



Accreditation Report

Escambia County Board of Education

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Executive Summary

Introduction

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

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

Description of the School System

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

Escambia County is a rural county located in southern Alabama that spans an area of 953 square miles. There is a current population of approximately 38,000 people. The Escambia County School System employs 356 certified personnel (296 teachers) and 276 support personnel to serve 4,605 students. Our school system is organized into three feeder patterns, with high schools located in Atmore, Flomaton, and East Brewton. Escambia County High School is located in Atmore, Alabama. The following schools are members of its feeder pattern: A. C. Moore Elementary School, Escambia County Middle School, Huxford Elementary School, and Rachel Patterson Elementary School. Flomaton High School is fed by Flomaton Elementary School and Pollard-McCall Junior High School. The W. S. Neal High School feeder pattern in East Brewton, consists of W. S. Neal Elementary School and W. S. Neal Middle School. Turtle Point Science Center and our alternative school are located in Flomaton, and the Escambia Career Readiness Center is in Brewton. There are two central office locations. The Brewton Central Office houses the superintendent, assistant superintendent, financial services, transportation and human resources. Federal programs, curriculum and instruction, and our child nutrition program staff are located at the Atmore Central Office.

Our school system has experienced a number of changes over the last three years. We have a new superintendent, and a new assistant superintendent for the current year. Our federal programs supervisor transferred from the position of secondary curriculum supervisor. The director of transportation/ human resources entered her current position at the beginning of the 2012 - 2013 school year. Additionally, the current elementary curriculum supervisor was new to her position for the 2013 -2014 school year. Three new school board members have been elected and there have been eight principal changes. We have also added an assistant principal at the Escambia Career Readiness Center.

The greatest challenges for the Escambia County School System are due mainly to the distances between our facilities and the cultural differences of the communities. The three high school feeder patterns are geographically isolated from each other and the communities they serve are diverse. There is little communication between feeder patterns and they operate very differently at times. We have begun to implement procedures and processes which should improve communication and lead to consistency across the district.

System's Purpose

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

Our purpose is to develop graduates with the knowledge and skills to be successful in the 21st Century. The Escambia County School System has embraced Alabama's Plan 2020 in an effort to better prepare our students for their chosen career paths. We have added several career technical courses for our students as well as expanding our dual enrollment program to include dual credit classes. There are plans to include Advanced Placement courses in the near future and several teachers attended training to begin the process for AP certification. The system has placed a priority on professional development to support the implementation of the Alabama College and Career Ready Standards for math and English language arts. There are plans to improve our technology infrastructure and the curriculum and technology departments are collaborating to implement the most effective use of technology for the students. Through the improved use of technology for instruction, the addition of courses for college and non-college bound students, and an emphasis on the College and Career Ready Standards we hope to have all graduates prepared for what ever path they choose after high school.

Notable Achievements and Areas of Improvement

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

The Escambia County School System's notable achievements over the past three years are due to the leadership provided by our school board and superintendents. Our school board has obtained the AASB President's Award for the past four consecutive years. The President's Award honors school boards which have had at least 60% of their members attend three or more AASB School Board Member Academy courses in an academic year. The Board has also been recognized for displaying leadership through commitment to high ethical standards for our school system, and the Board President, Willie J. Grissett has achieved the "Master's Honor Roll Level of distinction" with the Alabama Association of School Boards.

Our system has also maintained an excellent level of financial stability during proration. Currently, there is nearly a five month reserve on hand. This fiscal responsibility has allowed Escambia County Schools to hire an additional curriculum supervisor (secondary) and employ a number of teachers above the foundation units provided by the State of Alabama. We have also been in a position to purchase new textbooks for math and English language arts to support the implementation of the College and Career Ready Standards in all grade levels from kindergarten to 12th grade. Social Studies textbooks were also purchased for implementation this school year.

Through the leadership of the Escambia County School Board and the Superintendent of Education, our system is poised to address the challenges which exist in education today. The system leadership is committed to increasing the graduation rate (74% in 2012), and preparing our students for college or the work force. All of our schools have wireless access in every building and the majority of our classrooms have interactive whiteboards to support instruction. We have included significant infrastructure upgrades in our current E-Rate grant to prepare our system for future 1:1 technology implementation. Currently, we are working to achieve district accreditation with Advanc-Ed and develop an effective five-year strategic plan. The district's financial state has allowed for the creation of a long range capital plan. This plan includes the construction of a new W. S. Neal High School and renovations at Escambia County High School, Flomaton High School, and Rachel Patterson Elementary School over the next three years.

Additional Information

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

Many graduates of the Escambia County School System progress directly to the work force from high school. We have significantly upgraded our career and technical programs to provide excellent opportunities for our students. Currently, we offer 23 career technical programs, all of which are Business and Industry Certified (BIC). There are also courses available at each of the high schools and the Escambia Career Readiness Center (ECRC) which offer industry credentialing. Below, is a listing of the courses offered:

Escambia Career Readiness Center - serves WS Neal High School and Flomaton High School:

- Welding, Carpentry, Masonry, and Industrial Maintenance -(NCCER) National Center for Construction and Educational Research
- Health Science - (CNA) Certified Nursing Assistant
- BTA - Microsoft IT Academy-PowerPoint, Excel, and Word
- Automotive - NATEF
- Agriscience, Plant Systems

WS Neal High School

- NCCER

Flomaton High School

- NCCER

Escambia County High School

- Carpentry, Welding - (NCCER)
- Health Science - (CNA)
- BTA - Microsoft IT Academy-PowerPoint, Excel, and Word
- Cosmetology - (NCCER credential in barbering)
- Culinary Arts - (Serv Safe)

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose •-Mission Statements -Strategic Plan -External Review Procedures -Mission Statement Process -Communication Plan regarding Mission Statement -Survey results -Program Evaluation -Evaluation of the Parental Involvement Plan -Parental Involvement Activities -Parent Communications- -Technology Plans -Self Assessment -ACips and meetings -ACip reflections and Projections -Department/data meetings -Grade Level meetings -Code of Student Conduct -Webpages -School faculty Meetings -Extended Learning 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction •-past ECIPS -ACIPS -LEA Plans -Walkthrough Feedback -Goal Setting -Explore/Plan -Information regarding 4 year plan -Parent/ stakeholder communications -documentation of School Events -communication to stakeholders -Written school system External review procedure -Survey -Agendas-mission statements -Dual Enrollment -Marketing stakeholder communication that portray the school 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •Examples of schools' continuous improvement plans •Survey results •Statements or documents about ethical and professional practices •Statements of shared values and beliefs about teaching and learning •The district strategic plan •-Mission statements -Ethical and Professional Practices -Communications -External review documents -CIPs -Strategic Plan -Professional Development Plans -Survey results -Mission Statements -ACIP Culture section -Evaluation of the ACIP -Title I program evaluation -Walk through forms and feedback 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Most leaders throughout the system implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student, school, and system performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the system's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and conditions that support student learning is available.	<ul style="list-style-type: none"> •Examples of schools continuous improvement plans •Survey results •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The district data profile •The district strategic plan •-School System Data Profile Sheet -ACIP planning meetings -LEA Title I Plan -Title I program evaluation -Communication Plan -CIPs -Survey Results -EL Plan -ACT Results -School System review plans -Strategic Plan -ACip and evaluation -Data 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

1.1 The system engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

The Escambia County School System accepts responsibility for educating our students at the highest levels possible as reflected in our district's mission statement and strategic plan. The mission of Escambia County is to prepare our students so they will be career and/or college ready. By working together we can prepare students of Escambia County, beginning in kindergarten and continue through high school to become successful graduates who will be ready for work, college, and life. Marzano, R. J. (2004) Building background knowledge for academic achievement research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development. Based on survey responses from stakeholders, 80% strongly agree and 20% agree that our school's purpose statement is clearly focused on student success. 60% strongly agree and 40% agree that our school's purpose statement is formally reviewed and revised with involvement from stakeholders. 60% strongly agree and 40% agree that our school's purpose statement is based on shared values and beliefs that guide decision-making. 60% strongly agree and 40% agree that our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. 80% strongly agree and 20% agree that our school has a continuous improvement process based on data, goals, action, and measures for growth.

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In general, the team met to analyze standard I and indicator 1.1 as well as other evidence submitted by the schools. We found that each school has a mission statement which is posted on the school's webpage. Schools in Escambia County do a fairly good job of communicating with parents and community stakeholders in a variety of ways. It was noted that the school's mission statement doesn't reflect the district's or the state's mission statement which focus on preparing our students to become college and/or career ready. Other evidence reviewed showed that the schools do communicate with the necessary stakeholders regarding teaching and learning of students in a variety of ways. Teachers are required to communicate with parents and document contact using parent contact logs as well as communicate with each other during their data/departamental meetings. We realized that improvement can be made in all areas of communication. It's pertinent that all faculty and staff as well as parents of Escambia County School District revisit the school's mission statement to ensure that it reflect and tie back to the district and state mission statement. Therefore, we rated standard 1 and indicator 1.1 with an overall score of two.

Evidence:

1. Mission Statements

- School System's - Past and Present
- Schools
- Web Site Postings

2. Escambia County School's Strategic Plan

- Plan
- Web-Site Posting
- Communication to parents and stakeholders to serve on committee to revise plan
- Agenda and sign in sheet

3. External Review Procedures

- 2014-2015 Compliance Assistance and Program Support
- 2014-2015 LEA onsite visit planning template
- 2014-2015 Title II plan template
- 2014-2015 Suggested schedule for school visits
- ALSDE LEA Compliance Monitoring Process
- ALSDE LEA Compliance Monitoring - FAQs
- Memorandum from Dr. Bice 2014-2015 Self Assessment Requirements
- Compliance Monitoring and Special Education Records Review 2014-2015
- Document of Assurance
- Technical Assistance Form
- LEA Compliance Monitoring Four-Year Rotation Schedule

4. External Review Document

- 2014-2015 SDE Compliance Monitoring Manual
- Business and Industry Certification Manual
- Career Tech Programs Review Manual

5. Documentation/Description of the process for creating the school system's mission statement

6. Minutes and sign in sheets for developing the school system's mission Statement

7. Communication plan to stakeholders regarding the school system's mission Statement

8. Examples of communications to stakeholders about the school system's

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mission statement

-Code of Student Conduct

-Parent's Guide to Parental Involvement

-Escambia County Middle School's Faculty and Staff Handbook

-Parental Involvement District's Web-Site

-Escambia County Middle School's Student Handbook

-Strategic Plan

-District's Web-Site

9. Survey Results

- Parent Survey

- Staff Survey Results for Schools - Standard 1

- Student Survey

10. Program Evaluation

- Escambia County Program Evaluation

- EL Plan Evaluation 2013-2014

- School's Parental Involvement Program Evaluations 2013-2014

- District Parental Involvement Program Evaluation 2013-2014

11. Evaluation of the Parental Involvement Plan

- Annual Evaluation of the Content and Effectiveness of the LEA Parental Involvement Plan

- District

- Schools

12. Parental Involvement Activities

- Parent Visitation Month Guide for Schools

- School Agendas for Parent Visitation Day

- School Calendar of Dates

- Annual Meeting of Title I Parents

- PTO Meetings

- Newspaper Calendar of Events

- District Web Page Calendar

13. Parent Communications

- Newsletters

- School Cast Messages

- Letters

- LEA Invitation to Participate News Release

- Dissatisfaction of the CIP or LEA Parental Involvement Form

- Passing the Goal Line

- School Parent Compact

- Parent's Guide to Parental Involvement

- Parent's Right-to-Know News Release

- Parent's Right-to-Know Letter and Form

- Parental Involvement Resource/Computer Learning Flyer

- News Release Parent Visitation Day

14. Technology Plans

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- District
 - Schools
15. Self Assessment
- SDE Compliance Monitoring Manual Self-Assessment
 - AdvancED Self Assessment Workbook for Schools and System
16. ACIP Plans
- District
 - Schools
 - District Web-Site Posting
 - School Web-Site Posting
17. Agenda and Sign-In Sheets for ACIP Meetings
18. ACIP Reflection/Projection
19. Agendas and Sign-In Sheets for Data/Departmental meetings
20. Grade Level Meetings
21. Code of Student Conduct
- 2013-2014 Code of Student Conduct
 - Changes
 - Agenda, Minutes, Sign-In Sheet for Meetings
 - 2014-2015 Code of Student Conduct
22. Copy of the School's Webpage
23. Agenda/sign-in for school faculty meetings
24. Communications regarding extended learning activities
25. Documentation from school's Poarch portfolios
26. Federal Program Advisory Meetings
- Agenda
 - Sign-In Sheets
27. LEA Title I Committee
- Agenda
 - Sign-In Sheets
 - LEA Title I Plan
 - Title I Committee 2014-2015
28. Development of the county's EL Plan
- Agenda
 - Sign-In Sheets
 - EL Plan
 - EL Manuel of Procedures
 - Procedures and Guidelines for EL, Migrant, Homeless, Neglected/Delinquent and Immigrant
 - EI Student 2014-2015
 - Section 1118(c)(4)-Parents with limited English proficiency, Parents with Disabilities and Parents of Migratory children opportunities/Contact Information
 - LEA Parental Involvement Web-Site Posting
 - EI Plan Evaluation

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- El Committee 2014-2015
29. Curriculum and Instruction
- District Web-Site Posting
 - Diploma Comparisons
 - Alabama High School Graduation Requirements
 - School Curriculum Web-Site Posting
 - School Curriculum Description
 - College and Career Ready Transition
 - College and Career Standards Review
 - Alabama GRIT
 - Alabama College and Career-Ready Standards Talking Points
30. Professional Development
- 2014-2014 STI Professional Development Schedule
 - Professional Development Day - August 12, 2014
 - Summer 2014 Professional Development
 - SAMUEL 1 Meetings
 - Depth of Knowledge Questioning Trainings
 - www.worldofopportunity.com website for teachers
31. Four Year Plans Planning
- Escambia County Middle School
 - Escambia County High School
32. Gifted Education
- Calendar of Services
 - Web-Site Page
33. Principal Meetings

1.2: The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

The Escambia County School Board of Education maintains policies and procedures that outline the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the process to school personnel.

The Escambia County School System has placed a priority on professional development to support the implementation of the Alabama College and Career Ready Standards for math and English language arts. There are plans to improve our technology infrastructure and the curriculum and technology departments are collaborating to implement the most effective use of technology for the students. Through the improved use of technology for instruction, the addition of courses for college and non-college bound students, and an emphasis on the College and Career Ready Standards we hope to have all graduates prepared for whatever path they choose after high school.

The system's continuous improvement process is data-driven and captures strengths and opportunities for improvement. The Continuous Improvement Plan (CIP) drives the program of work on each campus, targeting individual student needs, identifying tools, prescribing intervention strategies and shaping professional development plans.

All schools have a Parental Involvement Advisory Council in order for stakeholders to keep abreast of student progress, program

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development, and future plans. Our strategic plan will lay a longitudinal course of action that includes the following objectives: begin a system wide digital conversion, implement the common core standards, focus on preparation for college and career, focus upon student growth and achievement measured against external standards, implement the Advanced Placement program, expand dual enrollment and career technical articulation, expand our fine arts curriculum and programs, shift accreditation from the individual schools to the district level, expand professional development activities, fully implement the ACT Quality Core Curriculum and end of course assessments, and implement a capital project plan to improve the infrastructure of our facilities. Together, with the full implementation of all of these objectives, we will build a brighter future for the Escambia County School System and achieve our mission of academic excellence to ensure that all of our students upon graduation are career and college ready.

Evidence:

-Past ECIPS

-ACIPS

-Agenda

-Notification to Stakeholders (Title I Budget Meetings, CIP, etc)

Current 2014 ACIPS

-Current ACIPS

-Board Minutes Approval of 2014-2014 ACIPS

Current LEA PLANS

-2014-15 EL Plan

-2014-2014 LEA Title I Plan

-2014-15 Parent Involvement Plan

-2014-15 Escambia County School System Strategic Plan

-2014-15 Approval of the EL, Title I, and Parent Involvement Plan

Walkthrough Feedback

-Escambia County Middle

-Escambia County High

-Rachel Patterson Elementary

-W.S. Neal High

Goal Setting

-Kuder Activity Timeline

-Agenda/Sign-in Departmental Meeting (Explore)

-Kuder Pathway Activity Grade 7

Explore/Plan

-Explore Power point Grade 8

-Plan Power point Grade 10

Information Regarding 4 Year Plan

-Sample four year plan

-WSNH Faculty Meeting Agenda regarding 4 year plan

Parent/Stakeholder Communications

-Sample communication to stakeholders

Documentation of School Events

-Sample notifications of school events

Communication to Stakeholders

-Sample communication to stakeholders

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- Faculty handbooks
- ACIP Reflection/Projections
- Faculty meeting agenda/sign-in
- Written School System External Review Procedure
- Agenda and sign-in (Budget meeting)
- Survey
- Sample Surveys
- Agendas/Sign-in (Mission Statement)
- ECMS
- ECHS
- Documentation Regarding Dual Enrollment
- Sample Information Jefferson Davis Community College and Reid State
- Documentation Marketing Stakeholder Communication that Portray the School
- Sample School Events

1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all that include achievement of learning thinking and life skills.

Escambia County School System seeks to provide a positive, safe environment that promotes quality, innovative, and challenging learning experiences to foster lifelong learning and college/career readiness. All stakeholders have worked together to develop a vision consistent for all of our schools within the jurisdiction of Escambia County, under the supervision of the Escambia County School Board, and under the leadership of Superintendent, Mr. John Knott. In partnership with our stakeholders, the Escambia County Board of Education is fully obligated to provide educational opportunities of highest quality and academic excellence in safe and orderly learning environments for all Escambia County School students, preparing them to achieve their highest potential both as learners and citizens.

Escambia County facilitates a collaborative process to build a shared vision by establishing a comprehensive consensus-building process that involves representatives of each stakeholder group working together as a learning community in defining the school and county's beliefs, mission, and vision. In order to identify specific means to make this process more systematic and comprehensive, we conduct a student, parent, and staff survey to receive feedback from our stakeholders. Our mission statement was developed locally with the input of stakeholders and recently revised to reflect a unified purpose for our county.

The current district's mission statement reads as follows: The mission of the Escambia County School System is to provide engaging and comprehensive instructional and co-curricular programs that will enable our student to graduate career and/or college ready.

Evidence to support the development, revision, and support of our mission statement includes minutes/attendance lists from meeting, mission statements (previous and current), county handbooks, and county website.

Escambia County continuously seeks to provide a quality education for all students by involving all stakeholders to advance our vision. We use a variety of techniques and strategies that guide the teaching and learning process in order for all students to succeed throughout their academic careers.

Evidence:

1.Mission Statements

School System's - Past and Present

School Mission Statements

2.Ethical and Professional Practices

Alabama Educator Code of Ethics

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3. Two-Way Communications

LEA Parental Involvement Plan

Newsletters to parents

Calendars

ACIP Team Meeting Agendas and Sign-In Sheets

Parent Survey Results

4. External Review Documents

Advanc-Ed Meetings/Sign-in sheets

5. Continuous Improvement Plans

Copies of ACIPs

6. School System Strategic Plan

7. Professional Development Plans

8. Survey Results

9. Mission Statements

School System's - Past and Present

Schools

10. ACIP Culture Section

School ACIP Plans

11. Evaluation of ACIP

Projections and Reflections

12. Title I Program Evaluation

13. Walk-through Forms

14. Walk-through Feedback

1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

The Escambia County School district leadership ensures that the system's goals guide the work of the system as well as the schools. Data is analyzed to make informed decisions to do what is best for students and all stakeholders. The system is emerging and working to find a more systemic way to continually compile, analyze, and make decisions as a system.

