either a college or workplace setting and demonstrate good global citizenship.

This innovative plan demonstrates project–based learning and technology proficiency, fosters creativity, increases student engagement, and enables collaboration. The plan also allows for timely assessment and feedback for students, teachers, and other stakeholders based on formal and informal assessment. This plan provides opportunities for exploration and inquiry of possible career paths through the use of Kuder, the Alabama Career Information Network, Career Forward, and ACT's Quality Core resources. All components of this innovative plan promote College and Career Readiness.

Rationale:

Distinctive Curriculum

- Develop a curriculum infused with standards that are robust, rigorous, and relevant to the real world promoting College and Career Readiness (integrating ELA/Math CCRS, ACT's Quality Core Resources, EXPLORE, PLAN, ACT, and other Alabama Courses of Study content areas); Integrate advanced academic Quality Core standards into content areas; embrace rigorous and relevant expectations for all students.
- Assessment Components:
    - Use benchmark, formative, and summative assessments information to make data-informed decisions to guide and differentiate instruction until mastery of standard is achieved
    - Use EOC/Quality Core Assessments to guide develop of pacing guides, resources and to design our curriculum to meet the standards of Quality Core
    - Utilize the formative assessment process to guide instruction for individual students and measure student academic progress and growth
    - The assessment benchmark information used will be based on classroom instruction, formal benchmark assessments such as EXPLORE, PLAN, and ACT, and other system and state level formative assessments (STI and Global Scholar) and EOC/Quality Core
    - Individual learning goals and targets will be continuously reviewed, prioritized, and changed based on what is needed for student success; AP+ College, Dual Enrollment Courses, ACCESS
- Facilitate rigorous and relevant instruction based on how students learn, their interest, and their four year plan. Increase student engagement utilizing research based instructional strategies and technology thereby increasing student attendance rates and fostering positive cultural and behavioral improvements
- Blend the core content curriculum to encompass college preparatory skills and career-oriented skills dedicated to developing superior communication skills (integrating English Language Arts Literacy Standards)

- Implement Alabama's Comprehensive Guidance and Counseling Plan. Implement a specific program of College and Career exploration beginning in grade K and following students through grade 12 and beyond. Utilize the Alabama Career Information Network in grades 6-12, a comprehensive college and career planning tool available to students in Alabama. Counselors, classroom teachers, students, and parents will collaborate together to develop 4 year plans by exploring the following:
    - Career Planning
    - Financial Aid
    - Resources for students, parents and counselors
    - Kuder Career Exploration and Assessment
    - Career Forward
- Build strong relationships with students by adapting to meet their needs. PASS program, Advance Credit, Summer ACT Camp, and Summer Credit Recovery, SAVE Program.
- ALL Teachers Possess depth of content knowledge and make it relevant to ALL students
- Demonstrate expertise in use of instructional strategies, technology, and best practices
    - Before, during, and after instruction
    - Standards Based - Student Friendly Learning Outcomes
    - Depth of Knowledge Questioning ; Higher Order Thinking Questions; Motivating Questions
    - Activating Prior Knowledge
    - Differentiated Instruction
    - Guided Practice
    - Independent Practice
    - Project Based Instruction
    - Word Wall - content, instructional, and assessment related
    - ARI Literacy Strategies
    - AMSTI Strategies

Distinctive Instructional Approach

- Implement a specific program of College and Career exploration beginning in grade K and following students through grade 12 and beyond. Students will utilize the Alabama Career Information Network, a comprehensive college and career planning tool, to compile a four year plan based on their individual skills, talents and interests. Students, parents, counselors and educators will be able to explore the following:
    - Career Planning
    - Financial Aid
    - Resources for students, parents and counselors
    - Kuder Career Exploration and Assessment
    - Career Forward
- Implement project based learning including a community service aspect for student
- Extend Professional Learning Communities (PLC) among administrators, teachers, and students to create a cross-curricular professional learning team which will integrate multi-disciplinary initiatives. "How do we respond when kids do not learn?" This is our driving question and follows the research supported by Rick Dufour. We are seeking profound change. We will seek to identify what practices are successful in helping ALL students succeed. "How we can adopt those practices in our schools? What commitments would we have to make to one another to create such a school? What indicators could we monitor to assess our progress?" These questions will drive our school reform process and remain the focus. (Rick Dufour, What is a Professional Learning Community)

- Utilize balanced assessments based on rigorous curriculum by integrating the formative assessment process into daily practice to guide instruction for individual students. Individual learning goals and targets will be continuously reviewed, prioritized, and changed based on what is successful for students with the goal that every student graduate from high school college and career ready.
- Implement research based differentiated instructional strategies and classroom practices that produce authentic product-based and performance-based assessments
- Incorporate emerging perspectives on the Depth of Knowledge required by ACT and end of course assessments by incorporating level 2, level 3, and level 4 questioning into daily practice.

Increasing Student Engagement

- Break barriers by designing programs to appeal to multiple ages, ethnicities, genders, and socioeconomic backgrounds
- Produce horizontal and vertical partnerships among school and community stakeholders
- Create the desire to learn by offering a variety of projects designed for students of various learning modalities
- Establish an incentive to attend school for the purpose of positive social interaction and increased self esteem

Homeless Students - Data from each of our high schools:

School	12th	11th
AH	4	1
OH	7	4
PV	0	1
SH	2	3
WL	7	0
WH	2	1
WP	2	2
Total	**24**	**12**

College/Career Readiness

- Prepare students to apply core academic skills to real-world situations through collaboration, problem solving, precision, and punctuality in delivery of a product
- Prepare students to be a lifelong learner
- Prepare students to utilize information gathered through evolving communication genres, ever-changing technological advances, and world-wide collaborations
- Prepare students to excel in traditional, blended, and virtual classrooms
- Prepare students to excel in emerging professions
- Prepare students to compete in a highly technical and transitory workforce
- Prepare students to be risk-takers
- Prepare students to develop the skills and personal responsibility for lifelong learning
- Prepare students to identify and solve problems through higher order thinking
- Prepare students to think both creatively and critically to inspire entrepreneurship, independent learning and creative problem solving

Extended Enriching Curriculum

- Teachers of 12th Grade Government/Economics, Math, Science, and English Language Arts, administrators and other staff members will participate as a professional learning team to collaborate and

develop units of study for project based learning for 12th grade students. These projects will be standards based with real life application. A minimum of one project per semester will be required.

- Teachers and students will utilize rubrics for development and assessment of project based learning units of study.
- Teachers of 12th grade Government/Economics, English Language Arts, Math, Science, and other staff members will incorporate technology based instruction into their lessons and projects utilizing Calhoun County's Bring Your Own Device Learning Initiative.
- Teachers of 12th Grade Government/Economics, Math, Science, and English Language Arts and other staff members will incorporate current events and career planning into their instruction, thus exposing students to possibilities beyond high school that might interest them. These lessons should involve reading complex informational text with student writing showing comprehension, higher level thinking and text evidence examples. (Incorporating English Language Arts Literacy Standards)
- Teachers of 12th Grade Government/Economics, Math, Science, and English Language Arts and other staff members will utilize formative and summative assessment data and information to adjust instruction for student mastery of standards and skills.
- Teachers of 12th Grade Government/Economics, Math, Science, and English Language Arts and other staff members will assist students in the development of the following tasks:
    - Participation in two community service learning projects
    - Development of short term and long term goal plan. This plan should involve goals and steps for success for the 2013-2014 school year and beyond.
    - Development of a student vita or resume'.
- Students will develop an e-portfolio that would be comprised of student projects, community work projects, evidence of learning, goal setting plan, and vita or resume'. The portfolio should be positive evidence of learning to support students who would be seeking a job or college after graduation.

High School - 12th Grade Career Map 2013-2014

Utilizing Alabama Career Information Network and Kuder

Learn About Myself **——Take an Assessment** **——View Assessment Results** **——Enter Assessment Scores** **——View Occupations Suggested by Assessments**	**Plan for Work** **——Create a Résumé** **——Manage My Documents** **——Write a Cover Letter** **——Collect References** **——Complete a Sample Job Application** **——Review Interviewing Skills**
Explore Occupations **——By Assessment Results** **——By Clusters and Pathways** **——Title Search** **——My Favorite Occupations**	**Find a Job** **——Learn How to Find Job Openings** **——Search Favorite Jobs** **——Research Employers** **——Search National Jobs** **——Manage My e-Portfolio**
Plan for Education **——Learn About Options after High School** **——Make an Education Plan** **——Review Education Needed for Favorite Occupations** **——Find Schools** **——Prepare for College Entrance Tests** **——Learn About Financial Aspects**	**My Portfolio** **——My Profile** **——Assessment Results** **——Education Plans** **——Manage My e-Portfolio** **——Career Goals** **——Schools** **——Financial Aid Sources** **——Job-Seeking Tools** **____Community Service Projects**

Accelerated for 2013-2014 Seniors. All components will be completed in lieu of AHSGE.