Each month the superintendent holds an administrative and supervisory meeting. All principals and district office leadership personnel from the academic areas of the organization attend. These meetings not only focus on the academic but also serve as tool for professional development include various formats, such as presentations, guest speakers, data dis-aggregation, survey opportunities, etc.

The district continuously provides training and support in research-based learning strategies and intervention to improve instruction as well as student achievement. Teachers have been trained to use strategic teaching methods and utilize technology as part of instruction to promote active student engagement.

Each year Escambia County School System reviews student data and other pertinent information to help with the revising of continuous improvement plans. School personnel maintain a profile with data on student, school and system performance which is used to identify goals for student achievement and teacher instruction. Input for the revising continuous improvement plans is given by administrators, teachers, and parents. Schools are required to write an analysis of their plan and share the information with all necessary stakeholders. All plans are located on the district website.

Escambia County School district is in need of improvement in the areas of teacher training and communication for new personnel. Newly hired faculty members need training in analyzing student data as well as how to use data to make informed decisions regarding instruction. Some teachers throughout the system have been trained on the Common Core Readiness Standards but continue to lack understanding on

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how to teach the standard. However, turn-around training is needed at the individual school levels regarding the above-mentioned and analyzing data. Stakeholders are involved in the overall process, strategies and various methods of increasing communication with all stakeholders are in the process of being implemented (ex: updated school websites, face book pages and increased use of the school cast system.)

Evidence:

- 1.School System Data Profile
- 2.Agenda, minutes from CIP planning meeting
- 3.Professional Development Plans
- 4.LEA Title I Plan
- 5.Title I Program Evaluation
- 6.Communication Plan and Artifacts
- 7.Continuous Improvement Plans
- 8.Survey Results
- 9.EL Plan
- 10.ACT Results
- 11.School System External Review Plans
- 12.School System Strategic Plan
- 13.ACIP Instructional Goals and Action Steps
- 14.ACIP Evaluation
- 15.Data

Summary Statement Standard I Purpose and Direction

The Escambia County School System maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

The Escambia County School System has established and implemented a district vision which states "The Escambia County School System is to provide engaging and comprehensive instruction and co-curricular programs that will enable our student to graduate career and/or college ready." Our direction, focus, and vision is on academic excellence among all students which is supported by the system, school personnel, and stakeholders. Our vision is also focused on instruction which leads to student learning through attainable goals and strategies (reflected in Strategic Plan). This enables students to pass local and state assessments to become productive, innovative citizens of our community and the world with strong foundations in science, mathematics, language arts, social sciences, and vocations. This vision was established by a collaborative effort between the district and stakeholders. The vision and purpose is communicated in various ways including the Strategic Plan, Code of Student Conduct, parent/student handbooks, Escambia County Parent Guide, and district's website. The Escambia County School System recognizes that working together we can prepare the students of Escambia County, beginning in kindergarten and continuing through high school, to graduate ready for work, college, and life.

Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •School handbooks •-School Board Policy Manual -Faculty Handbooks -Student Code of Conduct -Pacing Guides -AC Moore Handbook 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Proof of legal counsel •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing code of ethics •-School Board Training -Alabama Code of Ethics -School Board Agenda with Renewal of Board Attorney and Appointment -School Board Audit information regarding compliance of financial procedures and operations 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •Communications regarding governing authority actions •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Social media •Survey results regarding functions of the governing authority and operations of the district •Stakeholder input and feedback •-Strategic Plan -Job Descriptions: Superintendent, Assistant Superintendent, Principal -School Website and Facebook Page -SchoolCast Log -School Board Agenda -School CIPs (in Assist) -School Title I Budgets 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Most leaders and staff within the system make some decisions and take some actions toward continuous improvement. They expect all personnel and students to be held to standards. Leaders and staff express a desire for collective accountability for maintaining the conditions that support student learning. Leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Examples of decisions aligned with the district's strategic plan •Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's purpose statement •Survey results •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction •-School Continuous Improvement Plans (ACIPS in Assist) -School Title I Budgets -School AdvancED Committee Agendas -School Faculty Meeting Agendas -School ACIP Team Meeting Agendas -School AdvancED Committee Sign-in logs -School Board Agends -Principal Meeting Agenda with Administrator Academy Dates - 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Examples of stakeholder input or feedback resulting in district action •Survey responses •Involvement of stakeholders in a school improvement plan •Involvement of stakeholders in district strategic plan •-Staff Survey Results -Federal Programs Advisory Committee Meeting Agenda and Sign-in Log -Strategic Plan Sign in Log -School Improvement Plan Sign in Sheet 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted •Representative supervision and evaluation reports •-LeadAlabama Schedule -Importance of EducateAlabama and Alabama Quality Teaching Standards -Importance of LeadAlabama and Alabama Standards for Instructional Leader -Policy regarding evaluation procedures 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The strengths of the Escambia County School System are found in indicators 2.1, 2.2, and 2.3 as documented below. There are actions being taken to sustain these areas of strengths. The areas in need of improvement are found in indicators 2.4, 2.5, and 2.6. Plans will be

developed to address issues for the areas in need of improvement.

2.1 The governing body establishes policies and supports practices that ensure effective administration of the system and its schools. School board policies and practices support the successful operation of the system and its schools. The school board policy manual contains over 350 individual policies to ensure effective operation of the school system. It is divided into ten sections as follows: Introduction and Overview, Board Operations, Business Services, Treasurer-Comptroller, Maintenance Services, Transportation Services, Curriculum and Instruction, Personnel, Pupil Personnel, and Special Services. The policies in each section prescribe processes, rules, and procedures for specific aspects of school system management. Additionally, a Student Code of Conduct is published for every student in the system. They are sent home at the beginning of the year and parents must sign and return the last page to indicate they understand the policies included. Schools develop their own handbooks to outline procedures and processes that are specific to their building. These may not conflict with official board policy. The system is in the process of revising and updating the policy manual in order to more effectively support current trends in education. Conditions are created to promote student learning and provide challenging learning experiences for all students. Each summer, teachers are afforded the opportunity to serve on committees to write and revise system pacing guides for their grade level/subject areas. Teachers and administrators may also attend professional development throughout the school year and during the summer to improve the educational experiences of all students in the Escambia County School System. Oversight of fiscal management is evident at all levels. The school board and system leaders have maintained a high level of fiscal responsibility which has allowed the school system to establish a reserve equal to more than four months operating expenses. The Chief School Financial Officer (CSFO) reports monthly to the school board regarding the financial status of the school system. This financial position has enabled the system to purchase textbooks for grades K-12 for the past three years (when other systems have not been able to afford to do so), and upgrade the wireless network infrastructure in every school to ensure connectivity for students to improve their access to educational resources.

Supporting Evidence:

School Board Policy Manual

Faculty Handbooks

Student Code of Conduct

Pacing Guides

2.2 The governing body operates responsibly and functions effectively. The members of the governing body act in accordance with their defined roles and responsibilities.

Individual board members attend regular professional development in order to ensure that its decisions and actions are in accordance with the most recent policies, procedures, laws, and regulations. The CSFO for the school system conducts annual training sessions for school board members concerning financial rule, regulations, procedures, and policies. School board members also participate in training sessions provided by the Alabama Association of School Boards (AASB) in order to earn professional development hours and maintain a high level of understanding with regards to current topics in education. School board members will continue to participate in professional learning opportunities to remain abreast of current operational practices. The superintendent of education operates under the Alabama Educator Code of Ethics and maintains an effective working relationship with the school board in order to provide the students of the Escambia County School System with the teachers and resources necessary to graduate college and/or career ready. The school system also retains the services of experienced and qualified legal counsel to ensure that all policies and actions taken by school system personnel meet the requirements of federal, state, and local laws.

Supporting Evidence:

School Board Training

Alabama Educator Code of Ethics

School Board Agenda with Renewal of Board Attorney Appointment

2.3 The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

A strategic plan has been developed for the school system with identified goals over a five-year period. The goals are established, and schools are expected to move toward the achievement of those goals through the implementation of strategies developed at the local level. While central office and school administrators must adhere to the policies established by the school board, individual board members allow them to operate in an environment where they are able to make decisions without undue pressure from the governing body. Thus, the school board maintains a difference between its roles and responsibilities and those of the system and school leadership. The school board will continue to hold school administrators responsible for student performance while providing support and assistance to school leadership. This local school autonomy is demonstrated by the decision of several schools in the system to create social media accounts to promote themselves and provide information to parents and community stakeholders. Administrators also use committees at their schools to develop budgets for their Title I funds. These funds are used to improve the education of the students of Escambia County Schools, by enabling schools to provide supplemental resources and services. Local schools determine what resources and services will be purchased based upon analysis of their continuous improvement plan needs assessment, and subject to legal requirements set forth by federal and state laws.

Supporting Evidence:

Strategic Plan

Job Descriptions: Superintendent, Assistant Superintendent, Principal

School Website and Facebook Page

Schoolcast Log

School Board Agenda

School Title I Budgets

2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

Most leaders and staff within the system make some decisions and take some actions toward continuous improvement. Leaders throughout the system sometimes support innovation, collaboration, shared leadership, and professional growth. Each school is required to submit a continuous improvement plan (ACIP) using the Advanc-Ed Assist tool. The needs assessment is the beginning of the process, and should be used to determine goals, objectives, strategies and action steps required to improve areas of need. Funds expended for professional development, instructional materials, supplemental resources and services should be aligned to the results of the needs assessment analysis. In addition to school staff members, parents and community stakeholders should be included on the decision-making teams associated with the ACIP process. Advanc-Ed committees have been created at the system and school levels to prepare for the external review. The committees gather supporting evidence and write summary narratives to justify indicator scores. School system personnel as well as parents and community stakeholders serve on these committees and provide varying points of view to assist in the determination of the system/school's current status with regards to the five standards and how deficiencies should be remedied. Team building and leadership activities will be provided to central office and school leaders during the summer in order to develop a culture of collaboration and a sense of community. This is an area in need of improvement.

Supporting Evidence:

School Continuous Improvement Plans (ACIP)

School Title I Budgets

School Advanc-Ed Committee Agendas

School Faculty Meeting Agenda

School ACIP Team Meeting Agendas

School Advanc-Ed Committee Sign-in Logs

School Board Agenda

Principal Meeting Agenda with Administrator Academy Dates

2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction.

System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools. As stated above (indicator 2.4), schools are required to have parents and community representatives serve on ACIP committees to involve them in the decision-making process. Parents and community stakeholders are currently invited to participate on these teams at each school and at the system level. Though invitations are sent, participation by parents and community stakeholders is low. Dialogue with stakeholders is needed in order to determine the most beneficial way to increase community involvement in the decision-making process. Efforts will be made to improve communication through the use of various media in order to increase parent and community stakeholder involvement. Some schools have created Facebook and Twitter accounts in an attempt to become more accessible for parents and members of the community. School and system administrators will work together during the August 2015 administrator academy to develop strategies to increase stakeholder involvement. This is an area in need of improvement.

Supporting Evidence:

Staff Survey Results

Federal Programs Advisory Committee Meeting Agenda and Sign-in Log

2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improves student success.

The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning. EducateAlabama and LeadAlabama are the current programs used for teacher and administrator evaluation. The programs are developed around the Alabama Quality Teaching Standards and the Alabama Standards for Instructional Leaders, respectively. The programs are very similar and are based upon a process of self-assessment, development of a professional learning plan, and the submission of evidence to support the activities listed in the plan. Teachers and administrators complete a self-assessment which correlates to the appropriate standards. They then meet with their evaluator to determine which indicators should be included in their professional learning plan. Evaluatees then enter learning strategies, plans for implementation, types of evidence and expected outcomes for the two or three selected indicators. Evaluators will observe and enter evidence to support or refute the implementation of activities related to the indicators. The programs were not designed as summative evaluation tools, but rather as a means to increase professional growth. The focus is on the actions of the teacher/administrator. Through the use of the Advanc-Ed Effective Learning Environments Evaluation Tool (ELEOT), administrators have begun to look more at student behaviors to determine the effectiveness of instruction. Additionally, the system has implemented a professional learning unit (PLU) program in conjunction with Alabama Math, Science, and Technology Initiative (AMSTI) staff members to assist school administrators with the shifts in teaching as a result of the implementation of the Alabama College and Career Ready Standards for math. There will be increased emphasis placed upon data analysis of current assessments (formal and informal) in order to modify and improve classroom instruction. This also is an area in need of improvement.

Supporting Evidence:

LeadAlabama Schedule

Importance of EducateAlabama and Alabama Quality Teaching Standards

Importance of LeadAlabama and Alabama Standards for Instructional Leaders

Summary of Standard 2

The average score for Standard 2, the system operates under governance and leadership that promote and support student performance and system effectiveness is 2.5. Indicators 2.1, 2.2, and 2.3 are associated with the governing body of the school system. Through analysis of evidence and team discussion, these indicators were identified as strengths for the system. The school board members regularly participate in professional development and actively engage in discussions about finances and student instruction with members of the central office staff. Indicators concerning system and school leadership (2.4, 2.5, and 2.6) were identified as areas in need of improvement. These indicators are being addressed through professional development activities for school and central office administrators. Alabama Math, Science and Technology Initiative (AMSTI) staff members are leading professional learning unit (PLU) activities for administrators. An administrator academy, to include guest speakers and team building activities is planned for August 2015 to improve collaboration and culture throughout the system. Schools are creating Facebook and Twitter accounts to improve communication with parents and stakeholders which should increase their involvement in the decision making process.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Some individualized learning activities for each student are evident randomly or in some but not all schools.	<ul style="list-style-type: none"> •Course, program, or school schedules •Student work across courses or programs •Course or program descriptions •Survey results •Lesson plans •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Descriptions of instructional techniques •-School Schedules -Course descriptions-including Career Tech., Honors, AP preparations -Dual enrollment requirements -EducateAL results relative to (equitable and challenging experiences) -Lesson Plans -Field Trips -Instructional Techniques /Strategies- ARI, AMSTI, CCRS, Strategic Teaching -Career Portfolios/KUDER assessment -Transition services 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Pacing guides and revision process -EducateAL results relative to data and student learning -Writing Portfolios K-12 -Scott Foresman Reading Street assessments K-6 -RTI process -Universal Screener-STAR, Early Literacy -District and School Level Data meetings -Global Scholar Math Assessments -A+ curriculum -ACT prep resources 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Interdisciplinary projects •-EducateAL results -ELEOT observations -System/ school walkthroughs -Lesson Plans that demonstrate technology use -Curriculum assessments -ELA/ Content teacher projects (lesson plans) -Professional development tied to curriculum needs and student data -Continuous Improvement Plans 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Documentation of collection of lesson plans, grade books, or other data record systems •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success •-District/ school walkthroughs -Continuous Improvement Plans -District Professional development offerings -Website/Curriculum documents -Global Scholar Data Meetings -STAR Data Meetings -Peer observations/ Mentor plan -CCRS trainings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Examples of improvements to content and instructional practice resulting from collaboration •-PLT/PLC <ul style="list-style-type: none"> -Principal Meetings -Instructional Coaches Meetings -Media Specialists Meetings -Counselor Meetings -School/District Grade Level Meetings -School/District Data Meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •-Grading Policies <ul style="list-style-type: none"> -DIBELS benchmarks -ACT assessments, EOC assessments -Writing Process requirements -STAR assessments 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	<ul style="list-style-type: none">•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •-Mentoring Plan/Procedures-Teacher Handbook-EducateAL Timeline-Instructional Coach Schedules	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> •Performance-based report cards •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Samples of exemplars used to guide and inform student learning •-Parental Involvement Plan <ul style="list-style-type: none"> -PTO meetings -Syllabus/Course descriptions -Websites -After School/Summer School Programs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of structures for adults advocating on behalf of students •Description of formalized structures for adults to advocate on behalf of students •List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure •-Counselor Plans <ul style="list-style-type: none"> -Jack Berkmeier plan for ACM -FHS Advocate plan -Athletic coaches -Extra-curricular sponsors 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Survey results •Sample communications to stakeholders about grading and reporting •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting •-Grading criteria/policy -Parameters for Elementary and Secondary -Teacher handbooks -Report Cards and Progress Reports -Procedures for grading 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Survey results •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs •-EducateAL and LeadAL -District PD plan -PD policy -Title II Plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). System and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> •Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •-EL- Samuel trainings -Special Education Policy and procedures -IEPs -PST teams -RTI procedures -Special populations policy -Confidentiality trainings -Gifted Policy and procedures -Gifted trainings 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

The school system provides equitable and challenging learning experiences which ensure that most student have sufficient opportunities to develop learning skills, thinking skills, and life skills. The Escambia County School System follows the Alabama Course of Study (ACOS) and develops Math pacing guides for K-8 and Reading/ELA pacing guides for K-12. Daily instructional times meet requirements set forth by the Alabama State Department of Education (ALSDE). Teachers in grades 7-12 develop a course syllabus outlining instructional goals and objectives, assessments, and grading policies. The ACOS, pacing guides, and syllabi provide a strategic scope and sequence for curriculum alignment.

Effective instructional strategies are supported through continuous professional development provided by the system, focusing on helping students remain actively involved in their learning. The following are professional development opportunities for teachers:

- Alabama Math, Science, Technology Initiative (AMSTI)
- Alabama Reading Initiative (ARI)
- College and Career-Ready Standards Implementation
- ACT Aspire Accountability
- Depth of Knowledge

Assessments support the expectations for students as teachers gather and analyze data to make curricular and instructional decisions.

Common assessments and benchmark assessments are given at determined times throughout the school year. These assessments help to determine if students master the state content standards. End of course assessments are administered at the secondary level to determine mastery.

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Local schools assist students through their Problem Solving Teams (PST). The PST provides support for students with academic and behavioral needs. Interventions are employed using the Response to Instruction (Rtl) model. The Rtl model provides students opportunities for mastery of content standards.

Evidence:

- School Schedules
- Course descriptions
- Dual Enrollment Requirements
- EducateAL
- Lesson Plans
- Field Trips
- Instructional techniques-Depth of Knowledge training
- Career Plans/Portfolios
- Career Coach

3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and /or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.

System and school data are used to determine student strengths and weaknesses. Based on these findings, system goals are developed to meet the needs of students. Local school leadership guides the analysis of school data and development of the school's continuous improvement plan (CIP). The CIP focuses on student achievement of grade-level standards. Goals and strategies are developed with the desired purpose of increasing student learning.

Continuous improvement initiatives at the school level are based on data gathered from common assessments, progress monitoring, and the implementation of the Rtl process.

In elementary schools, the following assessments are available for progress monitoring:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- STAR Early Literacy
- STAR Reading
- STAR Math
- Global Scholar
- ACT Aspire
- ACT Science Assessment

In secondary schools, the following assessments are available for progress monitoring:

- ACT Explore
- ACT Plan
- ACT Science Assessment
- ACT plus Writing
- STAR Reading
- STAR Math
- End of Course Assessments

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Each school develops a procedure for RtI implementation based on the Escambia County RtI System Plan Manual. An intervention plan is developed for students experiencing behavioral issues, academic difficulty, or who fail to progress toward grade level benchmarks. The plan outlines instructional strategies to help those not meeting academic or behavioral goals.

The collaborative effort between Escambia County School System and local schools focuses on student learning. The system provides multiple opportunities, such as turn-around trainings and professional development opportunities where curriculum supervisors are trained along with lead teachers who then provide training for teachers to further develop their instructional skills.

In an effort to improve, the Escambia County School System will ensure future vertical and horizontal alignment through AMSTI Professional Learning Communities.

Evidence:

- Pacing Guides and the revision process
- EducateAL
- Writing Portfolio guidelines and samples
- Reading Street assessments -grades K-6
- RTI process and procedures
- Title I Planning Committee
- Alabama Assessment Chart
- Star Assessments-Universal Screener
- System and School Data Meetings
- Global Scholar Assessments
- Aplus curriculum
- ACT mastery

3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. The Escambia County School System monitors and guides these strategies by evaluating teacher lesson plans and providing professional development. The professional development is based on improving these teaching strategies. The professional development is also based on data collected from student assessments. The student assessments used consist of STAR Math, STAR Reading, DIBELS, and a formative Global Scholar assessment. This data is examined at data meetings with teachers. Central office staff monitors these strategies through walk-throughs and observations. The findings of these walk-throughs and observations are turned around to the principals. The principals then turn the findings around to the teachers.

Evidence:

- EducateAL
- School Data Meetings
- Lesson Plans
- Curriculum Assessments
- ELA/ Content teacher projects (plans)
- Professional Development tied to student needs
- Continuous Improvement Plans (in ASSIST)

3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Principals use teacher evaluations such as EDUCATE ALABAMA to ensure teachers are using strategies that incorporate the development of critical thinking skills. Principals are also able to monitor teacher instructional strategies by examining teacher lesson plans. Principals are also ensuring the correct curriculum is being taught while examining the teachers' lesson plans. School and county leaders insure classroom techniques and strategies by performing walk-throughs several times through the academic year. Escambia County School System

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implemented a mentoring program for beginning teachers to insure their success with their teaching strategies. Teachers also participate in peer observations. The teachers are asked to keep a written record of these observations. This program is monitored by central office supervisors inspecting a mentor log and peer observation log. School leaders guide the improvement of teaching strategies and the improvement of student data by implementing the Continuous Improvement Plan for each individual school. Data is examined at school level data meetings to evaluate the effectiveness of the CIP. The school system ensures each school is trained and ready to implement all standards through the College and Career Ready Implementation Team via turn around trainings.

Evidence:

- District and System Walkthroughs
- Continuous Improvement Plans (in ASSIST)
- System Professional development offerings
- Website documents on curriculum
- Data Meetings
- College and Career Ready Standards trainings

3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

The Escambia County School System ensures all staff members are well prepared to support and implement the system's expectations for student learning by requiring that each teacher meet highly qualified requirements of the No Child Left Behind legislation. A willing teaching force and continuous, collaborative professional development opportunities combine to ensure that all staff members are well equipped to support and implement the system's vision for student learning.

The Escambia County School System employs a Professional Learning Community structure to support improved instruction and student learning at all levels.

- Collaborative grade level data meetings are conducted on a regular basis at the school level to analyze student performance data and to adjust classroom instruction for enhancing student learning.
- Faculty meetings provide an avenue for sharing information regarding school and student performance.
- Media Specialists, Counselors, Instructional Coaches, and Principals meet collaboratively once a month. Student instruction and learning are the main focus of the meetings.
- Teachers work in grade level and departmental teams to develop and evaluate the effectiveness of instructional strategies. Assessment results are used to drive instruction.
- Continuous Improvement Plans provide a model for the system and schools to continuously assess and monitor progress in areas of need for academic improvement. Yearly goals and initiatives are developed by the LEA in conjunction with the building level staff, parent representatives, and community representatives.

Professional Learning Communities are in place in Escambia County schools and faculties participate in the various components of the program. All schools focus on collaboration among faculty and staff to ensure quality planning for instruction. The system uses nationally recognized and scientifically research-based programs as part of their professional development training. Each division provides training opportunities to employees.

- The system has partnered with Alabama Mathematics Science and Technology Initiative (AMSTI) in establishing Math Professional Learning Teams (PLT). The Math PLTs collaborate in study teams researching and employing best instructional practices related to the Alabama College and Career Standards for Mathematics. The PLT members and administrators are involved in sustained professional development and meet to evaluate and reflect on instructional strategies. The PLT members also receive training in peer-to-peer coaching strategies to utilize when training their peer teachers on the scientifically research-based instructional strategies.
- The school system has partnered with the Alabama Reading Initiative and Alabama Mathematics Science and Technology Institute in training and supporting instructional coaches in the elementary schools. Instructional coaches regularly conduct data meetings, offer

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professional development on best instructional practices and provide side-by-side coaching for teachers implementing scientifically research-based instructional strategies.

Evidence:

- Professional Learning Teams and/or Communities
- Principal Meetings
- Instructional Coaches Meetings
- Media Specialists Meetings
- Counselor Meetings
- School/District Grade Level Meetings
- School/District Data Meetings

3.6 Teachers implement the system's instructional process in support of student learning.

The Escambia County School System employs highly qualified staff and ensures all staff members are well prepared to implement the system's instructional process in support of student learning. Teachers are expected to provide instruction focused on the learning standards from the Alabama College and Career Ready courses of study. Multiple measures are used, including formative assessments, to inform the ongoing modification of instruction and curriculum plans. Students are provided specific feedback about their learning.

The system has partnered with the Alabama Mathematics Science Technology Initiative (AMSTI) and the Alabama Reading Initiative (ARI) to provide sustained professional development on the new College and Career Ready Standards in mathematics and English-language arts.

The system utilizes a wide variety of assessment data to drive instructional decisions. STAR/Renaissance, DIBELS, and Global Scholar provide data during the learning process and allow teachers to modify teaching and learning activities to improve student achievement. State assessments, such as ACT Aspire and End of Course Tests, provide summative data on student performance. Students also participate in the ACT Explore and Plan assessments which provide information on students' knowledge, skills, interests, and future plans. A student's assessment scores are compared to those of other students across the nation and used to plan high school coursework based on a student's performance and interests.

Principals observe and evaluate classroom instructional practices and provide feedback to teachers using Educate Alabama. Educate Alabama promotes and supports the effective preparation, development, and evaluation of teachers to insure that through effective professional practice, students graduate college and career ready.

The system uses Response to Instruction (RtI) as a strategic plan to give students an opportunity to receive additional instructional minutes in support of their learning. Tier meetings and plans reflect the support that is given to students who are identified by universal screeners, classroom grades, and summative assessments. Teachers and problem solving teams collect and analyze data for follow-up meetings to determine how students are progressing in their learning. The RtI process plays a critical role in the instructional process.

Evidence:

- Grading Policies
- DIBELS benchmarks
- ACT assessments, EOC assessments
- Writing Process requirements
- STAR assessments
- Professional Development Plan and evaluation

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

Escambia County School System has in place a Peer Mentoring Program that involves the proper pairing of a Highly Qualified veteran teacher with a new first year teacher. The program includes for the mentor and the mentee to participate in weekly collaborative sessions. The documentation incorporated into the program supports the system's beliefs about teaching and learning common to all schools in our

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district. It includes a log that is turned in to the principal and central office each nine weeks. A peer observation is also completed quarterly. The peer observation is completed by the mentor teacher of the mentee and the mentee of the mentor teacher. A peer observation is also completed by all teachers regardless of their experience once a semester.

Components of the Escambia County Mentoring Program consist of:

New Teacher/Employee Orientation

(This program will include teachers that change employment positions. Teachers that change schools or grade level/subjects may be included as determined through collaboration of the principal and curriculum supervisor.)

New School Year visit by Elementary and/or Secondary Supervisor

Mentor assignment for each new teacher to our system based on careful consideration by the principal and the supervisor

Quarterly peer observation of the mentor by the novice teacher

Quarterly peer observation of the novice teacher by the mentor

Quarterly logs of weekly mentor/novice meetings consisting of topics discussed

Mid-Year and End of Year Meetings with Principal/Supervisor to discuss issues of need or concern

New Teacher Orientation-

This orientation consists of introductions to Escambia County School employees, a review of policies, an Educate AL overview, and an opportunity to complete personnel information such as payroll and insurance.

New School Year Visit-

One of the curriculum supervisors will visit each new teacher at their school site. Through this initial visit a relationship will be established. Initial questions can be answered and contact information can be exchanged.

Peer Observations-

All teachers in Escambia County Schools will complete at least one peer observation. Principals may require a second peer observation at the school level.

Quarterly peer observations will be required of the mentor and novice teacher.

Quarterly peer observations will allow the mentor to observe first hand areas of question or need for the mentee as well as allow the new teacher to observe the mentor for reflection and self-evaluation.

Evidence:

-Mentoring Plan/Procedures

-Samples of Mentor Logs and Observations

-Teacher Handbook

-EducateAL Timeline

-New Employee Orientation

-Policies regarding Mentoring

-Instructional Coaches Schedules

3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

Each school within the Escambia County System utilizes a variety of methods and techniques to involve parents in their children's education and keep parents informed of their child's learning progress. Report Cards are sent to parents every nine weeks, and progress reports are sent home in the middle of the grading period as indicated on the reporting calendar. System wide conferences are conducted once first semester designated as "Parenting Day" and once second semester. These dates are designated for teachers to have conferences after school increase attendance of working parents. Parenting Day also consists of a variety of parent activities and training workshops. These activities are advertised by newsletter home, the website, and the newspaper. Parents are encouraged to schedule conferences when

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needed through the school secretary. Email is used often to communicate with parents on an individual student basis. The system and school websites are maintained and updated by each school's staff to inform parents and the community on school events. Evidence from the schools will include school letters, newsletters, a school messaging systems- SchoolCast, school web sites, personal phone calls, and emails are used to keep parents informed.

Evidence:

- Parental Involvement Plan
- PTO meetings
- Escambia County's Calendar of reporting Dates, Report Cards, and Progress Reports
- Syllabus/Course descriptions
- Websites
- After School/Summer School Programs

3.9 The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who support that student's educational experience.

Escambia County School System has not developed a cohesive structure and evaluation process to give interaction with individual students and formulate relationships. The Escambia County School System has personnel who consistently reinforce educating the whole child. School counselors, athletic directors, and career coaches are a critical support group in this process. Several of the schools have implemented an advocacy plan where each child is known by at least one adult advocate in the school. The system understands the value of each student having an advocate. Therefore, plans for a district wide implementation of an advocacy program are being outlined. Students who are identified as special needs students have assigned case managers who are a valuable support system for them. Coaches also mentor their student athletes and stay on top of their behavior and academic performance. Several of the schools have organizations on campus such as, National Honor Society, Beta Club, marching and concert band, Fellowship of Christian Athletes, Health Occupation Students of America, and Future Business Leaders of America. The sponsors of these organizations are often deemed role models for the students and act as an advocate for them.

Evidence:

- Counselor Plans
- Jack Berkmeier plans for ACM and FES
- FHS Advocate plan
- Athletic coaches
- Extra-curricular sponsors

3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills are consistent across grade levels and courses.

There are clearly defined elementary and secondary grading parameters in the Escambia County Board of Education Policy. The calendar and the grading parameters are outlined in the Code of Conduct. Students are given a copy of the Code of Conduct at the beginning of every school year. When new students enroll, they are given a copy of the code of conduct. The system's calendar indicates when grading periods begin and end. Progress reports and reports cards are distributed to students on the dates indicated on the system's calendar. Parents are informed about the distribution of report cards via the School Cast message system, school marquees, newsletters, and websites. Both students and their parents have access to grades, attendance, and discipline through the Information Now system.

Evidence:

- Grading criteria/policy
- Parameters for Elementary and Secondary
- Teacher handbooks

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- Report Cards and Progress Reports
- Procedures for grading
- Writing Portfolio guidelines

3.11 All staff members participate in a continuous program of professional learning that is aligned with the system's professional development plan.

Through Educate Alabama and LEAD Alabama, teachers and administrators complete self-assessments that are used to develop Professional Learning Plans to improve knowledge and instructional practices. Escambia county utilizes needs assessments completed by teachers and reviews student data in order to create a district professional development plan based on professional learning needs. The goals and activities set forth in the plan are designed to help teachers meet their learning needs.

Teachers are given the opportunity to participate in professional learning opportunities developed by: Alabama Math Science Technology Initiative, Troy Regional In-service Center, Alabama Reading Initiative, and job embedded coaching. Summer professional development is also offered for teachers to attend workshops and plan collaboratively. Title II funding is used to provide support for teachers to have these learning opportunities.

The county employs instructional aides to support teachers in the classroom. The county needs to develop a process to evaluate and provide professional development for them.

3.12 Escambia County and its schools provide and coordinate learning support services to meet the unique learning needs of students. Support services and students needs are developed based on student data using STAR Reading and Math, DIBELS, ACT, program assessments, and formative assessments. This data is used to develop plans used in the RtI process and meet student intervention needs. Problem Solving Teams (PST) meet to develop, review, and revise plans for students in the RtI process. Students are provided assistance with academic and behavioral support through county and school staff, academic intervention programs based on state standards, and effective teaching/learning practices. Students have the support of school nurses, counselors, resource teachers, resource officers, psychologists/psychometrists, and behavior counselors.

The county follows the state and federal guidelines for special education policy and procedures. Student individual needs are identified through IEPs and implemented by the staff. Teachers and staff monitor student data, grades, and assignments to ensure that the needs of our students are being met. Teachers meet with parents and other staff to discuss individual student progress and keep parents informed of the student's needs and recommend changes to IEPs. Teachers are trained in special education policy and procedures, special population testing procedures, and gifted policy and procedures to ensure that students are receiving the most effective support for their individual needs. Special Education also provides confidentiality trainings to teachers yearly.

Every school has been provided trainings on the policy and procedures for English Language Learners (ELL). School representatives participate in EL-Samuel training and then provide turn-around trainings to the rest of the staff at their schools.

Evidence:

- EL- Samuel trainings
- Special Education Policy and procedures
- IEPs
- PST teams
- RTI procedures
- Special populations policy

- Confidentiality trainings
- Gifted Policy and procedures
- Gifted trainings

Summary of Standard 3

Standard 3 indicates strengths and weaknesses with an overall score of 2.58. Seven indicators were scored a level 3, and 5 indicators were scored a level 2 after committee discussions and a review of the supporting evidence. The committee examined the language of each level of performance. Discussions and supporting evidence was reviewed extensively to determine the level of practice provided by the system. Indicators 3.1, 3.6, 3.7, 3.9, and 3.12 all were determined to be a score of a level 2 during the internal review process. Two of these indicators are relative to providing activities and services to meet the unique needs of our students. This is always a challenging part of the instructional process with the many different needs of our students. Escambia County School System has made strides in this area with our recent partnership with Mental Health Services. This provides schools or feeder patterns with a representative in this field to assist with the students that are identified with needs in this area. We also have a new enrichment teacher this year that has innovative ideas to better serve the students identified as gifted. She participated in the gifted program as a student and is committed to providing a successful learning experience to the gifted students of our system. A review of the RTI process will be initiated to evaluate our process of identifying students that have unique needs and the services and or resources we provide to them.

A defined Mentoring Program is implemented in our system for all "new" teachers. School administrators have the discretion to adapt the program for teachers with teaching experience, but are new to their school or that have changed grade level. It has been evaluated for the past two years for its effectiveness. A goal for the program has been to reduce paperwork for the mentor and mentee so their time is spent on the instructional process. Although this is a goal it is sometimes not achieved due to requirements of documenting the process. At the present, incentive measures are derived at the school level without monetary reimbursement for the time spent with the mentee. An improved mentoring plan would consist of monetary rewards for mentors and allotted time for the mentoring to occur. When the program is evaluated this year, an effort will be made to include these components.

Another area of weakness indicated in our internal system review is that our system does not have a formalized student advocacy program. Most students have an adult advocate at their school as listed in indicator 3.9, but there is not a formalized program to ensure that no students are overlooked. Schools indicated that the value of an advocacy program is immense especially in the high schools. One of our three high schools implemented a formalized program this year and found it to be beneficial to student-teacher relationships in the school environment. Plans are being considered to begin a program in the two other high schools. The beginnings of a program were also started in two of our elementary schools, A. C. Moore Elementary and Flomaton Elementary, through the partnership with a professional development representative. A. C. Moore Elementary is in the second year of the process and Flomaton Elementary is in the first year of the process, both schools will continue with the advocacy program.

Indicators 3.2, 3.3, 3.4, 3.5, 3.8, 3.10, and 3.11 were indicated as a level 3 during the internal review process. These indicators are relative to instructional processes, collaboration, professional development, data review, parental involvement, and grading. Although our committee did not determine the level of practice to be a 4 mostly due to the language of "all or always", it was determined that these areas were strengths. School and system data, surveys, as well as teacher and administration observations are used to make instructional and professional development decisions. Most instructional and grading decisions are made in a collaborative effort to benefit the needs of the students of Escambia County. Teachers and administrators in Escambia County are trained in effective, research based teaching strategies. Collaboration with state agencies such as ARI and AMSTI help us coordinate these efforts. Parental involvement activities through the facilitation of our Parental Involvement Coordinator and the individual school liaisons have been a strength in our schools.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 2.12

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures describe how system and school leaders are to access, hire, place, and retain qualified professional support staff. System and school leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement in the district. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school system, individual schools, and educational programs.	<ul style="list-style-type: none"> •Survey results •District budgets or financial plans for the last three years •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •-New Employee Orientation Packet -Teacher Mentoring Program Components -School Personnel Needs Assessment Procedure -Parental Involvement Plan -Policies related to hiring, placement, and retention -Highly Qualified Plan -System Budgets -School Budgets 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district •Evidence <ul style="list-style-type: none"> Examples of school's master schedule Example of school calendars District budgets Examples of efforts of school leaders to secure necessary material and fiscal resources Example of school's CIP 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected system and school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment •-Faculty/Staff Professional Development Training sign-in sheets, with agenda -School Safety Plan -Supervision Schedules- Roles and Responsibilities of school personnel job descriptions -Faculty meeting minutes and sign-in sheets. -Handbooks, which include expectations, policies, and yearly training requirements, are provided to all support personnel. -Improvement plans are developed and implemented by appropriate personnel 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	<ul style="list-style-type: none"> •District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •Survey results •Policies, handbooks on district and school facilities and learning environments •-Escambia County Strategic Plan -Escambia County Capital Plan -Escambia County Continuous Improvement Plan -Policies regarding facilities and environments 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to provide students and school and system personnel access to media and information resources. The system attempts to hire qualified personnel to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Evaluation procedures and results of education resources •Survey results •District education delivery model intended for school implementation including media and information resources to support the education program •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •-Library/Media Specialists Schedules -Media Specialists EducateAL PLP and evidence -Monthly First Friday sessions with Supervisor -Escambia County Library Media Plan -Computer/ Technology Technician Schedules -Evaluations by Technology Coordinator -Technology Surveys 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff •-System Technology Plan -School Technology Plans -Board Meeting agenda of approval to award WAN/VOIP/Internet Access Bid #2014-2 to ITS in the amount of \$489,216.00 (pending E-Rate Approval) -Board Meeting agenda of approval of Board Policy Tab 800- #855 Data Governance Policy and Approval to upgrade wireless infrastructure system -School Title I Budgets -Escambia County Annual Notification of Rights under FERPA -Escambia County - Acceptable Use Policy -Escambia County Data Governance Policy 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •-School Based Mental Health Program -Parenting activities in schools -Social Classes: character education, bullying training -List of support services available provided to parents -Referrals to local agencies as appropriate -Active team member on the Escambia County Multi-Needs Committee -List of CRP trained and AED trained staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •-Individualized Education Plan (IEP) -Rtl procedures -Description of the Referral Process -Support Services Budget -Career Plans/Portfolios -Career Coach Job description -KUDER Reports 	Level 2

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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

4.1 The Escambia County School System engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

New teachers/employees are oriented to the system's purpose and procedures through the ECBOE's New Employee/Teacher Orientation Program. District leaders determine the number of staff necessary to support purposes, programs, and promote continuous improvement based on fiscal resources available.