Middle/High School: 6th-12th Grade Career Map Beginning 2013

Utilizing Alabama Career Information Network and Kuder

6th Grade **Learn About Myself** **____Interest Checklist/Results** **____Explore Occupations** **____By Six Groups** **____Title Search** **____Portfolio**	**7th Grade** **Learn About Myself** **____My Interest/Skills** **____Assessment/Results/Scores** **____Explore Occupations** **____View Occupations Suggested by Assessments** **____Sixteen Clusters** **____Plan for Education** **____Options after High School** **____Make an Education Plan** **____Portfolio**
8th Grade **Learn About Myself** **____My Interest/Skills** **____Assessment/Results/Scores** **____Explore Occupations** **____View Occupations Suggested by Assessments** **____Sixteen Clusters** **____Plan for Education** **____Options after High School** **____Make an Education Plan** **____Portfolio**	**9th Grade** **Explore Occupations** **____By Assessment Results/Scores** **____By Clusters and Pathways** **____Title Search** **____My Favorite Occupations** **Plan for Education** **____Learn About Options after High School** **____Make an Education Plan** **____Review Education Needed for Favorite Occupations** **____Find Schools** **____Prepare for College Entrance Tests** **____Learn About Financial Aid** **____Portfolio**
10th - 11th - Grade Plan for Work **____Create a Résumé** **____Manage My Documents** **____Write a Cover Letter** **____Collect References** **____Complete a Sample Job Application** **____Review Interviewing Skills** **____Find a Job** **____Learn How to Find Job Openings** **____Search Favorite Jobs** **____Research Employers** **____Search National Jobs** **____Manage My e-Portfolio**	**My Portfolio – Ongoing 6th – 12th Grade** **____My Profile** **____Career Fields of Interest** **____Favorite Occupations** **____Assessment Results** **____Education Plans** **____Manage My e-Portfolio** **____Career Goals** **____Schools** **____Financial Aid Sources** **____Job-Seeking Tools** **____Community Service Projects**

Instructional Plan Beginning 2013
12th Grade Teachers of English Language Arts, History, Math, and Science

12th grade History-Government and Economics	**Follow Alabama required Course of Study; incorporate Quality Core**	**Collaborate to incorporate ELA Anchor Standard for Language Reading Writing**	**Project-based Learning utilizing Technology Community Service Project**	**College and Career Plan utilizing Quality Core and ACIN**	**Formative and Summative Assessments Mastery of Standards Culminating Student Portfolio**
12th grade English Language Arts	**Follow Alabama - CCRS; incorporate Quality Core**	**Blend Anchor Standards from History with ELA classes**	**Project-based Learning utilizing Technology**	**College and Career Plan utilizing Quality Core and ACIN**	**Formative and Summative Assessments Mastery of Standards Culminating Student Portfolio**
12th grade Sciences	**Follow Alabama required Course of Study; incorporate Quality Core**	**Collaborate to incorporate ELA Anchor Standard for Language Reading Writing**	**Project-based Learning utilizing Technology Community Service Project**	**College and Career Plan utilizing Quality Core and ACIN**	**Formative and Summative Assessments Mastery of Standards Culminating Student Portfolio**
12th grade Math Courses	**Follow Alabama required Course of Study; incorporate Quality Core**	**Collaborate to incorporate ELA Anchor Standard for Language Reading Writing**	**Project-based Learning utilizing Technology Community Service Project**	**College and Career Plan utilizing Quality Core and ACIN**	**Formative and Summative Assessments Mastery of Standards Culminating Student Portfolio**

Calhoun County Alternative Education and Career Technical

INNOVATION

Calhoun County Alternative Education (CCAEP), in partnership with Calhoun County Career Technical Center, has combined stakeholder efforts to create an innovative program for students at risk. Beginning at age 16, students lacking in credits or experiencing low socioeconomic circumstances are allowed to apply for the Save Program. The goal of the program is to give students the incentive to stay in school and to allow them a variety of opportunities to acquire credits to graduate. Students receive the opportunity to acquire technical skills in a chosen field, earn credit for on- site work performance, complete core credit requirements, enroll in credit recovery, and earn credits in a summer school program.

INNOVATION FLEXIBILITY PLAN

Calhoun County Schools is requesting a waiver to separate the on-site work performance component of the Save Program from the constraints of the Career and Technical Education which includes Cooperative (Co-Op) education guidelines. The separation will greatly enhance the programs' success. Students will receive a Save Program/SDE- approved elective credit for hours worked through on-site work performance. Instead of adhering to the current Co-Op elective guideline credit falling under the Career and Technical Education umbrella, Save Program approved guidelines will yield co-op credit for students apart from Career and Technical Education constraints.

Through this waiver, students who wish to enter this program would not be required to be enrolled in Career and Technical Education classes nor have existing/ current credits in Career and Technical Education courses.

Because of the principal's extraordinary influence over student success we believe the principal will monitor every aspect of his/her students' educational endeavors. We will demand that each principal identify roadblocks for graduating students and problem-solve to design a solution. Central Office Staff and High School Principals will design a job site handbook to include procedures and forms for monitoring job performance. Student employees will be required to verify on a regular basis employment and employers will sign in addition to parents. Announced and unannounced visits will be conducted by Central Office Staff, Counselors, and local school administrators. The elective teacher at the Alternative Education Program will provide each on- site job participant with a check list to be completed by the employer on payroll dates. The on- site job participant will return the check list to the Alternative Education Program teacher. The elective teacher will provide data to the Alternative Education Program Director.

RATIONALE:

Many students who need the program are 16 year old ninth graders who are lacking credits. Most of them have no Career and Technical Education class credits. Students can utilize classroom time at the Alternative Program for required courses and credit recovery courses. Electives will be provided through Career and Technical Education or on- site job performance.

Students who enter the Save Program will not be bound by seat time and hours worked for credit earned as in Career and Technical Education Co-Op. Rather, they will complete a Calhoun County Schools curriculum designed to meet the guidelines of the Career and Technical Education or on- site job performance.

The daily classroom schedule will be four hours of coursework and two hours of Career and Technical Education or four hours of coursework and at least ten hours per week of on- site job performance. If the students are not successful on the job site performance scale the students will return to a training program at the Career Technical Center.

Certification of the elective course or courses in Calhoun County Schools represents completion and earned credit in Career and Technical Education coursework or on-site job performance.

Meeting the established attendance policy established by the Save Program and Calhoun County Schools constitutes the earned on-site job performance credit required per semester.

Students who experience an emergency financial hardship in the middle of a semester and who require immediate admission to the program can enter the program and continue earning credits without penalty of failure for on- site job performance/ hours on the job. This procedure allows students a greater opportunity for success. It will discourage a student from dropping out of school to attain work, thus increasing his/her opportunity for graduation.

Save Program

Description

The Save Program is a partnership between Calhoun County's Alternative Education Program and the Calhoun County Career and Technical Education Program. As a result of the partnership and the proximity of the two programs the Save Program was created. The program is a Career and Technical Education portion, combined with the academics and credit recovery available through Alternative Education designed to provide resources for at- risk students that will enable them to graduate high school, continue gainful employment, become gainfully employed or continue their education and improve their quality of life.

Classroom instruction is combined with supervised on- site job performance. Content is planned for students through an arrangement between the student and Career and Technical Education and/or their current employers.

Purpose

The purpose of the Save Program is to improve the graduation rate for Calhoun County Schools by providing at- risk students with resources, learning opportunities, and on- site job experiences that cannot be duplicated in the classroom. These combined resources, opportunities, and experiences made available through participation in Save Program will better prepare students for graduation and future careers. The impact on the community, students, schools and Career and Technical Education will include: increased graduation rate, reduction of student poverty, increased Career and Technical Education participation, actual on- site job performance evaluations, positive marketing for the school system, and better prepared students for the 21st Century workforce with basic skills and important technical/ workforce skills.

Prerequisites and Related Instruction

To participate in the Save Program, students will successfully participate in a chosen field of Career and Technical Education or have gainful employment. Students will earn a co-op credit but not be subject to the Career and Technical Education umbrella. Students will adhere to the Save Program's approved co-op guidelines.

Students will:

- Earn credits in the core academic areas to fulfill graduation requirements
- Acquire basic knowledge, skills and experience that allow them to better perform in the workplace
- Apply safety rules, regulations and procedures related to Career and Technical Education and the work-related environment
- Acquire workforce readiness skills such as: problem solving, teamwork, communication, work **ethic,** collaboration, self-direction, conflict resolution, etc.

Need for the Program

The Save Program is designed to improve the graduation rate of Calhoun County Schools. Students at- risk of dropping out of high school are identified based on an age- grade comparison, for ex. 16 year old 9th grade students. These students would be identified and placed in the Save Program. Once approved the students would be enrolled in the appropriate academic course work or credit recovery at the Alternative Education Program. The students would also be enrolled in a Career and Technical Education Program or an actual on- site job opportunity. Thus, the Calhoun County School System has invested in a program at the Alternative Education Program and the Career and Technical Education Program to create opportunities for at- risk young people to become workforce ready and be equipped with the basic knowledge and necessary skills to be competitive in the global economy of the 21st Century.