The use of online advertisement and the use of AppliTrack an online process for completing applications have benefited the system by providing a more convenient way to post jobs and attract the most qualified applicant. In addition, the Human Resources Director provides updates at the monthly principals/administrators' meetings that provide information that enables our leadership to be better informed in an effort to fill and maintain positions with qualified employees.

Evidence:

- New Employee Orientation Packet
- Teacher Mentoring Program Components
- School Personnel Needs Assessment Procedure
- Parental Involvement Plan
- Policies related to hiring, placement, and retention
- Highly Qualified Plan
- System Budgets
- School Budgets

4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.

Instructional time, material resources, and fiscal resources sufficiently support the Escambia County School System. Instructional time is protected, while still promoting a strong community based school system. Field trips are closely aligned to standards, school wide programming is used only when it supports the goals of the school, and interruptions to the school day are minimal. Instructional time exceeds the Alabama State Department of Education guidelines of 1080 hours. School schedules of courses are reviewed by district level administrators to ensure the instructional time scheduled daily meets state funding requirements, the district's approved reading plan requirements, individual school improvement plans, and school specific requirements. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, its schools, and programs. Annually the district undergoes a staffing process, which is based on student enrollment growth and unique building needs, to ensure that adequate staff are hired and retained to meet the educational programming needs of our student population. Additional resources funded by Title I, II, & IV grants and IDEA funds provide access to materials with the purpose of meeting the needs of diverse learners while ensuring equal access. School based Title I budgets also give school leaders the flexibility in spending some of their funds to address the unique needs of their school students

Evidence:

- Examples of school's master schedule
- Example of school calendars
- District budgets
- Examples of efforts of school leaders to secure necessary material and fiscal resources
- Example of school's CIP

4.3 The system maintains facilities, services, and equipment to provide a safe, clean and healthy environment for all students and staff. Facilities, services, and equipment are maintained to provide a safe, clean and healthy environment for all students and staff. At each individual school the custodial staff has the responsibility of maintaining the upkeep of the buildings and the campus grounds. Within each restroom there are sanitizer dispensers for student, faculty and staff use. Also, in the cafeteria there are sanitizer dispensers. Students are expected to maintain clean areas in the classrooms, halls and around the campus.

School safety measures provide that the grounds are secure and equipped with fire extinguishers, exit signs, and proper electrical equipment. In addition, notices are in posted on each entrance addressing procedures for school visitation, prohibition of fire arms, and drug free/tobacco free zone.

Throughout the facilities, there are diagrams of safe exits in case of a weather emergency, fire or an intruder on campus.

Faculty, staff and students practice drills on a monthly basis for fire, weather safety and lockdown procedures for an intruder.

There are proper locks on all exit doors along with visible fire extinguishers that are inspected on a monthly basis with visible tags.

The CNP (Child Nutrition Program) receives exemplary monthly ratings from the Escambia County Alabama Department of Public Health.

The Head Nurse for the system ensures that each teacher receives the training on health related issues dealing with the student with health related issues the teacher serves. Student care plans are in place for each student with a medical need. Select personnel have received training to assist the school nurses and the administration of CPR and First Aide.

Evidence: Faculty/Staff Professional Development Training sign-in sheets, with agenda, the School Safety Plan, Supervision Schedules, Roles and Responsibilities of school personnel job descriptions, and Faculty meeting minutes and sign-in sheets.

Additional Evidence:

Handbooks, which include expectations, policies, and yearly training requirements, are provided to all support personnel. Improvement plans are developed and implemented by appropriate personnel as necessary to ensure schools are safe and well maintained.

4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

The system has a strategic plan that addresses management, curriculum, technology, facilities and school climate and culture components.

The newly developed strategic plan is being implemented with fidelity by the governing body and school system leaders. Escambia County

is mindful in long-term planning in the many facets that affect the purpose and direction of the system. Proactive infrastructure upgrades

have been implemented in the Technology Department to prepare for the one-to-one initiative. The Capital Plan provides a systematic

approach to creating a timeline for renovations and additions while also outlining budget needs. The system's approach to providing timely

repairs and preventative maintenance is necessary to preserve facility and equipment resources across the county. Transportation needs

are also forecasted to ensure timely replacement of vehicles and equipment. The replacement schedule along with proactive routine

maintenance reserve transportation resources. In regards to financial resource management, the system's four month reserve of operational

cost has the system uniquely prepared to endure economic fluctuations. Elementary and secondary curriculum supervisors help to ensure

curriculum resources are utilized and that alignment and continuity occur throughout the system. Professional Development is a valuable

resource that is organized and strategically provided to ensure the greatest benefit. An in county aspiring administrator academy is in place

to prepare future personnel.

Evidence: Board Policy, Strategic Plan, Transportation Overview, PD Overview, Aspiring Administrator's PD Print Out, Elementary and Secondary Job Descriptions, County CIP, and Capital Plan

4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

Escambia County Schools provides, coordinates, and evaluates the effectiveness of information resources and related personnel to provide

students and employees access to media and information resources. This is readily evident in the hiring of highly qualified personnel. Said

personnel routinely assist students, school, and system employees in their quests for locating and retrieving information. A media specialist is

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employed at all schools. Some schools employ library media aides. Moreover, library media specialists and media aides are required to provide and maintain work schedules to better assist all stakeholders in retrieving information. The library media specialist is responsible for maintaining checkout and communication logs.

A technology coordinator and three full-time technicians also provide extra support. Moreover, several schools actively employ instructional assistants to support educational programs throughout the system. Technicians and instructional assistants are required to maintain work schedules. These schedules also serve as evidentiary material. The system is committed to designing, implementing, and evaluating processes to ensure highly qualified personnel are recruited, hired, and retained to assist students, school, and system employees in learning about tools, processes, and locations for finding and retrieving information.

Evidence:

- Library/Media Specialists Schedules
- Media Specialists EducateAL PLP and evidence
- Monthly First Friday sessions with Supervisor
- Escambia County Library Media Plan
- Computer/ Technology Technician Schedules
- Evaluations by Technology Coordinator
- Technology Surveys

4.6 The system provides technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

Escambia County Schools has an infrastructure that supports student achievement at all locations.

Our schools and facilities are connected via a WAN that is a 1Gb Metro E leased network service provided via a fiber optic network. Each school and facility has a 100/1000Mb switched LAN. All core switches are connected at 1Gb and all edge devices are connected at a minimum of 100Mb. We also maintain a wireless LAN that is an 802.11N centrally managed network in all buildings and common areas across the system. Our district is currently provided 175Mb of internet bandwidth. This internet access is distributed across our WAN, LAN, and WLAN and is available to all networked devices in the system. All internal systems and nodes are protected by a central firewall and digital content filter.

In addition to traditional networked computer design we also have deployed and are utilizing a Google Apps for Education domain. Google Apps for Education provides cross platform collaboration and communication throughout the district.

The system has a variety of end user devices that students are able to use. We have deployed traditional desktops and laptops, ipads, tablets, and recently Chromebooks. By using Google Apps for Education the district is able to start utilizing the more cost effective Chromebooks for end user devices.

We are continually striving to refresh and replace all end user equipment and infrastructure to state-of-the-art equipment that meets the teaching, learning and operational needs of all stakeholders throughout the system. To that end we have broadened our technology committee to include a wider variety of stakeholders from across the system. State-of-the-art equipment will require qualified technical support staff we will continue to develop our current technology staff and develop industry partnerships to meet these needs.

Evidence:

- System Technology Plan
- School Technology Plans
- Board Meeting agenda of approval to award WAN/VOIP/Internet Access Bid #2014-2 to ITS in the amount of \$489,216.00 (pending E-Rate Approval)

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- Board Meeting agenda of approval of Board Policy Tab 800- #855 Data Governance Policy and Approval to upgrade wireless infrastructure system
- School Title I Budgets
- Escambia County Schools Annual Notification of Rights under FERPA
- Escambia County Schools- Acceptable Use Policy
- Escambia County Schools Data Governance Policy and Procedure

4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

The system has a process that identifies the needs of our student's physical, social, and emotional needs. When needs are identified, then the appropriate referrals and/or services are put into place. Each school evaluates the effectiveness of the services and/or programs and makes recommendations for improvements when they are identified.

Evidence:

- School Based Mental Health Program
 - Parenting activities in schools
 - Social Classes: character education, bullying training
 - List of support services available provided to parents
- Referrals to local agencies as appropriate
- Active team member on the Escambia County Multi-Needs Committee
 - List of CRP trained and AED trained staff

At the school level, each of the schools in our system has at least one counselor on site and a nurse on site or available to address the physical and emotional needs of our students. In addition to the school counselor, we have partnered with our local Behavioral Health facility and now provide an office at each school for a therapist and case manager to work out of, so that behavioral health services can be provided at school, instead of at the center. This also allows for quick access to a therapist in a crisis situation. Each school has a team of staff certified in CPR and the use of an AED.

Each year schools offer a variety of programs that students and teachers participate in that relate-to bullying, drug/alcohol abuse and other topics of concern.

Each school in our system offers breakfast and lunch to its students. The meals provided are nutritionally balanced and follow all established guidelines for school meals. Federal guidelines are followed to establish a student's meal rate status whether it be paid, reduced, or free. The system's Child Nutrition Program director supervises and monitors all local school CNP managers and their cafeteria operations.

Each school with grades 5-12 has access to the Escambia County Alternative School. This is an off-site school that provides a small setting for students that are having behavioral challenges in their home school. We also partner with the Southwest Alabama Behavioral Health Care Systems in the operation of the Compass School. This is also an off-site school that provides counseling, mental health services and education services to students that have been removed from their home school.

Athletes are provided physicals at no charge by local physicians. Orthopedic screenings are provided to all athletes at no charge from a locally sponsored orthopedic group..

A special services supervisor oversees and ensures adherence to special needs services. A federal program supervisor facilitates programs designed to provide supplemental education services and promote parental involvement in all Title 1 schools. A parental involvement coordinator promotes parental involvement activities. The Attendance Officer supports the Early Warning Program and Truancy Diversion program.

4.8 The system provides support services to meet the physical, social and emotional needs of all students. Services include counseling, assessments, referral, educational and career planning.

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Each school is staffed with a professional school counselor to coordinate and carry out student support services. The LEA has contracted with South West Alabama Mental Health to provide mental health counselors at each school. These mental health counselors are available to meet with students of all ages as needed. Assessments are utilized to evaluate academic progress, plan educational and career goals, and determine eligibility for supportive services. Referrals processes are established for in-house support services. Referrals are also made to community resources as determined by the school counselor.

Supporting educational and career planning for students; career portfolios are established in the sixth grade and updated yearly. Beginning in the eighth grade and reviewed yearly thereafter, school counselors partner with the Career Coach in developing a four year academic plan. The student specific information from the ACT Explore and the KUDER Navigator Assessments are data sources the system uses for career planning to prepare students for the future. Response to Intervention (Rtl) is available to address and meet behavioral or academic needs of all students. Comprehensive Rtl implementation has contributed to more meaningful identification of learning and behavior problems among the students in the system, and provided all students with the best opportunities to succeed in school. All departments engaged in providing student support services coordinate together in an effort to utilize available resources.

Evidence:

Individualized Education Plan (IEP)

Rtl procedures

Description of the Referral Process

Support Services Budget

Career Plans/Portfolios

Summary of Standard 4

Standard 4 addresses Escambia County's resources and support systems. Of the eight indicators, seven were assessed at a level 2. Indicator 4.2, which addresses instructional time, material resources, and fiscal resources, was the strength identified with an assessed value of 3.

In an effort to continue to attract and retain the most qualified applicants the Escambia County School System has recently updated their application process. Presently, applicants are submitting their applications through AppliTrack. Administrators can retrieve information instantly and view materials for future use. New hires have to complete mandatory new teacher orientation that encompasses strategies, procedures, policies, documents, expectations, and has proven to help relieve the stress associated with first time teaching or when working in a new school system.

Teachers have access to the newest technological devices that help to streamline the learning process for students. Teachers now have the capability to instantly retrieve data to ensure that students have achieved or mastered the objective that is being presented. Departmental meetings have been implemented and elementary and secondary supervisors provide insight and strategies to aid in accomplishing these goals and to ensure these lessons are aligned to federal and state guidelines.

A systematic plan has been implemented by the use of Virtual Alabama that aids in ensuring that mandatory fire evacuations, inclement weather and lock down procedures are followed. Bus evacuations are conducted and every student enrolled in the Escambia County School System must complete this drill. Bus drivers have recently undergone professional development training that provides information in a non-authorized person tries to board a bus. This procedure helps to ensure the safety of the students.

A five year strategic plan has been implemented into the Escambia County School System that aids in the overall effectiveness and operations from maintenance to transportation to a student's education that are associated within a school system.

The Escambia County School System has recently undergone a major technological infrastructure to help meet the requirements associated with state-of-the-art equipment. One addition to the school system has been the addition of A+ software. This software helps students who are under-achieving or has not mastered the instructional concept. Students with disabilities have benefited from this software. The school system has also implemented KUDER, a career interest inventory system that helps key personnel tailor a particular pathway for a student based on their responses to a series of questions. Students have lifetime access to this system.

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The system has made tremendous advancements in resource management that are beneficial to students but must continually be adapted to ensure that students can be productive citizens in our society.

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel use an assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system performance. The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •-Testing Training for School Test Administrators (Counselors) -Turn Around Training, sign-in and agendas -Student Assessment Chart of required state assessments 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Examples of data used to measure the effectiveness of the district systems that support schools and learning •List of data sources related to district effectiveness •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Formative and Summative Assessment data <ul style="list-style-type: none"> -CIP strategy reflections and projections 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Policies and written procedures specific to data training •Data Meetings, System and School <ul style="list-style-type: none"> -ARI specialist(s) meetings -AMSTI specialist(s) meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Policies and procedures specific to data use and training •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •-ACT Aspire Reports -STAR Assessment Reports -DIBELS Assessment Results -2020 Percentage Growth worksheets (used for Continuous Improvement Plan development) -Intervention schedules -Student RTI plans -Tiered instruction lesson plans 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of meetings regarding achievement of student learning goals •Survey results •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •-Parenting Day school agendas -Parent Conferences, Fall and Spring -Understanding ASPIRE DATA for Parents information, Letter and website links, -School PTO meeting agendas -System and School website information -Continuous Improvement Plans, System and Schools -Parent Portal for grades and attendance (INow) -Advisory Committee Agenda and sign-in sheets 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

5.1 The Escambia County School System establishes, maintains, and consistently uses a comprehensive system that monitors and documents student performance.

Escambia County utilizes a comprehensive assessment system that is aligned with local and state expectations for student learning and that produces dependable, effective, and bias-free information. This assessments plan meets the needs of all students, whether elementary or secondary. Assessment data is analyzed and used by Central Office personnel, school leadership, and professional teaching staff to formulate student learning plans. This data is also used as a guide for planning professional learning and development opportunities. Teacher-made tests, progress reports, and data are used to monitor student progress and customize learning activities to meet the diverse needs of individual students.

The Escambia County School System analyzes data from the following assessments, both summative and formative:

- Early Literacy
- STAR Reading and Math
- DIBELS

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- A+ Learning
- Global Scholar
- Reading Street Unit Assessments
- ACT Aspire (Grades 3-8) Reading and Math
- Alabama Science Assessment (Grades 5 and 7), formerly part of ARMT
- EXPLORE (Grade 8)
- PLAN (Grade 10)
- ACT (Grade 11)
- AHSGE
- ACCESS for English Language Learners (Grades K-12)
- AAA
- Workkeys

The Escambia County School System has a Continuous Improvement Plan (aCIP) that includes various data, goals and professional development for all staff. Each school collaboratively develops an aCIP that reflects each individual school's data, goals, and action steps to improving academic success. All aCIP plans are approved by the Escambia County Board of Education each year. Documentation and data are collected throughout the year that support the implementation of improving academically county-wide.

Evidence:

- Description of state assessments
- Description of other assessments
- Decision chart
- System Continuous Improvement Plan

5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.

Data is collected from a wide and diverse range of sources throughout the system. Sources from which data are collected at the elementary school level are DIBELS, Global Scholar, STAR Early Literacy, Reading, & Math, ACT Aspire, AAA, and ACCESS. Sources from which data are collected at the secondary level include ACT Aspire, ACT Explore, ACT Plan, the ACT, the Alabama Science Assessment, the Alabama High School Graduation Exam, and ACCESS. This wide range of assessments, which includes both current and trend data, is used to create and implement specialized learning plans for individual student instruction, as well as small-group and whole-group instruction. This data is referred to continuously, so that school staff may create learning opportunities that will increase student achievement. The data is collected and analyzed prior to each school's completing its aCIP. This data is also examined at the system level to measure program effectiveness and to help system administration create accountability reports and a system plan for improvement.

An area of focus for this indicator is that, county-wide, data should be used on a more consistent basis by school staff to plan for and implement learning plans. Emphasis should not only be using data to implement interventions for students who need more support, but for the entire population of students. Additionally, school staff should be given the opportunity to use data to evaluate program effectiveness and to ascertain that, when programs are deemed effective or ineffective, the data proves that effectiveness level. Currently, there is not a systematic procedure for this to occur.

Evidence:

- Data meetings
- Sample assessment results

-Reflections and projections of Continuous Improvement Plans

5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data. Professional development in the area of evaluation, interpretation, and the use of data is needed to assess and train staff to help them utilize data effectively.

All teachers are given training by the school counselors on the evaluation process and how to administer the state assessment each year. The teachers and staff are provided opportunities to understand the test data through ongoing professional development, at district and school level, throughout the year. This year Escambia County administered a new state assessment, the ACT Aspire, which was given throughout the state of Alabama. This new assessment has created the need for multiple opportunities for professional development to help faculty, staff and parents understand the assessment results. The Escambia County School system has provided numerous professional development opportunities for each school and its staff. The system has provided professional development through Patsy Sheffield, STI facilitator, for understanding the new state assessment. The Escambia County School system administers various assessments to collect ongoing data for analysis and usage to help strengthen the instructional practices in the classroom. Assessments given are Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to grades K-2nd grade. This data is used to determine Letter Naming Fluency, Initial Sound Fluency, and Phoneme Segmentation Fluency for Kindergarten. First grade assesses Nonsense Word Fluency, Letter Naming Fluency, and Oral Reading Fluency. Second grade assesses Oral Reading Fluency. Research based resources are also available to help staff with individual student growth such as STAR Reading and Math, Math Facts in a Flash, Global Scholar, Accelerated Reading and Math, Think Central, IXL and Spelling City. Regularly scheduled school-wide, grade level, and subject area data meetings are held to review and analyze data. The data meetings are arranged to help utilize this data in an effort to increase academic success for all students.