Selection of Participating Students

Students are recommended for the Save Program by a school counselor, principal, or superintendent. Teachers may recommend to their local counselor or principal. The local principal will present the students to the superintendent. The superintendent will make recommendation to the Calhoun County Alternative Education director and Calhoun County Career and Technical Education director. The superintendent and directors will collaborate to determine if the candidates presented meet the necessary qualifications to be considered for the Save Program. The superintendent will make the final decision on student placement.

Candidates must:

- Be at least 16 years of age and/or two years behind;
- Be physically and mentally capable of placement in a program at the Career and Technical Education Center or be gainfully employed;
- Be working to meet coursework requirements for graduation;
- Have completed the application process for the Save Program; and participate in an interview with student, parents and the Save Program administrators.

Responsibilities of Participants and Stakeholders

- Calhoun County Schools System -Responsibilities:
    - Provide teachers for on- going supervision to the students in their academic courses, Career and Technical Education field, or on- site job experiences.
    - Provide administrators for on- going supervision of supervision of teachers and the success of the Save Program
    - Responsible for the health, safety, welfare, and educational progress of student learners
- Administrator / Teacher Responsibilities:
    - Teachers and administrators will collaborate with employers to manage the requirements of the Save. Program.
    - Complete and submit reports required by the ALSDE and LEA.
    - Periodically evaluate students on-site job performance
    - Provide checklist to employers on payroll dates
    - Alternative Education Program teacher will assign grades for academics and on-site job performance to the home school.
    - Career and Technical Education teachers will provide grades for students in different shops/programs to the home school.

- Student Responsibilities:
    - Adhere to the policies of the Save Program
    - Provide own transportation
    - Follow dress code rules of all facilities
- Calhoun County Career and Technical School- Responsibilities:
    - Provide a training facility for students who meet the qualifications of specific shops/programs.
    - Provide extensive safety training for student-learners enrolled in the Save Program.
- Calhoun County Alternative Education: Responsibilities:
    - Alternative Education Program director working in conjunction with the co- op supervisor will provide a written agreement with employers following standards that conform to Federal and State Department of Child Labor regulations for student workers.
- Local Employers- Responsibilities:
    - Responsible for the health, safety, welfare and general work habits of student learners.
    - Will follow standards that conform to Federal and State Department of Child Labor regulations for student learners.
- Parent/ Guardian- Responsibilities:
    - Support the student and the goals and policies of the Save. Program
    - Assume responsibility for the behavior/ conduct of the students

Student- Learner Placement

Qualifying students for the Save Program, a student – learner program, will adhere to all Alabama Child Labor Laws. The program will provide employment experiences, academics, and vocational education training.

Credits Earned

Students in the Save Program will earn one full credit per semester for on- site job performance or Career and Technical Education training. The students will earn a minimum of four credits per year for academic course work. The on- site job performance and/or Career and Technical Education will allow students to earn two credits per year.

Hour Requirement

Students will adhere to the attendance policy of the Calhoun County School System and must work a minimum of ten hours per week if participating in the on- site job performance component. Students who are attending the Calhoun County Career and Technical Education Center will adhere to the attendance policy established by the Calhoun County School System.

Job Placement Restrictions

Save Program will follow the approved guidelines of the Federal and Alabama Child Labor Laws. Students who are participating in the on- site job performance component must be employed by employers who follow the Federal and Alabama Child Labor Laws.

Wages

The Save Program participants who are employed must be employed by an employer who is in compliance with all Federal Child Labor and Minimum Wage Laws.

Calhoun County Alternative Education Program
P.A.S.S. Program- Positive Approach to Student Success

The Calhoun County Alternative Education Program (CCAEP) setting serves as a partnership between the school, parents and community to provide a quality education and experience for at- risk students, those with disciplinary issues and pregnant students. The CCAEP exists to serve the unique academic, social and emotional needs of all students by implementing innovative, student centered teaching strategies designed to accommodate individual learning styles for a successful educational experience.

The P.A.S.S. Program is a program to expand academic/behavioral choices for students who might not be successful in traditional school settings. Students will remain on roll at their high schools, but receive all instruction at the CCAEP. The options promote student opportunities to graduate and become college or career ready. Provides opportunities to catch- up and/or accelerate to meet academic requirements to graduate.

Eligibility criteria in addition to disciplinary action:

- student has dropped out and wishes to return,
- student cannot graduate with cohort,
- student is pregnant,
- student is caring for baby,
- student is not successful in traditional school setting due to behavioral/social emotional concerns.

In addition to the above CCAEP is designed to assist students who have been retained at any grade level recover his/ her academic standing. Students have the opportunity to earn the next grade level credit while recovering the failed courses from the previous year.

Traditional instruction is used; however the small setting allows for more individualized instruction. ACCESS and APEX are computer programs which may be used to recover credit and accelerate academics. Upon successful completion of the academic year, the students return to their high schools in the appropriate grade.

Procedure to follow for admittance to the P.A.S.S. Program

- make application at home school
- interview student and stakeholders
- create a plan of success through meetings with all stakeholders
- contract with student
- face-to-face follow- up meetings to benchmark progress and make adjustments as needed

CALHOUN COUNTY ALTERNATIVE EDUCATION PROGRAM
P.A.S.S. Program- Positive Approach to Student Success
APPLICATION

STUDENT NAME **PHONE: Home**

Cell

ADDRESS

Grade

HOME SCHOOL

Please check the applicable areas of eligibility

☐ Drop out	☐ Behavioral concerns	☐ Emotional concerns	☐ Credit Recovery
☐ Grade level recovery	☐ Academic acceleration	☐ Pregnant	☐ Child care

Least Restrictive Environment placement will be determined in an Individualized Education Plan.

Please notate area of exceptionality_____

Disciplinary action for severe/major violations will continue to have a hearing with the superintendent or his designee to determine placement and length of placement.

Brief explanation of situation/circumstances to support the need for change of placement

_____

_____

_____

CALHOUN COUNTY ALTERNATIVE PROGRAM

P.A.S.S. Program- Positive Approach to Student Success

Interview

1. Why are you requesting a change from your school to the P.A.S.S. Program?
2. How motivated and self- disciplined are you to work independently?
3. Are you a student who will ask for assistance when it is needed?
4. What are your expectations of the program?
5. Do you drive or how will you be transported?
6. If pregnant, when is your baby due to be delivered?
7. If you have a child/children who is responsible for childcare while you are in school?
8. Are you currently receiving counseling services from any outside agency? If so, from who?
9. _____ has permission for outside agencies to provide guidance and counseling services when available.
10. What, if any obstacles do you feel may interfere with your success in the P.A.S.S. Program?
Questions and/or Concerns

CALHOUN COUNTY ALTERNATIVE EDUCATION PROGRAM
P.A.S.S. Program- Positive Approach to Student Success

CONTRACT

I _____ will follow the policies and guidelines of the P.A.S.S. Program held at the Calhoun County Alternative Education Program.

I _____ will attempt the demands of the academic portion of the P.A.S.S. Program.

I _____ will maintain appropriate behavior while attending the P.A.S.S. Program.

I _____ will follow the Calhoun County Code of Student Conduct; as well as the requirements of the Calhoun County Alternative Education Program.

I _____ understand it is my responsibility to work diligently and stay on track in order to be successful on distance learning course.

I _____ understand failure to comply with any of the above could be grounds for dismissal from the P.A.S.S. Program.

Signature _____ Date _____

Parent signature _____ Date _____

Career Tech / Work Release Co-op Program with Chamber of Commerce

Calhoun County has made a commitment to provide more rigorous course content and flexibility to enable their students a successful transition from school to work to career. This support includes partnerships between the local business community, K-12 schools and colleges. Current research shows that 63% of graduating college seniors completed at least one internship and 70% of those interns were offered full time jobs. Additionally, students who go on to work and college in their home communities are more likely to be civic-minded, involved in giving back and remain rooted in their home community. We are asking local businesses and merchants to commit support in partnership with the Calhoun County Board of Education to prepare K-12 students for these opportunities in high school and beyond.

Some of the proposed strategies include the following:

- Advance credit offerings
- Intense job force training- Internships and Community Service
- K-6 Career Awareness
- Explore driven four year plans
- Plan analysis-Mentorships
- Increased AP+ college courses
- Increased offerings of online ACCESS courses
- CO-OP flexibility in partnership with local businesses allowing students early release from school to go to work while still earning graduation credits
- Increased Career Technical offerings

Cooperative Education:
High school cooperative education programs provide job-related classroom instruction in combination with on-the-job instruction. In addition to other required courses, students would receive part-time employment, ideally at a job relating to his or her career choice, and in-school classroom instruction relating specifically and generally to his or her job and the world of work. Employers enter into a work agreement with the school, student and student's parents outlining and developing a training plan leading to job employability in the occupation of choice. Cooperative education programs are provided through the career and technical education program at your child's high school. In the cooperative education program, students would receive school credit for both work-related classroom instruction and for his or her work experience in a real work setting. Cooperative education programs include paid work experience with a minimum of 15 hours per week.

Youth Apprenticeship:
The youth apprenticeship program combines on-the-job training with classroom instruction. A detailed training plan is developed between the employer and students. An apprenticeship program will last from two to five years, with only one or two years of the apprenticeship taking place while your child is in high school. Student would be paid for on-the-job apprenticeships. The daily classroom schedule will be four hours of coursework and two hours of Career and Technical Education or four hours of coursework and at least two hours of on-site job performance. The students must average a minimum of ten hours per week.

Calhoun County Innovation - Differentiated Professional Development
Calhoun County realizes the distinct importance of professional learning and its impact on student success and achievement. For systemic change to occur, profound professional learning must occur on every level including administration, teachers, and other staff. Using information and data from student assessments, professional development surveys, continuous improvement plans, and professional learning plans through EducateAlabama, Calhoun County developed our professional development goals. Our goals with our professional learning

process is to have a common thread of learning for all involved that will support our system initiatives but also allow teacher choice in their professional learning. Our plan also supports professional learning as on-going and embedded into the daily school life. We have developed a process, which is still evolving, that allows this to happen.

Flex Days and Summer Projects

Calhoun County's Flex Day Plan for Professional Learning was first started in an effort to allow for differentiation of professional learning for teachers and to give opportunity for teachers to have ownership of their own professional learning. System level administrators plan Calhoun County's summer professional development opportunities in advance and coordinate the dates of what is offered as a system with those opportunities being offered by our regional in-service center and other state professional learning events. Teachers are given a wide array of opportunities from which to choose in planning their summer professional learning.

Our flex day plan initially allowed teachers to earn up to three days of professional learning during the summer. With recent changes to our school calendar, teachers now have opportunity to earn up to five professional learning days during the summer. Teachers develop a summer professional development plan based on the local school CIP, the system's LIP, and their own EducateAL professional learning plan. The teachers collaborate with their local school administrator to develop a plan that best meets their needs. Plans are submitted and approved by the local school administrator before the end of the school year. A process is outlined to be followed should revisions to their plan need to be made during the summer months.

The collaboration that takes place at the local school level in developing the teachers' summer professional learning plan creates a systematic way to channel professional learning that is very specific and targeted to individual teacher needs, local school needs, and system level initiatives. Because of this unique process, the system and local school administrators then have a depth of professional learning to draw from in turning around that professional learning at the system or local school level. Teachers are called upon throughout the year to share their professional learning from the summer with other teachers. This professional learning then becomes embedded into the daily school process through grade level or content area meetings within the local school. Our summer professional development project gives teachers opportunity to participate in effective professional learning of their own choosing that is specific and individually meaningful to their needs. Teachers also are invited to participate in many of Calhoun County's summer professional development projects. The sessions offered specifically by Calhoun County are designed to offer professional learning in the areas of our county-wide initiatives. The county wide offerings include but are not limited to:

- Curriculum project
- Pacing and formative assessment project
- EXPLORE, PLAN, ACT
- Quality Core
- Instructional Strategies / Resources / Student Engagement
- Technology - Application and Instructional Resources
- Counselors - Parent Project
- CCRS - Math and English Language Arts
- Co-Teaching Partnership with Jacksonville State University
- CORE - Partnership with Jacksonville State University
- ACT Prep - classes will be provided for each subject to any student wishing to attend
- "Grades Don't Matter; Power of ICU" - Understanding and utilizing effective instructional practices for planning, assigning, and grading student work; meaningful assignments and assessments to reflect true student learning

Teachers are encouraged to take part in the offerings that our local in-service center, Jacksonville State University, offers to our teachers each summer. We partner with our in-service center, AMSTI, and ARI to develop professional learning opportunities that are specific to Calhoun County's needs and communicate those opportunities to our teachers.

Embedded Professional Development with Formative Assessment Process

Calhoun County also has embedded professional development in our schools. A major strength of our formative assessment process includes built in professional development sessions held in each local school. These sessions are strategically scheduled after each formative assessment. In these sessions, student data is discussed, standards are unwrapped and investigated to a deeper level, instructional strategies and resources are explored, and plans for re-teaching or extended learning are developed. Sessions involve all teachers and staff members responsible for improving student learning. The goals of this targeted professional learning are for teachers to understand the standards being taught, know if the student learned the standards taught, and what instructional decisions should be made based on that student data. It is our intent to continue these professional learning opportunities connected to the formative assessment process for our administrators and teachers in the upcoming 2013-2014 school year.

Instructional Coaches - Math

In efforts to support teachers in implementing College and Career Ready math standards and to increase student success in math, Calhoun County put in place two instructional math coaches for the 2012-2013 school year. These coaches provided embedded professional learning and teacher support in our elementary, middle, and high schools. We began the support for implementation of CCRS math standards by providing learning opportunities during the 2011-2012 school year. Specific professional development sessions were held during the summer of 2012. Content and/or grade level specific professional learning opportunities were provided during the in-service days at the beginning of the 2012-2013 school year. Our instructional coaches have followed up with support to individual teachers through content/grade level meetings, math teacher field trips, and classrooms visits. These instructional coaches have been instrumental in helping our teachers understand the standards that should be taught and developing the teaching practices to utilize in teaching those standards. They have also provided support in finding and utilizing available resources for teaching the standards. The instructional coaches have been a key link in the communication of teacher needs so that support could be provided to increase student achievement and success. Both of the math instructional coaches have been on Calhoun County's Implementation Team and have attended all of the available training for CCRS implementation. They have brought that CCRS training back to the individual math teachers in our schools. Our math instructional coaches are planning with our AMSTI support to implement system level PLTs in the 2013-2014. Initial training for this process will take place during the spring of 2012.

Statement of AMSTI Support:

- AMSTI will provide math and science PD for new teachers at AMSTI schools.
- AMSTI will provide opportunity for administrators to earn a PLU through professional learning teams.
- AMSTI will provide PD, when appropriate, to address the new science standards.
- AMSTI will provide math and science kits to teachers.
- AMSTI will provide opportunities for new administrators to learn about AMSTI and best practice for teaching and learning math and science
- AMSTI will provide PD opportunities as requested by Calhoun County CO to meet the needs of Calhoun County teachers in the fields of math, science and best practice, ie, questioning, formative assessment, feedback, professional learning teams, etc.
- Fractional reasoning and proportional reasoning to the timeline. This will be the next phase for grades 3-8 over the next two-three years.
- Whatever we have done in the past, we will continue to do and we will continue to work to meet the needs of Calhoun County teachers and administrators.

Instructional Coaches - Literacy

Calhoun County also took initiative in putting support in place for our middle and high schools for the upcoming implementation of College and Career Ready English Language Arts Standards. Our reading coaches have previously served our elementary schools but in 2012 were moved to support our middle and high schools. Our Alabama Reading Initiative support has been instrumental in supporting our coaches with this move. Intensive training has been ongoing throughout the year to provide a framework for our reading coaches to be able to perform effectively in the middle and high school setting. This training also involved our administrators at both the elementary and middle/high school level. The elementary administrator training focused on how to sustain the level of professional learning for the teachers now that the reading coach was no longer in the building. The middle/high school administrator training focused on the job description and responsibilities of a reading coach in that setting. One of our reading coaches has been a member of our CCRS Implementation Team. She along with our ARI support have provided turn around training to all of our reading coaches. In turn, all of the CCRS training has now be turned around out in the local schools to our teachers by the reading coaches. Elementary schools have been invited to attend the ELA training held in our high schools. This has provided some level of training on the ELA CCRS to take place in all of our schools. This training will be ongoing with a focus for this summer and next year in all of our schools.

For 2013-2014: ARI Regional Support will continue to support the development of Best Practices and student engagement in classrooms as teachers implement the CCRS in all content areas. The Regional Support Staff will support teachers, coaches, and administrators through monthly coaching communities, walk throughs to develop goals, coaching cycles, and job embedded professional development as individual needs arise. Plans will be determined through regular collaborative planning sessions.