Evidence:

- Policies specific to data training
- Professional learning schedule specific to use of data - Patsy Sheffield
- Documentation of attendance and training related to the use of data - grade level meeting, data meetings, district and school level professional development trainings for data interpretation
- Training material specific to the evaluation, interpretation, and the use of data

5.4 The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

The Escambia County School system has developed and implemented a process throughout the system that allows for continuous improvement in student learning, including readiness for and success at the next level. The Assist website is used at both the system and school levels to create the CIP. The progress of elementary students is monitored through the use of common summative and formative assessments, such as: ACT Aspire, Alabama Science Assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading and Math, STAR Early Literacy and Global Scholar. The progress of secondary students is monitored through the use of common summative and formative assessments, such as: STAR Reading and Math, Global Scholar, ACT Aspire, ACT Plan, ACT Explore, and the ACT. Data from these assessments is analyzed by school and system-wide trends are noted. The system uses these trends to identify strengths and weaknesses throughout the system. This data is shared with principals by the superintendent, directors and supervisors, and the principal is responsible for sharing it with the local school faculty. Throughout the school year, the system supervisors monitor and assist continuous improvement efforts at each school level.

Data from comprehensive assessment systems provide a wealth of information to assist the Escambia County School System in evaluating student learning. Each school conducts data/departmental meetings to analyze data, identify problems, and to make adjustments and improvements. Teachers collaborate at these meetings to identify students who exhibit readiness for success at the next learning level. Students who are not meeting academic goals and who are not developing readiness for the next level of learning, are referred to the school's Problem Solving Team (PST) to begin the Response to Instruction (RTI) process. The student's RTI plan will outline strategies that will be implemented to help students meet and exceed academic goals.

All system and local school efforts toward continuous improvement are focused on student learning. The collaborative effort toward

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improvement has helped the system to be more effective in meeting the academic needs of all students. As continuous improvement efforts become more coordinated and refined, increases in student achievement will be realized. The resulting increases in student success will yield greater opportunities for success in college and career.

Evidence:

- Agendas, minutes of meetings related to analysis of data
- Evidence of student readiness for the next level
- Evidence of student growth
- Intervention classes
- Continuous Improvement Plans

5.5 Escambia County School System monitors and communicates comprehensive information about student learning, school performance and the achievement of system and school improvement goals and stakeholders.

The Escambia County School System and school leaders regularly collect and analyze data from a variety of sources. Analysis includes data from STAR Early Literacy, STAR Reading and Math, Global Scholar, ACT ASPIRE, Alabama Science Assessment, EXPLORE, PLAN, Quality Core End-of-Course, ACT with Writing, ACCESS, AAA, and DIBELS. In addition, schools review teacher-made assessments, reading and math assessments and assessments from the various programs such as A+ Learning.

The Superintendent and Assistant Superintendent present system and school level data to school board members in the fall each school year. Presentations include current data and longitudinal data. Members of the board are made aware of progress toward system and school goals. Patsy Sheffield, Achievement Services, presents data from across the district to principals and central office personnel. After the administrator meeting, school administrative staff members lead school data meetings at their respective schools.

All stakeholders are encouraged to be familiar with the aCIP and the system Escambia County Schools Strategic Plan. CIPs are developed based on yearly data and needed areas of improvement. Copies of these plans are available at the central office and individual schools.

Plans can also be accessed through the county and school websites. The strategic plan is aligned with the five AdvancEd standards. This plan is available to all stakeholders via the system website. Hard copies are available upon request.

Parents are encouraged to join Parent Teacher Organizations and participate in Parent/Teacher conferences which are held twice a year.

Teachers meet with parents to explain individual student progress on school and state mandated assessments. Parents are also able to access their student's grades and attendance through the INow Portal.

Evidence:

- Escambia County School System Strategic Plan
- LEA Improvement Plan (On AdvancEd site)
- Sample communication from schools
- Board Presentation
- Data Meetings

Summary of Standard 5

According to staff survey data Standard 5 is considered the strongest of the five standards, with an average score of 5.0. The committee reviewing Standard 5 and each of the indicators for Standard 5 discovered strengths and weaknesses within the standard.

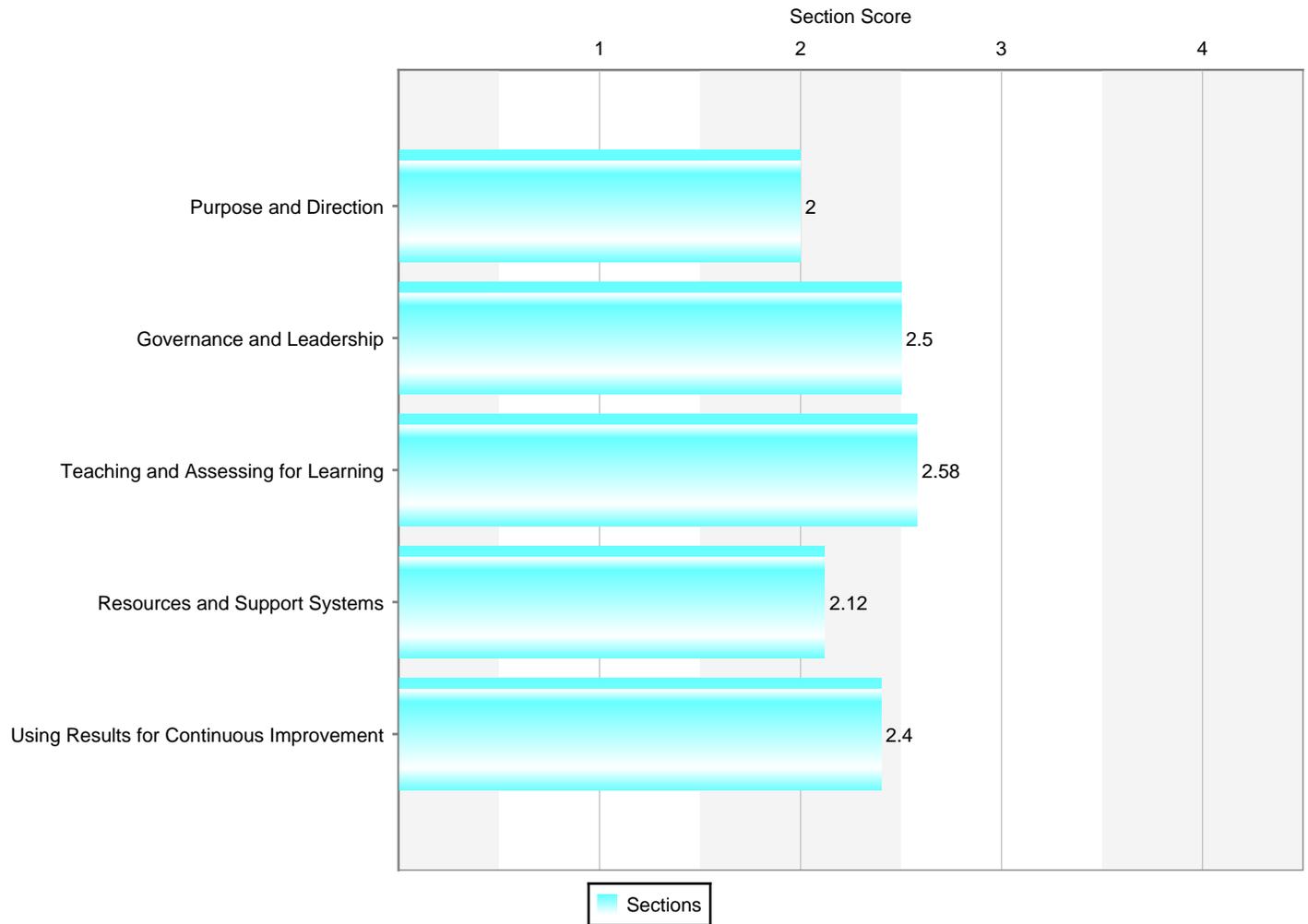
Indicators 5.3 and 5.5 were considered stronger than the other three indicators. To sustain the strength in these two areas, the system will continue to provide training in the evaluation, interpretation and use of data. Specific emphasis will be in the area of use of data. The system and school level teams do a good job of collecting, evaluating and interpreting data from a variety of sources. The use of data is a weakness within this indicator. The continued partnership with Achievement Services will focus on the use of data for continuous academic improvement. System data is communicated through a variety of outlets. The communication of student learning, school performance and continuous improvement will continue through board presentations, administrator meetings and school level meetings. An emphasis will be placed on communicating this information to parents in a more effective and parent friendly manner. The current assessment reports are

completely different than the ones from previous years.

Indicators 5.1, 5.2 and 5.4 were considered the weakest of the five indicators. To improve in these areas additional training will be necessary. The partnership with Student Achievement Services will focus on using assessment results for continuous improvement. Teachers and staff will be trained to not only understand the data, but know how to bridge gaps in learning, especially between subgroups. Central office personnel will continue to provide support in writing plans for continuous improvement, but will also be more diligent in reviewing progress towards goals throughout the year.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Staff surveys indicate satisfaction high in most areas.

100% satisfaction with Standard 5- Continuous Improvement with a system score of 5.0.

Standard 4- 4.82

Standard 3- 4.73

Standard 2- 4.91

Standard 1- 4.83

Student surveys reflected strengths in the areas of Standard 1, Purpose and Direction, and Standard 2, Governance and Leadership. It was evident from the survey results that Standard 1 was indicated as a strength by all schools. Elementary student questions in regard to Standard 1 were "in my school my principal and teachers want every student to learn" and "in my school I am learning new things that will help me". Students at all elementary schools agree this is true.

Standard 2 was indicated as a strength on the Student Secondary surveys of three schools. The questions for standard 2 ask students "In my school- rules are applied equally to all students, students treat adults with respect, the principal and teachers have high expectations of me".

Parent surveys reflected a strength in Standard 5, Using Results for Continuous Improvement by four schools. These schools were FES, ECHS, WSNMS, and Rachel Patterson Elementary. These schools reflect opinions from all 3 feeder patterns- Flomaton, East Brewton, and Atmore. In three schools standard 4, Resources and Support Systems, was indicated as a strength. Also representative of the three feeder patterns. Standards 1 and 2 were indicated as a strength two schools.

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

Continuous Improvement shows a trend toward increasing satisfaction as indicated on the staff survey as well as the parent survey.

This indicates that our staff members realize the importance of the continued, ongoing professional development in the most up to date and effective instructional strategies as well as data analysis. Parents also feel that we monitor student results and use these results for instructional decisions.

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

Continuous improvement is not surprising with a new Superintendent and assistant Superintendent for the 2014-2015 school year. The Superintendent has made it clear to all stakeholder groups of his vision to accomplish specific goals. Stakeholder groups consistently hear information regarding accountability and monitoring student progress to improve achievement, Feedback from other sources such as parent conference conversations/surveys, teacher observations, committee participation, and administrator findings support these results.

Areas in Need of Improvement

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

Staff surveys indicate standard 3 as the lowest indicated standard- 4.73.

Questions scoring low for this standard referenced a challenging curriculum, meeting the student's needs, and using student data to address individual student needs.

The majority of the schools reported the lowest standard for student surveys was Standard 5, Using Results for Continuous Improvement. These questions refer to "my principal and teachers-ask me what I think about school, tell children when they do a good job, and help me to be ready for the next grade". These questions were also the last three questions on the 20 question elementary survey. Other standards indicated as weak are standards 2 and 3- Governance and Leadership as well as Teaching and Learning.

Parent Surveys- Standard 3, Teaching and Learning, received the lowest score in 5 of our 11 schools. In two schools standard 5 received the lowest score, and in four schools standard 2 received the lowest score. It is not unexpected that standard 3 is low due to questions asked of parents in regard to adult advocacy, up to date computers and technology, and support services for identified needs.

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

Staff surveys indicate Standard 1 Purpose and Direction, question 14, reflects a trend of decreasing satisfaction. It states our school leaders engage effectively with all stakeholders about the school's purpose and direction.

Standards 1 and 4 on the staff survey reflected the lowest score after Standard 3.

School level parent surveys also indicate Standard 4 Resources and Support as a weakness.

Parent and staff surveys agree standard 3 was the lowest area of satisfaction.

What are the implications for these stakeholder perceptions?

Through the review process, it was determined that each school's mission and purpose was not clearly communicated to stakeholder groups. Most of the school mission statements had not been updated over the past few years and did not relay the current administration's mission. These mission statements were also not aligned with the system mission statement that had been changed as of May 2014; therefore a clear purpose and mission was not being communicated to stakeholders.

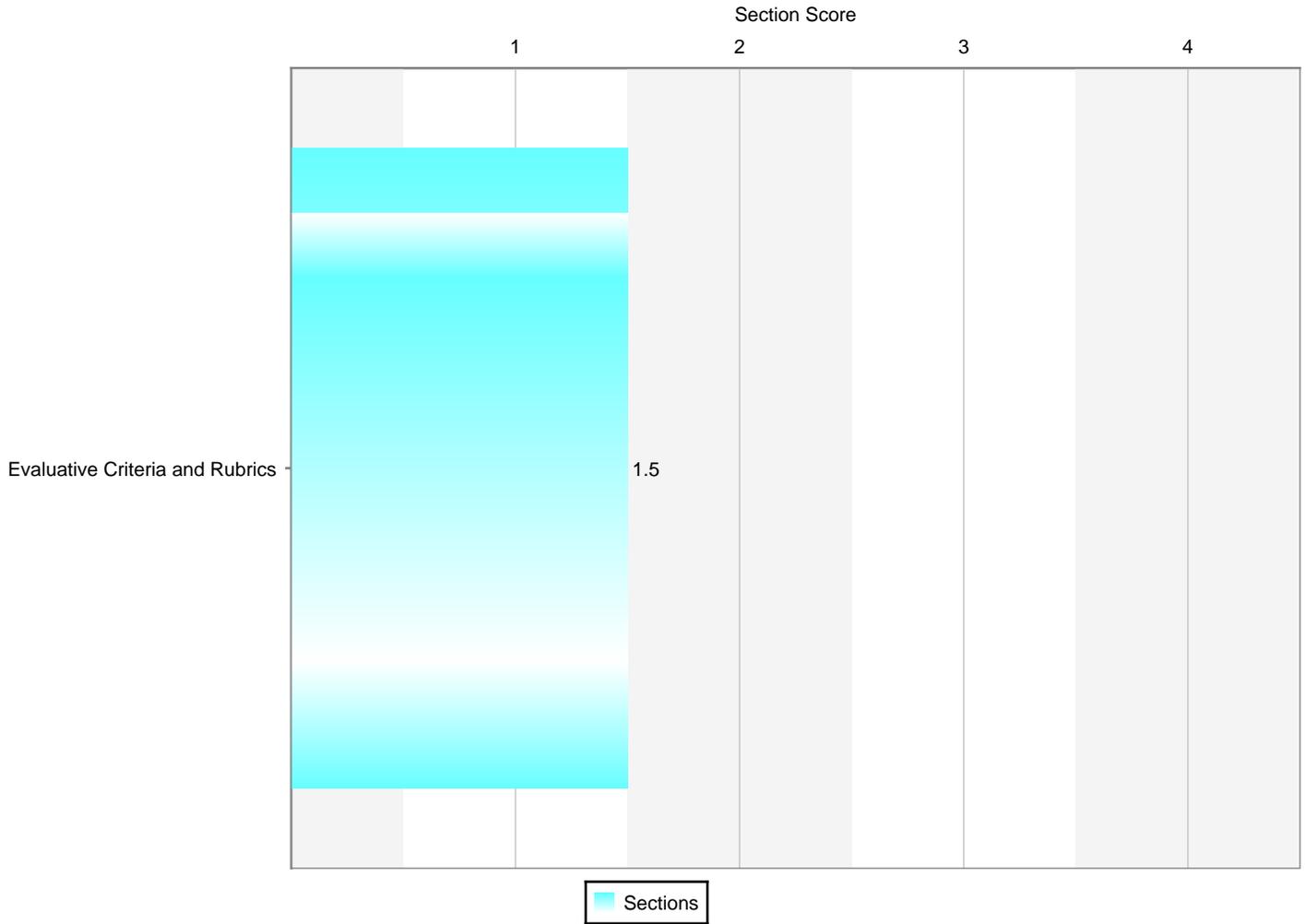
Standard 3 received a low score due to questions asked of parents in regard to adult advocacy, up to date computers and technology, and support services for identified needs. These areas were also noted during the internal review as area to improve. Plans are being discussed to improve these areas.

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

Title I parent survey results and school climate survey results also support these findings.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Data was reviewed by grade level, school, and system to determine areas of strength and weakness. Assessments given for the 2013-2014 school year were as follows: grades K-3- DIBELS assessment grades 3-8 -ACT Aspire assessment for Reading and Math grades -5 and 7 also took the Alabama Science Assessment grade 8 - EXPLORE assessment grade 10 - PLAN assessment grade 11 - ACT. End of Course Assessments were given to English 10 and Algebra I students. STAR assessments were given to all students as system-wide universal screening assessment.	Escambia County Schools Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

Areas of Notable Achievement

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

Schools with noted levels of performance on ACT Aspire. The listed schools are above national percentage-

3rd grade Math- Flomaton ES, Pollard McCall, and W. S. Neal Elementary

3rd grade Reading- Flomaton ES, Huxford, PM, and W. S. Neal Elementary

4th grade Math- Huxford, Flomaton ES

4th grade Reading- Flomaton ES, Pollard McCall, W. S. Neal Elementary

5th grade Math- All schools except A C Moore

5th grade Reading- Pollard McCall, and W. S. Neal Elementary

6th grade Math- Huxford, Flomaton ES, Pollard McCall

6th grade Reading-Huxford, Flomaton, W. S. Neal Elementary

7th grade Math- Huxford and Pollard McCall

7th grade Reading- Flomaton and Pollard McCall

8th grade Math- Flomaton

8th grade Reading- Flomaton and Neal Middle

DIBELS system reports for grades K-3 indicate for the 2013-2014 school year Kindergarten scores exceeded the expected 80% benchmark and scored 90% benchmark students

End of Course Assessments indicate the English I0 percentage for Flomaton above 50% with 65% at or above benchmark.

ACT benchmark results indicate Flomaton High School percentages above the state percentages in all four subjects.

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

DIBELS scores for grades K-2 show a positive trend with Kindergarten showing the highest percentage.

2013-2014 data -K-90%, 1st- 78%, 2nd-76%.

DIBELS assessments in grades K-2 have exceeded expected levels of performance as well as growth for the past three years, using 80% mastery as a criteria for positive performance, with the exception of 1st grade for the 2012 school year.

2010- K 88%, 1st 87% 2nd 80%

2011- K 85%, 1st 88% 2nd 82%

2012- K 93% 1st 77% 2nd 83%

ACT Aspire data was benchmark for the 2013-2014 school year.

Previous years' data-

Reading ARMT+ scores for grades 3-7 have exceeded percentages of achievement using 80% as a level of proficiency.

7th and 8th grade scores exceeded expected levels since students do not have explicit instruction in reading.

2012-2013 Reading 3rd-90%, 4th- 89%, 5th- 84%, 6th- 86%, 7th- 83%, 8th- 78%.

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2012-2013 Math 3rd- 83%, 4th -79%, 5th - 91%, 6th- 70%, 7th- 59%, 8th- 72%

The graduation rate for Escambia County as a district has shown a trend of growth over the past three years.