6/5-6/12:	Best Practices Training for Secondary Coaches
7/17/12:	Planning Session at Saks Middle School to determine school needs
8/15/12:	Ohatchee HS Best Practices with Faculty and Administrators
8/16/12:	Alternative Schools Student Engagement and Best Practices
8/17/12:	PVHS Data Meeting
8/22/12:	Question and Answer Session for ARMT/Explore/ Plan for Administrators
9/6/12:	PVHS Data Meeting
9/11/12:	Coaching Community with Principals and Coaches
9/24-28/12:	Coaches Support Week-- Secondary Best Practices and Roles of Secondary Coaches
10/19/12:	Coaching Community at Weaver High School-- Student Engagement and Lesson Planning
10/22/12:	Elementary schools' principal meeting: Peer Coaching
10/30/12:	Counselor and AP training: Explore and Plan
11/8/12:	Wellborn High School coaching with faculty
11/30/12:	Coaching Community at Ohatchee: Data Dig and how to plan coaching accordingly
12/5/12:	Saks Middle School Data Meeting
12/19/12:	Coaches support at Central Office
1/2/13:	Calhoun County Technical School: CCRS Literacy Standards Training
1/9/13:	Weaver Elementary School: Content Literacy Training
1/30/13:	Coaching Community at Wellborn HS: CCRS Literacy Standards
2/7/13:	Calhoun Co LEA Planning Session
2/25/13:	Coaches Development for Professional Development Training on Using Data, CCRS Content Standards, and Depth of Knowledge Standards
3/13/13:	Coaching Community at Weaver High School: Depth of Knowledge and CCRS Content Standards and Planning Lessons

FUTURE:
4/2013: Coaching Community on Complex Texts and Close Reading
Summer 2013: Admin and Coaches 2 day PD Opportunity
2013-2014 CCRS ELA

Embedded Professional Development - Bring Your Own Device Learning Initiative
Professional learning has been the stronghold of our Bring Your Own Device Learning Initiative. Our pilot schools have received in depth professional learning to support student engagement with project based learning utilizing technology to build 21st Century skills with our students. This initiative provided ongoing professional learning including modeling of lessons and standards based planning with our teachers at our targeted site schools. It also provided our other schools two days of site visits where they also had opportunity to participate in the professional learning. Our intent is for all our schools to be fully trained and our BYOD learning initiative fully implemented in all schools in the 2013-2014. The professional learning for all teachers will be critical to the success of this learning initiative. The goals of this learning initiative are to increase student achievement by increasing student engagement and building 21st Century skills with every student.

EXPLORE, PLAN, ACT, and Quality Core- Leadership Teams
EXPLORE, PLAN, ACT, and Quality Core has also been a focus of Calhoun County's professional development. We know the benefits of this training will promote an interdisciplinary team approach to address student needs and educational goals. We have made it a priority for leadership teams to attend all available professional learning in these areas. Our reading coaches were selected to attend five days of training on the English Language Arts Quality Core. One of our math instructional coaches was selected to attend the five days of Math Quality Core training. The reading coaches and the math coaches have collaborated and have started the turnaround training out in our local schools to all staff members. Calhoun County also had ACT personnel come directly to our county and train our administrators and guidance counselors on EXPLORE, PLAN, and ACT. A leadership team of guidance counselors has also attended state level training in this area and will be providing turnaround training to all of our guidance counselors. Calhoun County Professional Development Specialist has collaborated with AMSTI to provide training to teachers on Quality Questioning as well as Thinking through Questioning. AMSTI will also provide training to administrators on Quality Questioning that will help them understand, practice and model effective questioning. Calhoun County is committed to continuing our professional learning in these areas for all administrators, counselors, and teachers.

Co-Teaching Model - Partners with Jacksonville State University
The general definition of co-teaching involves two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students. A common example of co-teaching today is played out in many inclusion classrooms where a general education teacher and a special education teacher share responsibility for classroom management and instruction. Given this definition and example, it is reasonable to question how this type of instructional delivery can apply to an experienced licensed teacher and a novice student teacher. The key is to positively reframe the concept of co-teaching as the involvement of two *trained* individuals **jointly** working with a group of students in a common space toward shared goals. Under this latter description, there is no longer a focus on "equally qualified," and even though cooperating teachers must by virtue of the role take leadership, co-teaching can enhance the effectiveness and the efficiency of the instructional delivery for the entire class.
For an instructional arrangement to be considered a co-teaching model both partners must participate fully in the instruction. Full participation does not mean doing the same thing all the time: it does mean that each "teacher's" role is coordinated to contribute to the effectiveness of the lesson. When co-teaching with a student teacher, however, the student teacher is still there to learn from the cooperating teacher, keeping in mind that student teachers are trained and have something to offer throughout the placement. The challenge is to balance the roles of the co-teachers in a way that enhances the student teacher's professional readiness.

Training in the Co-Teaching model was provided for JSU faculty and some P-12 partner administrators on July 20, 2012. Training in the Co-Teaching model was provided for P-12 Cooperating Teachers and administrators on August 14, 2012 and for JSU students on August 31, 2012. During the July and August training days, 45 members of the Calhoun County faculty/administration participated. The training times were 8:30-3:30 for each session.

"This in-service training will present a fresh approach for JSU student teaching. The seven models of co-teaching will be described and demonstrated. Data will be presented to support the initiative. Local K-12 administrators, classroom teachers, JSU faculty, and teacher candidates will engage in conversation and planning for their role in the initial pilot group."

A 3-hour Pairs Training for K-12 Cooperating Teachers and JSU Teacher Candidates was provided on September 27, 2012 from 12:00-3:00. "JSU Co-teaching Institute Pairs Training will focus on mentoring relationships, lesson planning, and constructs for successful co-teaching. This three hour workshop is designed for cooperating teachers and JSU teacher candidates for Fall 2012."

Focus groups were held on December 6th, 2012 for reflection and feedback - These sessions were approximately 2 hours long.

CORE - Technology Initiative Partners with Jacksonville State University
Calhoun County has partnered with Jacksonville State University with an initiative that better prepares pre-service teachers in the teaching profession.

CORE Program summary

- Vision

To transform K-12 and higher education so students are increasingly engaged, instructors are increasingly innovative, and educational institutions are increasingly supportive of system-wide change and community-wide partnership building.

- Mission

To fuel transformation in K-12 and higher education classrooms through professional development, project-/challenge-based learning, technology, classroom support, change management and partnership building, evaluation and research, dual enrollment, and innovative teacher preparation.

- Goals
  - ✓ To prepare students for college and career through increases in 21st Century skills
  - ✓ To expand methodologies and technologies in the classroom
  - ✓ To create sustainable support for system-wide change management
- Objectives of CORE are:
  - ✓ Establish & expand partnerships with schools serving high need & rural students
  - ✓ Expand use of technology in CORE classrooms
  - ✓ Expand use of Project-Based Learning in CORE classrooms
  - ✓ Increase classroom support for CORE teachers
  - ✓ Prepare CORE students for college & career
- CORE Training dates:
  - ✓ November 1, 2012- This workshop was held at Stadium Tower on the campus of JSU. Superintendents and other representatives from 20 school systems came together to form the CORE partnership and discuss the vision of CORE.
  - ✓ January 25, 2013-This conference focused on Technology and the Learning Environment. Local school systems and Apple, Inc. shared innovative methods for incorporating technology into the classroom.

- ✓ May 10, 2013-This conference will have an overview of Learning Management Systems and focus on the basics of course design. Additional K-12 speakers will provide examples of what Learning Management Systems are and how they are used within their school systems. Vendors will be at the conference too.
- ✓ June 4-6, 2013-CORE Academy. This Academy will be held on the campus of JSU. The focus is leadership, technology and teachers. The Academy will have concurrent sessions with presentations from local teachers within the partnership. CEUS are available.

Proposed / Projected Professional Development Projects - Beginning Summer of 2013

In Calhoun County we believe great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. For Calhoun County Schools, the best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Here are a few of the professional development projects planned for the summer and upcoming school year.

- Strategic Teaching with LiveBinders
  Teachers will learn to use liveBinder as a digital portfolio where they can be able to organize, share, and store their docs , pdfs , urls and any other web content that they find online. Teachers in the pd will use the training to build a system wide binder to be used as a toolkit to supplement all CCRS standards.
- Math in Focus Year 2 Implementation Training
  In this training teachers will explore pre-assessments and activities that will assist in guiding their instructions based on student needs. Teachers will also collaborate on lesson planning using meaningful components of Math in Focus that meet the needs of mathematical practices.
- Think Central Technology Training
  Teachers will learn to utilize the technology components of Math in Focus. (On-line assessments, interactive board lessons, interactive student activities, and virtual manipulatives)
- The Brain and Mathematics
  Participants will understand how the brain works with numbers, recognize implications of brain research for teaching and learning mathematics, and develop strategies for brain-compatible math instruction

Career Technical Professional Development

Southern Regional Education Board (SREB) Technical Centers That Work (TCTW) Reading/Language Arts Literacy consultant Debbie Hall on campus Feb. 21-22, 2013 for two days of Professional Development on literacy training for the faculty members. The training was focused on: Embedding Literacy into Career/Technical Studies, Improving Literacy Instruction Using the Common Core State or Other Rigorous Standards for High School

Alabama College and Career Readiness Standards "Common Core" Professional Development, January 2, 2013 on the – Dr. Bice's 2020 Plan. Every Child Graduates and Every Graduate Prepared for College / Workforce / Adulthood in the 21st Century - presenter Keitha Segrest

Freshman on a science and math track will be encouraged to take rigorous classes including Drafting and Med Prep. The New One Diploma option facilitates to ALL students in their College and Career Ready development process.

Projected Career Technical Professional Development Summer 2013

SREB's Annual High Schools That Work Staff Development Conference on July 17-20, 2013 at the Charlotte Convention Center Westin in Charlotte, North Carolina; Calhoun County Career Technical "Focus Committee" will be attending and presenting.
SREB's annual *High Schools That Work* Staff Development Conference supplies state, district school and teacher leaders with new strategies for designing schools that provide more students with relevant, meaningful educational experiences, so more students graduate and they graduate prepared for college and careers in the 21st-century economy.