2010-2011 74%, 2011-2012 74%, 2012-2013 78%

Growth was specifically noted at Flomaton High School 83%-89% and W. S. Neal High School 77%-83%. A slight decrease at Escambia County High School over this three year span from 69% to 67%.

All 11th grade students were administered the ACT during the 2013-2014 school year. In the past students chose to take the ACT, usually college bound students.

ACT 2013-2014

English-33%

Math - 10%

Reading- 17%

Science- 11%

Previous years' data-

The percentage of students meeting college readiness for ACT English Composition, Algebra, Biology, and meeting all 4 subjects has increased over the past 2 years.

English Comp. 45%-50%

Algebra 15%-26%

Biology 8%-20%

Meeting all 4 subjects 3%-13%

ACCESS score 2013-2014 indicate of the 2 students tested- one tested out with a 5.2 increase of 0.6 and the other a 3.6 increase of 0.8. 7 other students were tested. Their data is baseline since this is the first time they took ACCESS. One of these students tested out with 5.8.

ACCESS scores from 2012 and 2013 show of the students tested 75% showed overall progress. The same students tested in 2012 and 2013 show one student moved away, 3 students showed gains in their overall score with one student scoring high enough to test out of the program. One student did not show progress.

5.1-moved away

4.4-4.7

3.1-2.8

3.7-5.6*

4.2-4.6

AAA scores for grades 3 and 6 in Reading and Math for the 2013 assessment indicate 100% proficiency.

AAA scores for grades 5-8 in Reading and Math for the 2013 assessment indicate 100% proficiency.

The Science Assessment for 7th grade also showed a positive trend, but for the 2013-2014 it dropped to 65%.

(5th grade was higher with 73%).

7th 2010- 52% 2011- 60% 2012-80% 2013-73%

Which area(s) indicate the overall highest performance?

The ACT aspire data indicates that in grades 3-5, student math scores were higher than the reading scores and then in grades 6-8 the reading scores were higher.

DIBELS assessments in grades K-2 have exceeded expected levels of performance as well as shown a positive trend for the past three years, using 80% mastery as a criteria for positive performance, with the exception of 1st grade for the 2012 school year.

2010- K 88%, 1st 87% 2nd 80%

2011- K 85%, 1st 88% 2nd 82%

2012- K 93% 1st 77% 2nd 83%

2013- K-90% 1st 78% 2nd 76%

Previous data-

Reading ARMT+ scores for grades 3-7 have exceeded percentages of achievement using 80% as a level of proficiency.

2012-2013 Reading 3rd-90%, 4th- 89%, 5th- 84%, 6th- 86%, 7th- 83%.

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

Based on the subgroup data we have at the present time, the all and white subgroups outscore the remaining subgroups.

Based on ARMT+ reading scores positive gains were indicated for the poverty and black subgroups from 2012 scores to 2013 scores-

3rd grade -Black 76%- 83% and Poverty 84%- 87%

4th grade -Poverty 86% both years

Between which subgroups is the achievement gap closing?

At this time we do not have subgroup data for ACT Aspire.

Previous years' data-

The achievement gap between the poverty subgroup and all students subgroup was closing.

Reading

2012 ALL Poverty

3rd 86.19 83.50

4th 87.53 85.58

5th 87.32 85.72

6th 87.50 85.77

7th 91.37 89.89

8th 85.89 83.46

Reading

2013 ALL Poverty

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3rd 89.51 86.62

4th 88.57 85.93

5th 84.37 80.48

6th 85.68 83.39

7th 83.11 80.13

8th 78.30 75.27

Math

2012 ALL Poverty

3rd 86.74 84.17

4th 88.86 86.81

5th 94.22 93.19

6th 77.44 73.56

7th 87.54 85.82

8th 76.31 72.20

Math

2013 ALL Poverty

3rd 82.59 79.23

4th 78.86 75.81

5th 90.54 88.66

6th 69.91 66.07

7th 59.00 85.94

8th 71.55 67.16

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

STAR Reading data and Accelerated Reader data supports reading growth at the lower grade levels (K-2) due to increased motivational programs for reading and time spent on reading in the elementary grades.

Other data sources used in the schools are STAR Reading and STAR Math, Early Literacy (K-1), Global Scholar Math assessments- grades 2-8, and curriculum assessments for all grades. All data sources are used to identify areas of improvement.

District assessments (Global Scholar) supported the reported findings.

Areas in Need of Improvement

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

ACT Aspire results indicate the listed schools were below the national percentile:

3rd grade Math- Huxford and A. C. Moore

3rd grade Reading- AC Moore and WS Neal Elementary

4th grade Math- A C Moore, Pollard McCall, and WS Neal Elementary

4th grade Reading- A C Moore, Huxford

5th grade Math- A C Moore

5th grade Reading- A C Moore, Huxford, Flomaton Elementary

6th grade Math- ECMS and WSNM

6th grade Reading- ECMS and Pollard McCall

7th grade Math- ECMS and Neal Middle

7th grade Reading- ECMS and Neal Middle

8th grade Math- ECMS, PM, and Neal Middle

8th grade Reading- ECMS and PM

End of Course Assessments indicate the English 10 at ECHS and WSNH percentages were both below 50%- ECHS-26% and WSNH- 48%.

End of Course assessments for Algebra I were all below 50%- FHS-35%, ECHS-3%, and WSNHS-12%.

ACT benchmark results indicate ECHS and WSNHS percentages are below the state in all four subjects. All 11th grade students took the ACT for the 2013-2014 school year.

Previous years' data-

ACT scores indicate only 13% of our students that took the ACT scored at the benchmark level indicated by ACT as compared to 20% for the state. The 5 year trend from 2009-2013 reflects a composite score of 19-18.9.

English Composition District 50% State 66%

Algebra District 26% State 31%

Social Science District 27% State 41%

As a district the % of students meeting college readiness for Social Science has decreased over the past two years- 30%-27%

Biology District 20% State 30%

AAA data shows for 2013-2014-

grade 4 -75% proficient in Reading and 100% proficient in Math

grade 5 -100% proficient in Reading, 80% proficient in Math, and 60% in Science

grade 8- 60% proficient in Reading and 80% in Math

grade 11- 100% proficient in Reading, 60% in Math, 80% in Science

2012 data- 8th grade

District Explore scores show % of students scoring on track to be college ready.

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English- 56% -national 68%

Math-15%- national 36%

Reading- 35% -national 46%

Science- 9%- national16%

2013 data- 8th grade

District Explore scores show % of students scoring on track to be college ready.

English- 65% -national 68%

Math-19%- national 36%

Reading- 39% -national 36%

Science- 25%- national 37%

Gains were shown in all areas and the Reading percentage is above the national percentage.

2012 District PLAN scores -10th grade

District PLAN scores show % of students scoring on track to be college ready.

English- 54% -national 64%

Math-11%- national 36%

Reading- 28% -national 48%

Science- 7%- national 20%

2013 District PLAN scores 10th grade

District PLAN scores show % of students scoring on track to be college ready.

English- 56% -national 64%

Math-13%- national 36%

Reading- 23% -national 40%

Science- 14%- national 28%

Although gains were made in the areas of English, Math and mostly Science. Our percentages are below the national percentages.

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

ACT Aspire data for the 2013-2014 school year is baseline data.

All students in the 11th grade took the ACT for the first time in 2013-2014, previously students chose to take the ACT usually college bound students.

The 5 year trend for ACT scores from 2009-2013 reflects a slight decrease in composite score from 19-18.9.

As a district the percentage of students meeting college readiness for Social Science has decreased over the past two years.

Social Science- 2012-30% to 2013- 27%

Alabama Science Assessment for 5th grade students also indicates a negative trend-

5th 2010- 81% 2011- 81% 2012-77% 2013-76% 2014 73%

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Which area(s) indicate the overall lowest performance?

ACT Aspire mathematics scores for grades 7-8 continue to be low.

Percentages for the ACT in Mathematics is also very low.

These low math scores are significant in the Atmore schools feeder pattern.

The lowest performance scores are the Mathematics scores for ARMT+.

2012 ALL Sped 2013 ALL Sped

3rd 86.74 34.62 3rd 82.59 47.83

4th 88.86 46.15 4th 78.86 30.77

5th 94.22 60.00 5th 90.54 51.53

6th 77.44 27.78 6th 69.91 23.68

7th 87.54 56.67 7th 59.00 21.05

8th 76.31 83.34 8th 71.55 36.66

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

ARMT+ was not given in the 2013-2014 school year. It was replaced with the ACT Aspire. At the present we do not have subgroup data.

Previous years' data indicated the special education subgroup showed the largest gap in achievement.

The special education subgroup as indicated by ARMT+ scores shows a trend of decreasing proficiency with the exception of 3rd grade.

Reading

2012 Sped 2013 Sped

3rd 38.47 3rd 60.87

4th 43.59 4th 34.61

5th 37.50 5th 28.57

6th 44.44 6th 31.58

7th 63.33 7th 42.11

8th 70.83 8th 27.59

Math scores as indicated by ARMT+ scores for all students and special education students have shown decreasing proficiency for the past two years.

Math

2012 ALL Sped

3rd 86.74 34.62

4th 88.86 46.15

5th 94.22 60.00

6th 77.44 27.78

7th 87.54 56.67

8th 76.31 83.34

Math

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2013 ALL Sped
3rd 82.59 47.83
4th 78.86 30.77
5th 90.54 51.53
6th 69.91 23.68
7th 59.00 21.05
8th 71.55 36.66

Between which subgroups is the achievement gap becoming greater?

The achievement gap between the special education subgroup and the all students subgroup continues to become greater.

ARMT+ was not given in the 2013-2014 school year. It was replaced with the ACT Aspire. At the present we do not have subgroup data.

Previous years' data indicated the special education subgroup showed the largest gap in achievement.

Reading

2012 ALL Sped
3rd 86.19 38.47
4th 87.53 43.59
5th 87.32 37.50
6th 87.50 44.44
7th 91.37 63.33
8th 85.89 70.83

Reading

2013 ALL Sped
3rd 89.51 60.87
4th 88.57 34.61
5th 84.37 28.57
6th 85.68 31.58
7th 83.11 42.11
8th 78.30 27.59

Math

2012 ALL Sped
3rd 86.74 34.62
4th 88.86 46.15
5th 94.22 60.00
6th 77.44 27.78
7th 87.54 56.67
8th 76.31 83.34

Math

2013 ALL Sped
3rd 82.59 47.83

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4th 78.86 30.77

5th 90.54 51.53

6th 69.91 23.68

7th 59.00 21.05

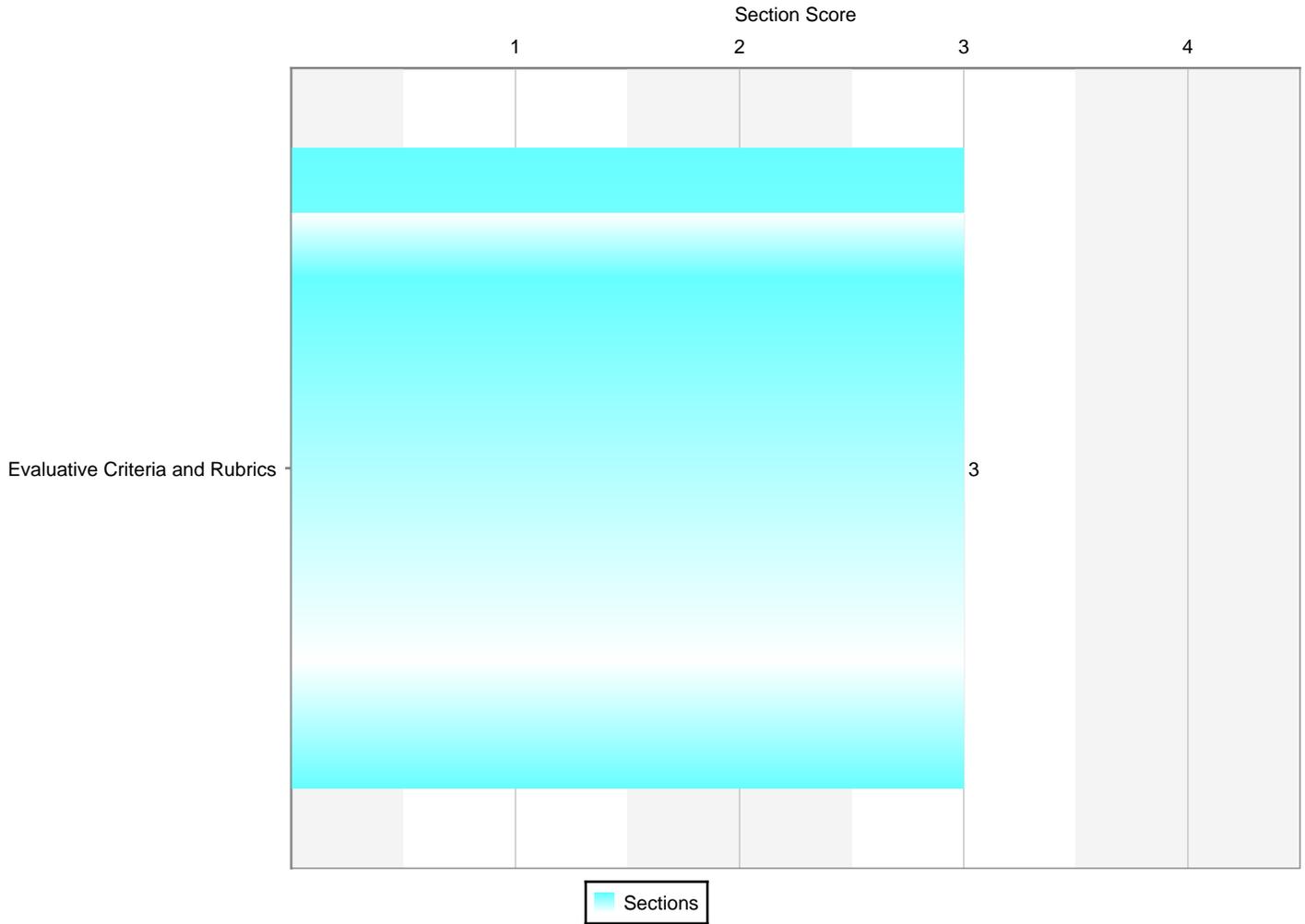
8th 71.55 36.66

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

Other data sources used in the schools are STAR Reading and STAR Math, Early Literacy (K-1), Global Scholar Math assessments- grades 2-8, and curriculum assessments for all grades. All data sources are used to identify areas of improvement.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	All schools have an updated Safety Plan for the 2014-2015 school year. Each school has a safety committee with assigned duties/stations in the event of an emergency. Each safety plan also has emergency and resource contacts. School safety drills and bus evacuation drills are conducted as indicated by Alabama guidelines. School Safety plans are housed in the Virtual Alabama website with the required documents as required by the Alabama Department of Education.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The attached document briefly details accounting procedures followed by the Escambia County School System.	Assurance #4

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Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	The System's Continuous Improvement Plan is located in ASSIST and attached to the System's Accreditation Report. Each school also has a Continuous Improvement Plan on the ASSIST website.	

Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	The attached timeline details system efforts to support schools and verify that schools met the AdvancED standards.	Timeline of process monitoring

ACIP 2014-2015

Overview

Plan Name

ACIP 2014-2015

Plan Description

Continuous Improvement Plan 2014-2015

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All graduates from the Escambia County School System will be prepared to enter college or the work force without the need of academic remediation.	Objectives: 1 Strategies: 7 Activities: 18	Organizational	\$627743
2	The achievement gap between the all students subgroup and the special education subgroup will decrease for the district.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$131625
3	All schools will maintain effective, consistent leadership.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$12900
4	All teachers will be certified and highly qualified in their teaching field.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$37964

Goal 1: All graduates from the Escambia County School System will be prepared to enter college or the work force without the need of academic remediation.

Measurable Objective 1:

collaborate to graduate all students college or career ready without remediation by 05/29/2015 as measured by the percentage meeting ACT benchmarks or receiving career certification.

Strategy 1:

Four Year Plan Development - All students in the Escambia County School System will develop a relevant 4-year plan, using data from their interest inventory and ACT Explore results before entering high school.

Research Cited: Kuder, Inc. - Assessment and Career Planning

Activity - 4-year graduation plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.</p> <p>Schools: Escambia County High School, Escambia County Middle School, Pollard-McCall Junior High School, W. S. Neal Middle School, Flomaton High School, W. S. Neal High School, Escambia Career Readiness Center</p>	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Title I Part A	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator

Strategy 2:

Professional Development for Teachers - Teachers will have opportunities for learning through workshops, trainings, and collaboration.

Research Cited: Research on Professional Development and Teacher Change: Implications for Adult Basic Change; Smith and Gillespie (2007)

Activity - CCRS Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A district CCRS Implementation Team consisting of teachers, administrators, and central office staff will attend quarterly CCRS meetings and then turn this information around to teachers and administrators in the system. Substitutes will be provided as needed to facilitate this training.</p> <p>Schools: All Schools</p>	Professional Learning	08/18/2014	05/29/2015	\$20755	Title I Part A	CCRS Implementation team members, Principals, Curriculum Supervisors

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Activity - Educational Impact Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to Educational Impact, an online training resource. Administrators can create online courses to meet the needs of the teachers by groups or individually. The courses include video clips with their own documents, links, interactive tools and other resources. Schools: All Schools	Professional Learning	08/18/2014	05/29/2015	\$27500	Title II Part A	Principals, Supervisors, and Teachers
Activity - Renaissance Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the science of STAR and usage of data, student grouping, and reports. The diagnostic report and the record book will be reviewed. Teachers will have the opportunity for hands on practice with the reports, grouping, viewing suggested skills, growth percentiles, teacher activities, classroom instructional planning report, preferences, resources and where to find user names and passwords. Teachers are paid a stipend for attending this training. STAR Reading and Mathematics will be purchased by the system and used as the universal screener. Schools: All Schools	Professional Learning	08/04/2014	08/06/2014	\$30334	District Funding, Title I Part A	Grade Level Teacher School Representatives, Instructional Coaches, Curriculum Supervisors, Principals
Activity - STI Professional Development Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STI professional development services will provide trainings and data meetings to all schools in the system on topics determined as focus needs through evaluation of services last year, observations, and student achievement data. Topics include Accountability results, End of Course Assessments, Questioning-Depth of Knowledge, ACT writing PD for teachers and students, and K-6 writing PD. Substitutes will be provided as needed to facilitate this training. Schools: All Schools	Professional Learning	09/29/2014	05/29/2015	\$110324	Title II Part A	Principals, Teachers, Curriculum Supervisors,
Activity - A+ Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School level representatives were presented with an overview of the uses of the A+ curriculum and its new web based design. Teachers were introduced to libraries for all grade levels. Teachers will have access to all grade level libraries to better meet the needs of their students. Training was also conducted on assessments and making assessments. Teachers are paid a stipend to attend this training. A+ was purchased by the system for all schools. A+ will be used throughout the year for credit recovery, standards recovery, remediation, and enrichment for students. Schools: All Schools	Professional Learning	07/29/2014	07/30/2014	\$33968	Title I Part A, Title I Part A	Teachers, Principals, Curriculum Supervisors

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Activity - AMSTI trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI will provide grade level specific mathematics training for all teachers in the system for grades 3- high school. Grades K-2 will be provided AMSTI support through the instructional coaches at their schools. Instructional coaches will be provided AMSTI training to assist them in coaching mathematics instruction in their schools. Model lessons will also be provided through the AMSTI specialists. Substitutes will be provided as needed to facilitate this training. Schools: All Schools	Professional Learning	08/18/2014	05/29/2015	\$10000	Title II Part A	Teachers, Principals, Curriculum Supervisors, Central Office staff
Activity - Special Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistance will be provided for special populations as needed for them to meet academic goals. Funds were budgeted to assist homeless and EL populations. The Atmore Central Office Secretary will assist as needed. Schools: All Schools	Policy and Process	08/18/2014	05/29/2015	\$3992	Title I Part A	Director of Federal Programs, Curriculum Supervisors, Atmore Central Office Secretary
Activity - PD Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Travel and registration fees will be paid for trainings outside the system as approved by the Superintendent and/or the Director of Federal Programs such as Laying the Foundation, Nuts and Bolts, or other need areas. Schools: All Schools	Professional Learning	08/18/2014	05/29/2015	\$50000	Title I Part A	Superintendent, Director of Federal Programs, and training participants

Strategy 3:

Technology Instructional Support - Teachers and administrators will be provided the tools and training necessary to ensure that all students have an opportunity to be successful and graduate career and /or college ready.