Alabama Career Technical Summer Professional Development Conference, August 7-9, 2013. Discussion of the new Business/Industry Certification for all Career Technical Programs and program credentials will be discussed.

Calhoun County Diploma Requirements

Calhoun County Schools

- This one approach to the Alabama High School Diploma removes the need for endorsements or the Alabama Occupational Diploma. The focus will be on the coursework taken that necessitates a clearly articulated and individualized four-year high school plan built for each student based on the results from the EXPLORE academic and Kuder (career interest assessment and middle school coursework).
- Offering and weighting a variety of rigorous Honors, Dual Enrollment, Pre-AP, and AP courses will motivate students to be willingly proactive in choosing an academic path that will lead them to greater success in numerous areas: higher ACT scores, better scholarship offers, and more diverse college and career choices.

Weighted Courses

- The following classes will be weighted an additional 5 points: Pre-AP Core, Honors Core, AP Core (no college credit earned), Medical Prep, and Drafting courses.
- The following courses will be weighted an additional 10 points: AP (score of 3, 4, 5 on exam)/ Dual Enrollment Courses with college credit earned.

English Language Arts (ELA)

- Students must have English 9, 10, 11, & 12 courses and credits. These courses are found in the 2010 *Alabama Course of Study: English Language Arts.* Also, course and credit requirements for ELA may be met through equivalent options.
- The Advanced Placement (AP) equivalent option begins with Grade 11—AP English Language and Composition and AP English Literature and Composition in Grade 12.
- The International Baccalaureate (IB) ELA equivalent option allows students to meet course and credit requirements in schools with approved IB Programs. ELA courses are chosen from Language A: Literature, Language A: Language and Literature, and Literature and Performance. Age requirements are 16 to 19.
- The postsecondary equivalent option allows dual enrollment for students in Grades 10, 11, & 12 with a B average.

Mathematics

- The three mathematics courses and credits students must have for graduation are Algebra I, Geometry, Algebra II w/Trig. or Algebra II, and one other math course and credit. These courses are found in the 2010 *Alabama Course of Study: Mathematics.* Also, course and credit requirements for mathematics may be met through equivalent options.
- The AP equivalent option begins with Grade 11—AP Calculus AB, Calculus BC, or Statistics.
- The IB equivalent option includes the Mathematics IB Program. Courses that may be used for students in schools with approved IB programs include: Mathematics, Further Mathematics, and Mathematical Studies. Age requirements are 16 to 19
- The postsecondary equivalent option allows dual enrollment for students in Grades 10, 11, & 12 with a B average.

Science

- Four credits of Science are required—two specific courses and two elective courses—from the 2005 *Alabama Course of Study: Science.* The two required courses are Biology and "a physical science," which includes three options—Chemistry, Physics, and the course Physical Science.
- The remaining two credits may be chosen from the *Alabama Course of Study: Science* or the following: The CTE equivalent option is through CTE courses that are cross-walked and approved as well as taught by a Highly Qualified (HQ) teacher in the content areas. These seven courses are Aquaculture Science (Aquascience), Chemistry of Foods (Chemistry), Environmental Management (Environmental Science),

Forensic and Criminal Investigations (Forensic Science), Introduction to Biotechnology (Genetics), Human Body Structures and Functions (Human Anatomy and Physiology), and Plant Biotechnology (Botany).

- The AP equivalent option includes AP Biology, AP Chemistry, AP Environmental Science, AP Physics B, AP Physics C–Electricity and Magnetism, and AP Physics C–Mechanics.
- The IB equivalent option includes courses from the IB Science Program, including the subject areas of Biology, Chemistry, Physics, Design Technology, Environmental Systems and Societies, and Computer Science. Age requirements are 16 to 19.
- The postsecondary equivalent option allows dual enrollment for students in Grades 10, 11, & 12 with a B average.

Social Studies

- Four credits of Social Studies are required. All courses are specified in the 2010 *Alabama Course of Study: Social Studies*—1 credit of World History, two credits of U.S. History (2 courses), one-half credit of Government, and one-half credit of Economics.
- The AP equivalent option includes AP U.S. History, AP World History, AP European History, AP Comparative Government and Politics, AP Human Geography, AP United States Government and Politics, AP Macroeconomics, and AP Microeconomics.
- The IB equivalent option includes courses from the IB Social Studies Program, including the subject areas of Business and Management, Economics, Geography, History, Information Technology in a Global Society, Philosophy, Psychology, Social and Cultural Anthropology, and World Religions. Age requirements are 16 to 19.
- The postsecondary equivalent option allows for dual enrollment for students in Grades 10, 11, & 12 with a B average. Courses should be equivalent to courses for which they substitute.

Physical Education

- Only one course of Physical Education is required Lifelong Individualized Fitness Education (LIFE) from 2009 *Alabama Course of Study: Physical Education*. Other physical activity courses may be substituted for the LIFE course with a waiver. Junior Reserve Officer Training Corps (JROTC), however, requires no waiver and may be substituted. All substitutes must be one-credit courses, not one-half credit courses.

Health Education

- The Health Education course is found in the 2009 *Alabama Course of Study: Health Education.* Two CTE courses may be substituted for Health—Foundations of Health Science and Family Wellness.

Career Preparedness

- This will be a one-credit course required for graduation that can be taught in Grades 9-12. The course will prepare students with content knowledge and skills to be college-and-career-ready. Career development and academic planning, computer skills application, and financial literacy knowledge are the three components taught in the course. Through this course the required 20-hour online experience can be met.

CTE AND/OR FOREIGN LANGUAGE AND/OR ARTS EDUCATION

- CTE courses are defined in the Alabama courses of study for CTE, foreign languages (languages other than English), and arts education. The Department suggests two courses in sequence (at least) of any area chosen, which also means one of each area could be chosen. It all depends on a student's interest.

Electives

- A minimum of 2.5 credits is required. These electives should be available to students as determined by the Local Board of Education.

CALHOUN COUNTY SCHOOLS- ALABAMA HIGH SCHOOL DIPLOMA **IMPORTANT NOTE: The following requirements apply to students entering 9th grade in FALL 2013 or later.**		
AREAS OF STUDY	**REQUIREMENTS**	**CREDITS**
English Language Arts	Honors/Pre-AP English 9, 10, 11, and 12 or English 9, 10, 11, and 12 or any AP or postsecondary (Dual Enrollment) equivalent option of these courses.	**4**
Mathematics	Algebra I or (Algebra IA and IB), Geometry, and Algebra II w/Trig or Algebra II, or their equivalent. Additional course(s) to complete the four credits mathematics must be chosen from the Alabama Course of Study: Mathematics or CTE/AP/equivalent courses.	**4**
Science	Pre-AP Biology/ Biology and a physical science. The third and fourth science credits may be used to meet both the science and CTE requirement and must be chosen from the *Alabama Course of Study:* Science or CTE/AP postsecondary equivalent courses.	**4**
Social Studies	World History Honors or World History, U.S. History Honors or U.S. History x 2, and Honors Government/Economics or Government/Economics or AP/Postsecondary equivalent courses.	**4**
Physical Education	LIFE (Personal Fitness) One JROTC credit may be used to meet this requirement.	**1**
Health Education (or equivalent *)	*Alabama Course of Study: Health Education.*	**0.5**
Career Preparedness	Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy) (Includes 20 hr. online experience)	**1**
CTE and/or Foreign Language and/or Arts Education	Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.	**3**
Electives		**2.5**
Total Credits Required for Graduation		**24**

Weighted Courses: Pre-AP Core, Honors Core, AP Core (no college credit earned), Medical Prep, and Drafting courses will be weighted an additional 5 points. AP (score of 3, 4, 5 on exam)/ Dual Enrollment Courses with college credit earned will be weighted an additional 10 points.

* Health Education Requirement may be satisfied by completion of Foundations of Health Science (1 credit) or Family Wellness (0.5 credit)

This one approach to the Alabama High School Diploma removes the need for endorsements or the Alabama Occupational Diploma. The focus will be on the coursework taken that necessitates a clearly articulated and individualized four-year high school plan built for each student based on the results from the EXPLORE academic and, Kuder (career interest assessment and middle school coursework).

Appendix

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The College and Career Readiness (CCR) anchor standards below were developed prior to the development of grade-level standards. The Grades K-12 standards define what students should understand and be able to do by the end of each grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS:
NOTES ON RANGE AND CONTENT

Teachers of other subjects may rely upon collaboration with teachers of English language arts to teach literacy standards.

Student Reading
Reading is critical to building knowledge in history or social studies as well as in science and technical subjects. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Student Writing
For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality, first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The College and Career Readiness (CCR) anchor standards below were developed prior to the development of grade-level standards. The Grades K-12 standards define what students should understand and be able to do by the end of each grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

7. Integration of Knowledge and Ideas

8. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (See ―Research to Build and Present Knowledge‖ for the CCR anchor standards for Writing on page 10 and ―Comprehension and Collaboration‖ for the CCR anchor standards for Speaking and Listening on page 11 for additional standards relevant to gathering, assessing, and applying information from print and digital sources.)

9. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

10. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

11. Read and comprehend complex literary and informational texts independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The College and Career Readiness (CCR) anchor standards below were developed prior to the development of grade-level standards. The Grades K-12 standards define what students should understand and be able to do by the end of each grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The College and Career Readiness (CCR) anchor standards below were developed prior to the development of grade-level standards. The Grades K-12 standards define what students should understand and be able to do by the end of each grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LITERACY STANDARDS FOR GRADES 6-12: HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading
The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

CALHOUN COUNTY
CHAMBER OF COMMERCE

March 12, 2013

Superintendent Joe Dyar
Calhoun County Board of Education
P O Box 2084
Anniston AL 36202

Mr. Dyar and the Calhoun County Board of Education:

We support the Calhoun County Board of Education in their effort and commitment to provide more rigorous course content and flexibility to enable their students a successful transition from school to career/college. This support includes partnerships between the local business community, K-12 schools and colleges. Current research shows that 63% of graduating college seniors completed at least one internship and 70% of those interns were offered full time jobs. (CareerArc Group LLC) Additionally, students who participate in civic projects within their home communities are more likely to be civic-minded, involved in giving back and achieve academic success by staying in school and preparing for college. (The Center for Information & Research on Civic Learning & Engagement) We commit our support in partnership with the Calhoun County Board of Education in their commitment to prepare K-12 students for these opportunities in high school and beyond.

Some of the proposed strategies include the following:

- Advance credit offerings
- Intense job force training- Internships and Civic Service
- K-6 Career Awareness
- Explore driven four year plans
- Plan analysis-Mentorships
- Increased AP+ college courses
- Increased offerings of online ACCESS courses
- CO-OP flexibility in partnership with local businesses allowing students early release from school to go to work while still earning graduation credits
- Increased Career Technical offerings

Sincerely,

Julia H. Segars

Julia H. Segars
Chair Calhoun County Chamber of Commerce

ACKER ELECTRIC COMPANY INC
BOX 157, ANNISTON, AL 36202

April 10, 2013

Superintendent Joe Dyar
Calhoun County Board of Education
Post Office Box 2084
Anniston, Alabama 36202

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- Increased AP+ college courses
- Increased offerings of online ACCESS courses
- CO-OP flexibility in partnership with local businesses allowing students early release from school to go to work while still earning graduation credits
- Increased Career Technical offerings

Sincerely,

ACKER ELECTRIC COMPANY, INC.

Aaron P. Acker
President

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WEBB

CONCRETE
&
BUILDING MATERIALS

April 5, 2013

Superintendent Joe Dyar
Calhoun County Board of Education
P.O. Box 2084
Anniston, AL 36202

Mr. Dyar and the Calhoun County Board of Education:

We support the Calhoun County Board of Education in their effort and commitment to provide more rigorous course content and flexibility to enable their students a successful transition from school to career/college. This support includes partnerships between the local business community, K-12 schools and colleges. Current research shows that 63% of graduating college seniors completed at least one internship and 70% of those interns were offered full time jobs. (CareerArc Group LLC) Additionally, students who participate in civic projects within their home communities are more likely to be civic minded, involved in giving back and achieve academic success by staying in school and preparing for college. (The Center for Information & Research on Civic Learning & Engagement) We commit our support in partnership with the Calhoun County Board of Education in their commitment to prepare K-12 students for these opportunities in high school and beyond.

Some of the proposed strategies include the following:

- Advance credit offerings
- Intense job force training-Internships and Civic Service
- K-6 Career Awareness
- Explore driven four year plans
- Plan analysis-Mentorships
- Increased AP+ college courses
- Increased offerings of online ACCESS courses
- CO-OP flexibility in partnership with local businesses allowing students early release from school to go to work while still earning graduation credits
- Increased Career Technical offerings

Sincerely,

Phil Webb

Calhoun County Benchmark/Formative Assessment Schedule 2012-2013

Kindergarten (paper, pencil; We key in results)

Formative Comprehensive	Formative	Post Test
Nov 28-Dec 4	March 11-22, 2013	April 22- May 3

Math only – Based on 2010 Core Standards

1st and 2nd Grade (1st grade paper, pencil; We key in results)

Benchmark 1	Formative	Formative
September 4-14, 2012	October 29-November 2, 2012	January 4-18, 2013

Formative	Benchmark 2/Post Test
March 11-22, 2013	April 22-May3

Math only – Based on 2010 Core Standards

3rd-8th Grade

Benchmark 1/Pre Test	Formative	Formative
September 4-14, 2012	October 29-November 2, 2012	January 4-18, 2013

Benchmark 2/ARMT+
March 11-22, 2013

Math and Reading – Based on ARMT+ Standards

9th and 10th Grade

Formative	Formative	Formative
Sep 17-21, 2012	Dec 3-7, 2012	Feb 11-15, 2013

Benchmark/Post Test
April 22-May 3

Attached to ACT/College Career Standards - Core Classes-Algebra 1, Geometry,

11th and 12th Grade-not passing AHSGE

October 29-November 2, 2012	February 11-15, 2013

ELA /Reading/ Math / Biology / Social Studies – Grad Exam Objectives

PD Focus for 2012-2013
Modeling Data Meetings
Unwrapping Common Core Standards for Math and ELA
Formative Assessment and RtI

Responsible for Turn-Around Training:
Grades 3-6 - Reading Interventionists/Adm./SpEd/Twigg
Grades 7-8 – Reading Coach / Adm./SpEd/Scott

Calhoun County – 81 days – scheduled STI Data Meetings
November 2012 - May 2013

Date	School	Coach
November 8	WWH	Spann
November 9	WWE	Spann
November 13	OE	Cabaniss
November 13	WPM	Spann
November 13	WPH	Hatton / Collier
November 14	PVE	Cabaniss
November 14	PVH	Hatton / Collier
November 14	WH	Spann
November 15	AH	Hatton / Collier
November 15	SM	Spann
November 16	AE	Cabaniss
November 19	WPE	Cabaniss
November 19	OH	Hatton / Collier
November 20	WE	Cabaniss
November 20	SH	Hatton / Collier
December 3	SE	Cabaniss
December 11	PVE	Cabaniss
December 11	WH	Spann
December 12	WE	Cabaniss
December 12	WWH	Spann

Date	School	Coach
December 13	AE	Cabaniss
December 13	AH	Hatton / Collier
December 14	WPE	Cabaniss
December 14	WWE	Spann
December 14	OH	Hatton / Collier
December 17	SE	Cabaniss
December 18	OE	Cabaniss
December 18	SH	Hatton / Collier
December 19	WPH	Hatton / Collier
January 22	WH	Spann
January 23	WWH	Spann
January 23	OH	Hatton / Collier
January 24	SM	Spann
January 24	AH	Hatton / Collier
January 25	WWE	Spann
January 28	SE	Cabaniss
January 29	AE	Cabaniss
January 29	WPM	Spann
January 30	PVE	Cabaniss
January 30	PVH	Hatton / Collier
January 31	WPE	Cabaniss
January 31	SH	Hatton / Collier

Date	School	Coach
February 4	WE	Cabaniss
February 19	WH	Spann
February 20	WWH	Spann
February 21	AH	Hatton / Collier
February 25	OH	Hatton / Collier
February 26	WPH	Hatton / Collier
February 27	SH	Hatton / Collier
February 28	PVH	Hatton / Collier
April 2	OH	Hatton / Collier
April 2	WH	Spann
April 3	PVH	Hatton / Collier
April 3	WWH	Spann
April 4	AH	Hatton / Collier
April 4	SM	Spann
April 5	SH	Hatton / Collier
April 5	WWE	Spann
April 9	WPM	Spann
April 10	PVE	Spann (in place of Cabaniss)
April 11	SE	Spann (in place of Cabaniss)
April 12	OE	Spann (in place of Cabaniss)
April 15	AE	Spann (in place of Cabaniss)
April 16	WE	Spann (in place of Cabaniss)

Date	School	Coach
May 1	WWH	Spann
May 2	WH	Spann
May 2	SH	Hatton / Collier
May 6	AH	Hatton / Collier
May 7	SE	Cabaniss
May 7	OH	Hatton / Collier
May 8	WE	Cabaniss
May 8	PVH	Hatton / Collier
May 9	PVE	Cabaniss
May 9	WPH	Hatton / Collier
May 10	OE	Cabaniss
May 16	AE	Cabaniss
May 17	WWE	Spann
May 17	WPE	Cabaniss