Research Cited: Benefits of Technology in Today's Classrooms (Boise State University) Evaluating the Effectiveness of Technology in Our Schools (ACT Policy Report)

Activity - Technology Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to ensure System Technology Plan is implemented and evaluated for effectiveness. Schools: All Schools	Professional Learning	08/18/2014	05/29/2015	\$4400	Title II Part A	Technology Coordinator, Central Office staff, and Administrators

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Activity - Online Academic Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to Discovery Education, a supplemental math, science, and social studies resource, and Big Universe, a reading resource for elementary grades, to provide additional academic support and student engagement in the classroom. Schools: All Schools	Technology	08/18/2014	05/29/2015	\$20000	Title I Part A	Principals, Teachers, Central Office Staff

Strategy 4:

Parental Involvement - The Escambia County School System recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. Further, the Escambia County School System recognizes that the involvement of parents of students in Title I schools enhances the effectiveness of the program and promotes student success. Working together we can forge the most powerful partnership that helps unlock the dreams of our children's future in this rapidly changing world when we focus on their tomorrows by preparing them today to graduate from high school ready for work, college, and life. Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan.

Research Cited: Comer, J. (2000). Building Successful Partnerships, Bloomington, IN.

Activity - Parental Involvement Plan/Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan. The system's Parental Involvement Coordinator will assist in monitoring implementation of the plan. She is provided funds for travel to each school and materials to assist schools with parental involvement activities. Parental involvement materials are copied as needed and distributed to the school liaisons. Funds are provided for the copier. Schools: All Schools	Parent Involvement	08/19/2013	05/30/2014	\$105240	Title I Part A	Parental Involvement Supervisor, Central Office Staff, School Parental Involvement Liaisons, Principals, and teachers

Strategy 5:

District Reviews/Walkthroughs - District reviews/walkthroughs will be conducted at the schools at least 3 times a year to ensure documentation and implementation of each school's Continuous Improvement Plan. The Director of Federal Programs monitors development and implementation of Continuous Improvement Plans. The Federal Programs bookkeeper assists the director with monitoring financial activities.

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

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Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted using an instructional checklist of student centered learning indicators. Documentation will be kept and reviewed as indicated by the continuous improvement plan. Funds are provided for the Director of Federal Programs and the Federal Programs bookkeeper. Funds are allocated for supplies including postage and auditing needs. Schools: All Schools	Other	08/18/2014	05/29/2015	\$79349	Title I Part A	Director of Federal Programs and the Federal Programs bookkeeper. Central Office staff, and principals

Activity - ACIP Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Director of Federal Programs, Elementary Curriculum Supervisor, and the Secondary Supervisor met with each principal to review ACIP. Goals, activities, and funds were reviewed before completion. Support by the curriculum department for development of the ACIP was also provided through the entire process. A training/work day was provided for the data entry person from each school. Schools: All Schools	Other	08/25/2014	10/02/2014	\$0	No Funding Required	Director of Federal Programs, Principals, Secondary Curriculum Supervisor, Elementary Curriculum Supervisor

Strategy 6:

Grade Level Transition Services - Students will be provided opportunities to familiarize themselves and become comfortable with their upcoming grade level building, surroundings, and curriculum requirements before promotion.

Research Cited: School Transitions Education.com; Eric Anderman, Kristen Missall, Robin Hojnoski, Helen Patrick, Brent Drake, Patricia Jarvis; Dec. 23, 2009

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upcoming kindergarten students will be screened at the Spring Kindergarten Registration. The students will be ranked according to scores. Students with the greatest academic need will be invited to attend a program designed to orient them to school and the kindergarten curriculum. Schools: Rachel Patterson Elementary School, W. S. Neal Elementary School, Flomaton Elementary School	Direct Instruction	06/01/2015	06/26/2015	\$33000	District Funding	Principal, Teachers, Instructional Aides, Central Office staff

Activity - School Tours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements. Schools: Rachel Patterson Elementary School, Escambia County Middle School, Pollard-McCall Junior High School, Huxford Elementary School, W. S. Neal Elementary School, A. C. Moore Elementary School, W. S. Neal Middle School, Flomaton Elementary School	Academic Support Program	03/02/2015	05/29/2015	\$300	District Funding	Principals, Counselors, Teachers, Central office staff
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Strategy 7:

School Attendance Promotion - The Escambia County School Board signed a proclamation that September as "Attendance Awareness Month" Incentives and activities will be conducted throughout the year to promote student and teacher attendance. The Attendance Officer for the system will assist schools in monitoring attendance.

Research Cited: Attendance Works Newsletter

Activity - Attendance Awareness Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities and incentives to promote student and teacher school attendance will be conducted. Schools: All Schools	Other	09/01/2014	09/30/2014	\$0	Other	Superintendent, Principals, Attendance Officer

Activity - Monitor Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Attendance Officer will visit schools bimonthly to assist in monitoring attendance through home contacts and visits. The school counselor, teacher, or attendance clerk will also make parent contacts through phone calls and/or SchoolCast after student absences. Guidelines are provided by the Attendance Officer. Schools: All Schools	Behavioral Support Program	08/18/2014	05/29/2015	\$0	Other	Superintendent, Director of Career and Technical Education, Principals, Teachers, School Attendance clerks

Goal 2: The achievement gap between the all students subgroup and the special education subgroup will decrease for the district.

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency that indicates a decrease in achievement gap from All students in Mathematics by 05/29/2015 as measured by state assessment results.

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Strategy 1:

Professional Development - Special Education and regular education teachers will attend workshops and trainings to improve instruction for special education students.

Research Cited: Research on Professional Development and Teacher Change: Implications for Adult Basic Change; Smith and Gillespie (2007)

Activity - Regional Support Team Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with regional support specialists (ARI and AMSTI), administration, and staff to develop a plan of implementation to close the achievement gap between the special education subgroup and all students. Schools: A. C. Moore Elementary School	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	Central office staff, Principal, Instructional Coach, and all teachers

Activity - Special Education Laws training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All system employees, professional and support, will be given an up to date review of laws and policies regarding special education students. Schools: All Schools	Policy and Process	02/16/2015	02/16/2015	\$0	No Funding Required	Teachers, Instructional Aides, Principals, Central Office staff, Superintendent

Strategy 2:

Focus School-Feeder Pattern Support - Rachel Patterson Elementary School (K-2), Escambia County Middle School (5-8), and Escambia County High School (9-12) will be provided additional support and resources to decrease student achievement gap data.

Research Cited: School Transitions, www.education.com; Educational Implications; Eric Anderman, Kristen Missall, Robin Hojnoski, Helen Patrick, Brent Drake, Patricia Jarvis; Dec. 23, 2009

Activity - AMSTI Support-Rachel Patterson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to provide formative Global Scholar math assessments to 2nd grade students, math data will be reviewed and analyzed at monthly data meetings, and RTI procedures will be reviewed. AMSTI will provide training for the Instructional Coach to support math instruction and data analysis at the school. Mrs. Sheffield with STI Achievement Services will review A C Moore Elementary School's 3rd grade data with the Rachel Patterson Elementary faculty and staff on November 14th to address foundational skills that need improvement as reported by ACT Aspire. Global Scholar math assessments will be developed, copied, and distributed from the central office. Schools: Rachel Patterson Elementary School	Academic Support Program	08/18/2014	05/29/2015	\$5000	Title I Part A	Central Office staff, Principal, Instructional Coach, and all teachers

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Activity - Reading Intervention- ECMS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support ECMS's instructional needs by purchasing a reading intervention program for non proficient readers, having 3 teachers on the district CCRS Implementation team (1 ELA, 1 Social Studies, and 1 Math), and continuing with 1 special education teacher per grade level. Schools: Escambia County Middle School	Academic Support Program	08/18/2014	05/29/2015	\$10000	Title I School Improvement (ISI)	Central office staff, Principal, and all teachers

Activity - ACT practice- ECHS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase ACT Mastery practice program for 11th grade students to help prepare them for the ACT assessment. Schools: Escambia County High School	Academic Support Program	09/23/2014	05/29/2015	\$14625	Title I Part A	Teachers, Principals, Secondary Curriculum Supervisor, Central Office Staff

Strategy 3:

Focus School Support - Additional support will be provided to A C Moore Elementary to better help them meet the needs of their special education students through resources and training.

Research Cited: Research

Activity - Instructional Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A C Moore will contract instructional services from certified teachers, not employed by the system, to provide small group supplemental instruction to non proficient students as identified through assessment data. Schools: A. C. Moore Elementary School	Academic Support Program	08/18/2014	05/29/2015	\$7000	Title I Part A	Contract Teachers, School Teachers, Principal, Special Education teachers, Central Office staff

Activity - Engaging Students in Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with a SMARTboard to better engage students in instruction. Schools: A. C. Moore Elementary School	Technology	10/01/2014	05/29/2015	\$31000	Title I Part A, Title I School Improvement (ISI)	Principal, All teachers, Central Office staff

Activity - Special Education Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A C Moore Elementary earned an additional teacher unit and the additional teacher was assigned as a special education teacher to increase direct, specific instruction to these students for the 2014-2015 school year. Schools: A. C. Moore Elementary School	Direct Instruction	08/18/2014	05/29/2015	\$64000	State Funds	Principal, Special Education Supervisor, and Teacher
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Goal 3: All schools will maintain effective, consistent leadership.

Measurable Objective 1:

collaborate to maintain effective, consistent leadership at all schools by 05/29/2015 as measured by LeadAL results, district walkthrough evaluations, stakeholder feedback, and student achievement data..

Strategy 1:

Professional Development - Principals will have opportunities for learning through workshops, trainings, and collaboration with Central Office staff.

Research Cited: Research on Professional Development and Teacher Change: Implications for Adult Basic Change; Smith and Gillespie (2007)

Activity - Administrator Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrator academy will be a series of learning sessions for personnel in the district that hold an administrative degree to earn a professional learning unit of credit. Sessions will be held in a central location with topics such as School Finance- budgets/funding, Curriculum and Instruction, and Management. Educational Impact, an online training resource, will also be used. Schools: All Schools	Direct Instruction	10/15/2014	02/25/2015	\$0	Other	Central Office Staff

Activity - Online Application Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has implemented an online application program for all employees (Applitrack). This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents. Schools: All Schools	Policy and Process	08/18/2014	05/29/2015	\$2900	General Fund	Central Office Clerk, Superintendent, Assistant Superintendent, Principals

Activity - Monthly Principal Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly principal meetings will be conducted for updates on curriculum, assessment, school law, policy, federal programs, and general issues of importance. Schools: All Schools	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	Superintendent and Central Office Staff

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Activity - Principal PLC Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will have opportunities to participate in Professional Learning Communities through AMSTI and ARI. ARI presented "Learning and Leading" with instructional coaches. Principals with instructional coaches in their building are required to participate. Schools: All Schools	Professional Learning	09/10/2014	05/20/2015	\$0	Other	Principals, Instructional Coaches, and Curriculum Supervisors
Activity - Summer Leadership Summit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will attend leadership sessions during this 2 day summit to address system needs, policies, and curriculum updates for the upcoming school year. Schools: All Schools	Professional Learning	07/01/2015	08/21/2015	\$10000	Title II Part A	Superintendent, Assistant Superintendent, Central Office Staff, Principals

Goal 4: All teachers will be certified and highly qualified in their teaching field.

Measurable Objective 1:

collaborate to have certified and highly qualified teachers in their teaching field by 08/18/2014 as measured by certification documents in accordance with guidelines provided by the State of Alabama Board of Education..

Strategy 1:

Grade Level Course Incentives - Teachers will be provided a bonus to teach Mathematics and Science courses in grades 7-12.

Research Cited: Schweyer and Stotz, The Incentive Research Foundation: Motivating Today's Workforce: The Future of Incentive and Recognition Program Design, March 2011.

Activity - Teacher Bonuses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher bonuses with benefits are paid to Math and Science teachers for grades 7-12. Schools: Escambia County High School, Escambia County Middle School, Pollard-McCall Junior High School, W. S. Neal Middle School, Flomaton High School, W. S. Neal High School	Policy and Process	08/18/2014	05/29/2015	\$35064	Title II Part A	Central Office Staff

Strategy 2:

Hiring Requirements/Guidelines - The district has implemented an online application program for all employees (Applitrack).

Research Cited: Human resources, hiring procedures

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Activity - Online Application Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents. Schools: All Schools	Policy and Process	08/18/2014	05/29/2015	\$2900	District Funding	Central office staff and principals

Strategy 3:

Mentor Program - Novice teachers will be assigned a mentor teacher and will participate in a district induction program.

Research Cited: New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness (Harvard Education Press, 2009).

Dara Barlin, Ellen Moir, Janet Gless, and Jan Miles

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice and mentor teachers will participate in the district mentoring program guidelines. Schools: All Schools	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	Central office staff, principals, and novice/mentor teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention- ECMS	Support ECMS's instructional needs by purchasing a reading intervention program for non proficient readers, having 3 teachers on the district CCRS Implementation team (1 ELA, 1 Social Studies, and 1 Math), and continuing with 1 special education teacher per grade level.	Academic Support Program	08/18/2014	05/29/2015	\$10000	Central office staff, Principal, and all teachers
Engaging Students in Instruction	Teachers will be provided with a SMARTboard to better engage students in instruction.	Technology	10/01/2014	05/29/2015	\$16000	Principal, All teachers, Central Office staff
Total					\$26000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Attendance	The Attendance Officer will visit schools bimonthly to assist in monitoring attendance through home contacts and visits. The school counselor, teacher, or attendance clerk will also make parent contacts through phone calls and/or SchoolCast after student absences. Guidelines are provided by the Attendance Officer.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	Superintendent, Director of Career and Technical Education, Principals, Teachers, School Attendance clerks
Attendance Awareness Month	Activities and incentives to promote student and teacher school attendance will be conducted.	Other	09/01/2014	09/30/2014	\$0	Superintendent, Principals, Attendance Officer
Principal PLC Participation	Principals will have opportunities to participate in Professional Learning Communities through AMSTI and ARI. ARI presented "Learning and Leading" with instructional coaches. Principals with instructional coaches in their building are required to participate.	Professional Learning	09/10/2014	05/20/2015	\$0	Principals, Instructional Coaches, and Curriculum Supervisors

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Administrator Academy	The administrator academy will be a series of learning sessions for personnel in the district that hold an administrative degree to earn a professional learning unit of credit. Sessions will be held in a central location with topics such as School Finance- budgets/funding, Curriculum and Instruction, and Management. Educational Impact, an online training resource, will also be used.	Direct Instruction	10/15/2014	02/25/2015	\$0	Central Office Staff
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Application Process	The district has implemented an online application program for all employees (Applitrack). This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	08/18/2014	05/29/2015	\$2900	Central Office Clerk, Superintendent, Assistant Superintendent, Principals
Total					\$2900	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Application Process	This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	08/18/2014	05/29/2015	\$2900	Central office staff and principals
Renaissance Trainings	Teachers will be trained in the science of STAR and usage of data, student grouping, and reports. The diagnostic report and the record book will be reviewed. Teachers will have the opportunity for hands on practice with the reports, grouping, viewing suggested skills, growth percentiles, teacher activities, classroom instructional planning report, preferences, resources and where to find user names and passwords. Teachers are paid a stipend for attending this training. STAR Reading and Mathematics will be purchased by the system and used as the universal screener.	Professional Learning	08/04/2014	08/06/2014	\$21365	Grade Level Teacher School Representatives, Instructional Coaches, Curriculum Supervisors, Principals
School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff

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JumpStart Program	Upcoming kindergarten students will be screened at the Spring Kindergarten Registration. The students will be ranked according to scores. Students with the greatest academic need will be invited to attend a program designed to orient them to school and the kindergarten curriculum.	Direct Instruction	06/01/2015	06/26/2015	\$33000	Principal, Teachers, Instructional Aides, Central Office staff
Total					\$57565	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT practice- ECHS	Purchase ACT Mastery practice program for 11th grade students to help prepare them for the ACT assessment.	Academic Support Program	09/23/2014	05/29/2015	\$14625	Teachers, Principals, Secondary Curriculum Supervisor, Central Office Staff
Renaissance Trainings	Teachers will be trained in the science of STAR and usage of data, student grouping, and reports. The diagnostic report and the record book will be reviewed. Teachers will have the opportunity for hands on practice with the reports, grouping, viewing suggested skills, growth percentiles, teacher activities, classroom instructional planning report, preferences, resources and where to find user names and passwords. Teachers are paid a stipend for attending this training. STAR Reading and Mathematics will be purchased by the system and used as the universal screener.	Professional Learning	08/04/2014	08/06/2014	\$8969	Grade Level Teacher School Representatives, Instructional Coaches, Curriculum Supervisors, Principals
Parental Involvement Plan/Policy	Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan. The system's Parental Involvement Coordinator will assist in monitoring implementation of the plan. She is provided funds for travel to each school and materials to assist schools with parental involvement activities. Parental involvement materials are copied as needed and distributed to the school liaisons. Funds are provided for the copier.	Parent Involvement	08/19/2013	05/30/2014	\$105240	Parental Involvement Supervisor, Central Office Staff, School Parental Involvement Liaisons, Principals, and teachers
PD Trainings	Travel and registration fees will be paid for trainings outside the system as approved by the Superintendent and/or the Director of Federal Programs such as Laying the Foundation, Nuts and Bolts, or other need areas.	Professional Learning	08/18/2014	05/29/2015	\$50000	Superintendent, Director of Federal Programs, and training participants