Site & Visiting Schools
Spring 2013

Site School	Contact	Visiting Schools
Ohatchee High School Jan 14 – 18 Feb 16 – 18 Feb 20 - 22 Feb 26 - 28	Bobby Tittle	Pleasant Valley High Weaver High Wellborn High Mar 4 – 5
White Plains High Feb 4 – 8 Feb 20 - 22 Feb 27 – Mar 1 Mar 4 – 6	Andy Ward	Saks High Alexandria High Mar 7 - 8
White Plains Middle Feb 19 - 22 Mar 6 – 8 Apr 3rd	Courtney Wilburn	Alexandria High Saks Middle Apr 4 - 5
Weaver Elementary Jan 28 – Feb 1 Feb 11 – 14 Feb 20 – 22 Feb 22 - 28 Apr 3 - 5 Apr 10 – 12	Summer Davis	Wellborn Elementary Ohatchee Elementary Apr 8 - 9
Saks Elementary Jan 28 – Feb 1 Feb 12 – 14 Feb 20 – 22 Feb 27 – Mar 1 Mar 6 – 8	Hector Baeza	Pleasant Valley Elementary Alexandria Elementary White Plains Elementary Mar 4 - 5

Calhoun County School System Four-Year Educational Plan for Alabama High School Diploma

Student Name:_____

School:_____Date:_____

Student Signature:_____

Parent Signature:_____

1. **Write in the courses you plan to take throughout high school. Consider graduation requirements, post-secondary admission requirements, NCAA eligibility requirements, and scholarship requirements.**
2. **Review your four-year plan each semester. Make revisions as needed. Add your grades and credits from any previous semester. Keep a running total of credits earned.**

Subject (# of credits required)	Grade 9		Grade 10		Grade 11		Grade 12	
English (4)								
Math (4)								
Science (4)								
Social Science (4)								
Physical Education (1)								
Health Education (.5)								
Career Preparedness (1)								
CTE and/or Foreign Language and/or Arts Ed (3)								
Electives (2.5)								
Total Credits earned each semester								
Running Total Credits (Required for Graduation = 24)								
Date and initials of staff/student Review each semester								

Credits Earned Prior to 9th Grade:

Algebra I: Semester 1 _____

Semester 2_____

Summer School Credits Earned:

Course:_____ Credits Earned:_____

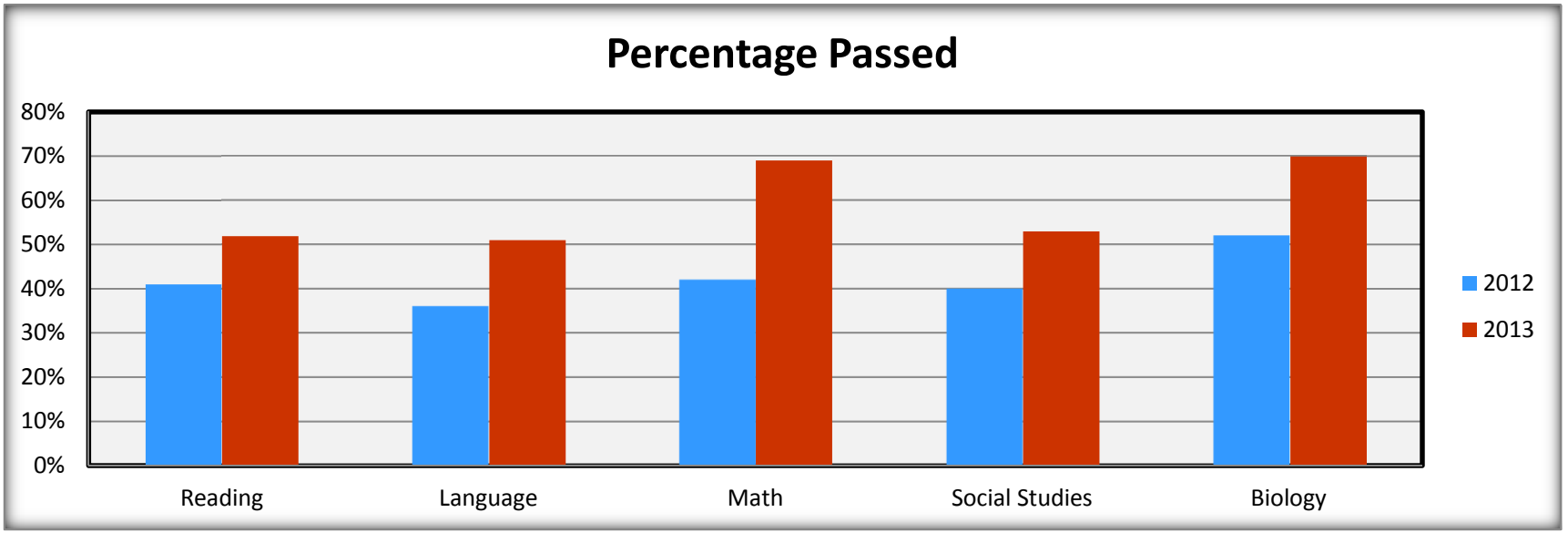
Course:_____ Credits Earned:_____

Transition Portfolio

Student: **School:**

School Year: Document	_____ 8th Grade	_____ 9th Grade	_____ 10th Grade	_____ 11th Grade	_____ 12th Grade
Math Assessment Results					
Reading Assessment Results					
EXPLORE Results					
PLAN Results					
4 Year Map/Plan Date created/revised					
Quality Core Results					
ACT Results					
Kuder Results/Information					
Other					

2012/2013 Junior Spring AHSGE Results Comparison					
Percentage Passed					
Year	Reading	Language	Math	Social Studies	Biology
2012	41%	36%	42%	40%	52%
2013	52%	51%	69%	53%	70%



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Joe Dyar, Ed.S., Superintendent

Calhoun County Schools – IS2 Waiver Main Points

Basic Waiver Requests:

- Request permission for students who fall under the Alabama High School Graduation Exam (AHSGE) requirements for Science and Social Studies to be exempt beginning with the 2013-2014 school year. All students falling under these exemptions will participate in an accelerated college and career ready curriculum.
- Request permission for students who fall under the AHSGE requirement for Math, Reading, and Language Arts to be accountable for either passing the AHSGE in those subjects or scoring at benchmark level on End of Course (EOC) tests as administered in December or May. Students will take EOC for English 11. (Note: College and Career Ready standards are the same for English 11 and English 12.) Students will take appropriate math EOC tests as defined by the scheduled classes they have completed. (This would be the Algebra I, Geometry, or Algebra II EOC as needed.) All students falling under these requirements will participate in an accelerated college and career ready curriculum.
- Request to explore the four by four requirements to allow the awarding of credit to students who have mastered the skills/objectives of any particular course based on criteria as defined by ACCESS or our own local LEA guidelines.
- Request to offer credit hours beyond the state maximum of ten credit hours to allow students to move at an independent pace.
- Request to waive Co-Op restriction for out-of-field work for our students where economic conditions limit opportunities to find jobs for students related to specific career objectives.

Waiver Conditions and Components:

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

DRAFT

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- Calhoun County's innovative plan will facilitate collaboration with Administrators, Counselors, History, English Language Arts, Math, and Science teachers, and other staff members within each of our school communities.
- The plan will utilize standards based instruction with formative and summative assessments throughout all grading periods in the content areas. These assessments will be constructed based on a uniform pacing guide developed by teachers of the content areas. Adjustments in instruction will be made to meet the needs of individual students until mastery of standards are reached. Professional development in the areas of standards based assignments and grading will continue.
- This innovative plan will focus on project–based learning with embedded content standards from the core content areas of English Language Arts, History, Science and Math. Projects will encourage technology proficiency with goals of fostering creativity and increasing student engagement. Teachers will collaborate to develop project based lessons that will blend the core content curriculum. This opportunity will encourage effective implementation of the English Language Arts Literacy Standards for reading and writing in the content areas. Rubrics will be utilized to ensure consistency and clearly communicate expectations. Calhoun County's POWER Up BYOD (Bring Your Own Device) learning initiative fully supports this process. On-going, embedded professional development in this area will continue as teacher leaders are developed and hybrid lessons are created to improve student learning.
- Administrators, teachers, counselors, and students will collaborate to develop and participate in community service learning projects. This will be a differentiated project to meet the needs of the student and local school community. A minimum of two service learning projects will be required during the senior year. Students completing the 12th grade will develop a portfolio of their work, accomplishments, projects, community service and other learning. This portfolio will be a valuable asset to the student as they begin their college or career path.
- Emphasis will be placed on developing and supporting a stronger guidance counselor program for students. We will implement a system level plan that will be consistent, purposeful, and a sequential program of activities which will begin with elementary students and follow them through middle and high school. Student plans will be developed through collaboration among administrators, counselors, teachers, students, and parents. A student plan with outcome goals and learning targets will develop based on individual student data, interests, and needs. All students will have a four year plan developed by the end of eighth grade. This plan will guide course selection. This process will be accelerated for Seniors of the 2013-2014 school year.
- Calhoun County will follow a distinct procedure for out-of field placement with our Co-Op program. It will be our continued goal to find the best possible work opportunities for all students that fit their career objective. We will document our efforts to do so utilizing the "Cooperative Education Out-of-Field Placements" form. Students may be placed in out-of-field job opportunities only if no suitable in-field job opportunity can be found.

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