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Special Populations	Assistance will be provided for special populations as needed for them to meet academic goals. Funds were budgeted to assist homeless and EL populations. The Atmore Central Office Secretary will assist as needed.	Policy and Process	08/18/2014	05/29/2015	\$3992	Director of Federal Programs, Curriculum Supervisors, Atmore Central Office Secretary
A+ Trainings	School level representatives were presented with an overview of the uses of the A+ curriculum and its new web based design. Teachers were introduced to libraries for all grade levels. Teachers will have access to all grade level libraries to better meet the needs of their students. Training was also conducted on assessments and making assessments. Teachers are paid a stipend to attend this training. A+ was purchased by the system for all schools. A+ will be used throughout the year for credit recovery, standards recovery, remediation, and enrichment for students.	Professional Learning	07/29/2014	07/30/2014	\$8968	Teachers, Principals, Curriculum Supervisors
CCRS Implementation Team	A district CCRS Implementation Team consisting of teachers, administrators, and central office staff will attend quarterly CCRS meetings and then turn this information around to teachers and administrators in the system. Substitutes will be provided as needed to facilitate this training.	Professional Learning	08/18/2014	05/29/2015	\$20755	CCRS Implementation team members, Principals, Curriculum Supervisors
Online Academic Resources	Teachers will have access to Discovery Education, a supplemental math, science, and social studies resource, and Big Universe, a reading resource for elementary grades, to provide additional academic support and student engagement in the classroom.	Technology	08/18/2014	05/29/2015	\$20000	Principals, Teachers, Central Office Staff
Engaging Students in Instruction	Teachers will be provided with a SMARTboard to better engage students in instruction.	Technology	10/01/2014	05/29/2015	\$15000	Principal, All teachers, Central Office staff
A+ Trainings	School level representatives were presented with an overview of the uses of the A+ curriculum and its new web based design. Teachers were introduced to libraries for all grade levels. Teachers will have access to all grade level libraries to better meet the needs of their students. Training was also conducted on assessments and making assessments. Teachers are paid a stipend to attend this training. A+ was purchased by the system for all schools. A+ will be used throughout the year for credit recovery, standards recovery, remediation, and enrichment for students.	Professional Learning	07/29/2014	07/30/2014	\$25000	Teachers, Principals, Curriculum Supervisors

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Instructional Services	A C Moore will contract instructional services from certified teachers, not employed by the system, to provide small group supplemental instruction to non proficient students as identified through assessment data.	Academic Support Program	08/18/2014	05/29/2015	\$7000	Contract Teachers, School Teachers, Principal, Special Education teachers, Central Office staff
Walkthroughs	Walkthroughs will be conducted using an instructional checklist of student centered learning indicators. Documentation will be kept and reviewed as indicated by the continuous improvement plan. Funds are provided for the Director of Federal Programs and the Federal Programs bookkeeper. Funds are allocated for supplies including postage and auditing needs.	Other	08/18/2014	05/29/2015	\$79349	Director of Federal Programs and the Federal Programs bookkeeper. Central Office staff, and principals
AMSTI Support-Rachel Patterson	Collaborate to provide formative Global Scholar math assessments to 2nd grade students, math data will be reviewed and analyzed at monthly data meetings, and RTI procedures will be reviewed. AMSTI will provide training for the Instructional Coach to support math instruction and data analysis at the school. Mrs. Sheffield with STI Achievement Services will review A C Moore Elementary School's 3rd grade data with the Rachel Patterson Elementary faculty and staff on November 14th to address foundational skills that need improvement as reported by ACT Aspire. Global Scholar math assessments will be developed, copied, and distributed from the central office.	Academic Support Program	08/18/2014	05/29/2015	\$5000	Central Office staff, Principal, Instructional Coach, and all teachers
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator
					Total	\$462479

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Teacher	A C Moore Elementary earned an additional teacher unit and the additional teacher was assigned as a special education teacher to increase direct, specific instruction to these students for the 2014-2015 school year.	Direct Instruction	08/18/2014	05/29/2015	\$64000	Principal, Special Education Supervisor, and Teacher

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Total

\$64000

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Plan	Collaborate to ensure System Technology Plan is implemented and evaluated for effectiveness.	Professional Learning	08/18/2014	05/29/2015	\$4400	Technology Coordinator, Central Office staff, and Administrators
Educational Impact Training	Teachers will have access to Educational Impact, an online training resource. Administrators can create online courses to meet the needs of the teachers by groups or individually. The courses include video clips with their own documents, links, interactive tools and other resources.	Professional Learning	08/18/2014	05/29/2015	\$27500	Principals, Supervisors, and Teachers
Summer Leadership Summit	Principals will attend leadership sessions during this 2 day summit to address system needs, policies, and curriculum updates for the upcoming school year.	Professional Learning	07/01/2015	08/21/2015	\$10000	Superintendent, Assistant Superintendent, Central Office Staff, Principals
Teacher Bonuses	Teacher bonuses with benefits are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/18/2014	05/29/2015	\$35064	Central Office Staff
STI Professional Development Services	STI professional development services will provide trainings and data meetings to all schools in the system on topics determined as focus needs through evaluation of services last year, observations, and student achievement data. Topics include Accountability results, End of Course Assessments, Questioning-Depth of Knowledge, ACT writing PD for teachers and students, and K-6 writing PD. Substitutes will be provided as needed to facilitate this training.	Professional Learning	09/29/2014	05/29/2015	\$110324	Principals, Teachers, Curriculum Supervisors,
AMSTI trainings	AMSTI will provide grade level specific mathematics training for all teachers in the system for grades 3- high school. Grades K-2 will be provided AMSTI support through the instructional coaches at their schools. Instructional coaches will be provided AMSTI training to assist them in coaching mathematics instruction in their schools. Model lessons will also be provided through the AMSTI specialists. Substitutes will be provided as needed to facilitate this training.	Professional Learning	08/18/2014	05/29/2015	\$10000	Teachers, Principals, Curriculum Supervisors, Central Office staff
Total					\$197288	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Monthly Principal Meetings	Monthly principal meetings will be conducted for updates on curriculum, assessment, school law, policy, federal programs, and general issues of importance.	Professional Learning	08/18/2014	05/29/2015	\$0	Superintendent and Central Office Staff
Special Education Laws training	All system employees, professional and support, will be given an up to date review of laws and policies regarding special education students.	Policy and Process	02/16/2015	02/16/2015	\$0	Teachers, Instructional Aides, Principals, Central Office staff, Superintendent
Mentoring	Novice and mentor teachers will participate in the district mentoring program guidelines.	Professional Learning	08/18/2014	05/29/2015	\$0	Central office staff, principals, and novice/mentor teachers
ACIP Reviews	The Director of Federal Programs, Elementary Curriculum Supervisor, and the Secondary Supervisor met with each principal to review ACIP. Goals, activities, and funds were reviewed before completion. Support by the curriculum department for development of the ACIP was also provided through the entire process. A training/work day was provided for the data entry person from each school.	Other	08/25/2014	10/02/2014	\$0	Director of Federal Programs, Principals, Secondary Curriculum Supervisor, Elementary Curriculum Supervisor
Regional Support Team Assistance	Collaborate with regional support specialists (ARI and AMSTI), administration, and staff to develop a plan of implementation to close the achievement gap between the special education subgroup and all students.	Professional Learning	08/18/2014	05/29/2015	\$0	Central office staff, Principal, Instructional Coach, and all teachers
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administrator Academy	The administrator academy will be a series of learning sessions for personnel in the district that hold an administrative degree to earn a professional learning unit of credit. Sessions will be held in a central location with topics such as School Finance- budgets/funding, Curriculum and Instruction, and Management. Educational Impact, an online training resource, will also be used.	Direct Instruction	10/15/2014	02/25/2015	\$0	Central Office Staff
Online Application Process	The district has implemented an online application program for all employees (Applitrack). This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	08/18/2014	05/29/2015	\$2900	Central Office Clerk, Superintendent, Assistant Superintendent, Principals
CCRS Implementation Team	A district CCRS Implementation Team consisting of teachers, administrators, and central office staff will attend quarterly CCRS meetings and then turn this information around to teachers and administrators in the system. Substitutes will be provided as needed to facilitate this training.	Professional Learning	08/18/2014	05/29/2015	\$20755	CCRS Implementation team members, Principals, Curriculum Supervisors
Online Application Process	This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	08/18/2014	05/29/2015	\$2900	Central office staff and principals
Mentoring	Novice and mentor teachers will participate in the district mentoring program guidelines.	Professional Learning	08/18/2014	05/29/2015	\$0	Central office staff, principals, and novice/mentor teachers
Technology Plan	Collaborate to ensure System Technology Plan is implemented and evaluated for effectiveness.	Professional Learning	08/18/2014	05/29/2015	\$4400	Technology Coordinator, Central Office staff, and Administrators

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Parental Involvement Plan/Policy	Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan. The system's Parental Involvement Coordinator will assist in monitoring implementation of the plan. She is provided funds for travel to each school and materials to assist schools with parental involvement activities. Parental involvement materials are copied as needed and distributed to the school liaisons. Funds are provided for the copier.	Parent Involvement	08/19/2013	05/30/2014	\$105240	Parental Involvement Supervisor, Central Office Staff, School Parental Involvement Liaisons, Principals, and teachers
Walkthroughs	Walkthroughs will be conducted using an instructional checklist of student centered learning indicators. Documentation will be kept and reviewed as indicated by the continuous improvement plan. Funds are provided for the Director of Federal Programs and the Federal Programs bookkeeper. Funds are allocated for supplies including postage and auditing needs.	Other	08/18/2014	05/29/2015	\$79349	Director of Federal Programs and the Federal Programs bookkeeper. Central Office staff, and principals
Educational Impact Training	Teachers will have access to Educational Impact, an online training resource. Administrators can create online courses to meet the needs of the teachers by groups or individually. The courses include video clips with their own documents, links, interactive tools and other resources.	Professional Learning	08/18/2014	05/29/2015	\$27500	Principals, Supervisors, and Teachers
Renaissance Trainings	Teachers will be trained in the science of STAR and usage of data, student grouping, and reports. The diagnostic report and the record book will be reviewed. Teachers will have the opportunity for hands on practice with the reports, grouping, viewing suggested skills, growth percentiles, teacher activities, classroom instructional planning report, preferences, resources and where to find user names and passwords. Teachers are paid a stipend for attending this training. STAR Reading and Mathematics will be purchased by the system and used as the universal screener.	Professional Learning	08/04/2014	08/06/2014	\$30334	Grade Level Teacher School Representatives, Instructional Coaches, Curriculum Supervisors, Principals
STI Professional Development Services	STI professional development services will provide trainings and data meetings to all schools in the system on topics determined as focus needs through evaluation of services last year, observations, and student achievement data. Topics include Accountability results, End of Course Assessments, Questioning-Depth of Knowledge, ACT writing PD for teachers and students, and K-6 writing PD. Substitutes will be provided as needed to facilitate this training.	Professional Learning	09/29/2014	05/29/2015	\$110324	Principals, Teachers, Curriculum Supervisors,

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A+ Trainings	School level representatives were presented with an overview of the uses of the A+ curriculum and its new web based design. Teachers were introduced to libraries for all grade levels. Teachers will have access to all grade level libraries to better meet the needs of their students. Training was also conducted on assessments and making assessments. Teachers are paid a stipend to attend this training. A+ was purchased by the system for all schools. A+ will be used throughout the year for credit recovery, standards recovery, remediation, and enrichment for students.	Professional Learning	07/29/2014	07/30/2014	\$33968	Teachers, Principals, Curriculum Supervisors
Monthly Principal Meetings	Monthly principal meetings will be conducted for updates on curriculum, assessment, school law, policy, federal programs, and general issues of importance.	Professional Learning	08/18/2014	05/29/2015	\$0	Superintendent and Central Office Staff
Principal PLC Participation	Principals will have opportunities to participate in Professional Learning Communities through AMSTI and ARI. ARI presented "Learning and Leading" with instructional coaches. Principals with instructional coaches in their building are required to participate.	Professional Learning	09/10/2014	05/20/2015	\$0	Principals, Instructional Coaches, and Curriculum Supervisors
AMSTI trainings	AMSTI will provide grade level specific mathematics training for all teachers in the system for grades 3- high school. Grades K-2 will be provided AMSTI support through the instructional coaches at their schools. Instructional coaches will be provided AMSTI training to assist them in coaching mathematics instruction in their schools. Model lessons will also be provided through the AMSTI specialists. Substitutes will be provided as needed to facilitate this training.	Professional Learning	08/18/2014	05/29/2015	\$10000	Teachers, Principals, Curriculum Supervisors, Central Office staff
Special Education Laws training	All system employees, professional and support, will be given an up to date review of laws and policies regarding special education students.	Policy and Process	02/16/2015	02/16/2015	\$0	Teachers, Instructional Aides, Principals, Central Office staff, Superintendent
Online Academic Resources	Teachers will have access to Discovery Education, a supplemental math, science, and social studies resource, and Big Universe, a reading resource for elementary grades, to provide additional academic support and student engagement in the classroom.	Technology	08/18/2014	05/29/2015	\$20000	Principals, Teachers, Central Office Staff
Summer Leadership Summit	Principals will attend leadership sessions during this 2 day summit to address system needs, policies, and curriculum updates for the upcoming school year.	Professional Learning	07/01/2015	08/21/2015	\$10000	Superintendent, Assistant Superintendent, Central Office Staff, Principals
Attendance Awareness Month	Activities and incentives to promote student and teacher school attendance will be conducted.	Other	09/01/2014	09/30/2014	\$0	Superintendent, Principals, Attendance Officer

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Monitor Attendance	The Attendance Officer will visit schools bimonthly to assist in monitoring attendance through home contacts and visits. The school counselor, teacher, or attendance clerk will also make parent contacts through phone calls and/or SchoolCast after student absences. Guidelines are provided by the Attendance Officer.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	Superintendent, Director of Career and Technical Education, Principals, Teachers, School Attendance clerks
ACIP Reviews	The Director of Federal Programs, Elementary Curriculum Supervisor, and the Secondary Supervisor met with each principal to review ACIP. Goals, activities, and funds were reviewed before completion. Support by the curriculum department for development of the ACIP was also provided through the entire process. A training/work day was provided for the data entry person from each school.	Other	08/25/2014	10/02/2014	\$0	Director of Federal Programs, Principals, Secondary Curriculum Supervisor, Elementary Curriculum Supervisor
Special Populations	Assistance will be provided for special populations as needed for them to meet academic goals. Funds were budgeted to assist homeless and EL populations. The Atmore Central Office Secretary will assist as needed.	Policy and Process	08/18/2014	05/29/2015	\$3992	Director of Federal Programs, Curriculum Supervisors, Atmore Central Office Secretary
PD Trainings	Travel and registration fees will be paid for trainings outside the system as approved by the Superintendent and/or the Director of Federal Programs such as Laying the Foundation, Nuts and Bolts, or other need areas.	Professional Learning	08/18/2014	05/29/2015	\$50000	Superintendent, Director of Federal Programs, and training participants
Total					\$511662	

W. S. Neal Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator
Teacher Bonuses	Teacher bonuses with benefits are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/18/2014	05/29/2015	\$35064	Central Office Staff

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School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff
Total					\$133945	

W. S. Neal High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator
Teacher Bonuses	Teacher bonuses with benefits are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/18/2014	05/29/2015	\$35064	Central Office Staff
Total					\$133645	

W. S. Neal Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
JumpStart Program	Upcoming kindergarten students will be screened at the Spring Kindergarten Registration. The students will be ranked according to scores. Students with the greatest academic need will be invited to attend a program designed to orient them to school and the kindergarten curriculum.	Direct Instruction	06/01/2015	06/26/2015	\$33000	Principal, Teachers, Instructional Aides, Central Office staff
School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff
Total					\$33300	

Rachel Patterson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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AMSTI Support-Rachel Patterson	Collaborate to provide formative Global Scholar math assessments to 2nd grade students, math data will be reviewed and analyzed at monthly data meetings, and RTI procedures will be reviewed. AMSTI will provide training for the Instructional Coach to support math instruction and data analysis at the school. Mrs. Sheffield with STI Achievement Services will review A C Moore Elementary School's 3rd grade data with the Rachel Patterson Elementary faculty and staff on November 14th to address foundational skills that need improvement as reported by ACT Aspire. Global Scholar math assessments will be developed, copied, and distributed from the central office.	Academic Support Program	08/18/2014	05/29/2015	\$5000	Central Office staff, Principal, Instructional Coach, and all teachers
JumpStart Program	Upcoming kindergarten students will be screened at the Spring Kindergarten Registration. The students will be ranked according to scores. Students with the greatest academic need will be invited to attend a program designed to orient them to school and the kindergarten curriculum.	Direct Instruction	06/01/2015	06/26/2015	\$33000	Principal, Teachers, Instructional Aides, Central Office staff
School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff
Total					\$38300	

Pollard-McCall Junior High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator
Teacher Bonuses	Teacher bonuses with benefits are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/18/2014	05/29/2015	\$35064	Central Office Staff
School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff
Total					\$133945	

Huxford Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff
Total					\$300	

Flomaton High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator
Teacher Bonuses	Teacher bonuses with benefits are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/18/2014	05/29/2015	\$35064	Central Office Staff
Total					\$133645	

Flomaton Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
JumpStart Program	Upcoming kindergarten students will be screened at the Spring Kindergarten Registration. The students will be ranked according to scores. Students with the greatest academic need will be invited to attend a program designed to orient them to school and the kindergarten curriculum.	Direct Instruction	06/01/2015	06/26/2015	\$33000	Principal, Teachers, Instructional Aides, Central Office staff
School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff
Total					\$33300	

Escambia County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator
Teacher Bonuses	Teacher bonuses with benefits are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/18/2014	05/29/2015	\$35064	Central Office Staff
Reading Intervention- ECMS	Support ECMS's instructional needs by purchasing a reading intervention program for non proficient readers, having 3 teachers on the district CCRS Implementation team (1 ELA, 1 Social Studies, and 1 Math), and continuing with 1 special education teacher per grade level.	Academic Support Program	08/18/2014	05/29/2015	\$10000	Central office staff, Principal, and all teachers
School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff
Total					\$143945	

Escambia County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator
Teacher Bonuses	Teacher bonuses with benefits are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/18/2014	05/29/2015	\$35064	Central Office Staff
ACT practice- ECHS	Purchase ACT Mastery practice program for 11th grade students to help prepare them for the ACT assessment.	Academic Support Program	09/23/2014	05/29/2015	\$14625	Teachers, Principals, Secondary Curriculum Supervisor, Central Office Staff
Total					\$148270	

Escambia Career Readiness Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. The School Improvement Facilitator will assist in development of the students' four year plans at Escambia County Middle School and Escambia County High School.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$98581	Principals, Secondary Supervisor, Counselors, School Improvement Facilitator
Total					\$98581	

A. C. Moore Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Regional Support Team Assistance	Collaborate with regional support specialists (ARI and AMSTI), administration, and staff to develop a plan of implementation to close the achievement gap between the special education subgroup and all students.	Professional Learning	08/18/2014	05/29/2015	\$0	Central office staff, Principal, Instructional Coach, and all teachers
Instructional Services	A C Moore will contract instructional services from certified teachers, not employed by the system, to provide small group supplemental instruction to non proficient students as identified through assessment data.	Academic Support Program	08/18/2014	05/29/2015	\$7000	Contract Teachers, School Teachers, Principal, Special Education teachers, Central Office staff
Engaging Students in Instruction	Teachers will be provided with a SMARTboard to better engage students in instruction.	Technology	10/01/2014	05/29/2015	\$31000	Principal, All teachers, Central Office staff
Special Education Teacher	A C Moore Elementary earned an additional teacher unit and the additional teacher was assigned as a special education teacher to increase direct, specific instruction to these students for the 2014-2015 school year.	Direct Instruction	08/18/2014	05/29/2015	\$64000	Principal, Special Education Supervisor, and Teacher
School Tours	Students transitioning to another school will be taken by the counselor to tour the new school facilities and attend an orientation of the upcoming grade level requirements.	Academic Support Program	03/02/2015	05/29/2015	\$300	Principals, Counselors, Teachers, Central office staff
Total					\$102300	