



ACIP

Roanoke City 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?

Roanoke City Schools System (RCSS) is a wonderful city school system located within Randolph County. RCSS is presently comprised of three schools serving approximately 1,523 students. Knight Enloe Elementary serves grades Kindergarten-3, Handley Middle serves grades 4-8, and Handley High serves grades 9-12. RCSS shares our Career Technical Center with the Randolph County School System. The number of students receiving free meals is 65% while 8% receive reduced meals. RCSS employs 103 instructional staff members with 45% of these have advanced degrees of a masters or higher. RCSS has fifteen students for every full-time teacher with the Alabama state average being sixteen students per full-time equivalent teacher. One of the changes the system has experienced in the last three years is the limited amount of local and state resources for our school system.

Current census numbers show a population for the city of approximately 6,041. Compared to the census from the year before when there were approximately 6,074 in the city there is a -0.5% change from April 2010 to July 1, 2011 (latest census numbers). Data from the 2011 census show the ethnic/racial make-up of the city is Caucasian, 57.6%; African-American, 40.5%; and Other 1.9%. The median income for Roanoke City households is \$30,073, while the median income for the state of Alabama is \$42,081. These findings demonstrate 31% of people in Roanoke City live below the poverty rate in Alabama.

Roanoke Academy is the first school in Roanoke, Alabama and opened in 1848. This school was replaced by The Roanoke Institute in 1847. However, on January 17, 1877, The Roanoke Male and Female College replaced the Institute. The name changed to The Roanoke Normal College and the building was erected on West Point Street. The Normal College was widely attended and offered academic classes first through ninth grade. For students who wanted to pursue a certificate in teaching, art or industrial management, additional classes were offered for another two to three years. Bed and board were offered and students attended the college from around the southeast. The Normal College caught fire on a Sunday evening in 1923 and was completely destroyed. After the fire, students claimed the school annex on the West Point Street property as their school.

Due to the benevolence of former Confederate soldier, Captain William Anderson Handley, and his wife, Adelia, the name of the school was formerly changed to Handley High School in 1910, just a year after his death. His gift of the land which supports the Handley High campus today was given to the school in exchange for a dollar in 1928. In 1934, Dr. George Washington Carver spoke from the stage to the students and faculty of Handley High and the "colored school," The Randolph County Training School joined the students in the auditorium.

The annex served the purpose of a school building until 1963, when the present-day three story building replaced the annex. A major renovation took place in 2006. The Roanoke City Schools System includes the following: Knight-Enloe School serving grades K-3, (built in 1921, which was formally a school for the children of mill workers at Handley Manufacturing Company), Handley Middle School with grades 4-8, and Handley High School serving grades 9-12..

Desegregation took place in Roanoke at the beginning of the 1970-71 school year at which time KES, HMS, and HHS, as well as some students from the Randolph County Training School, became the Roanoke City Schools System. On Aug. 31, 1970, RCSS was one of 35 school boards involved in litigation when all were transferred to a single district judge of the U.S. District Court for the Middle District of Alabama. The school board was ordered to implement a desegregation plan for the next school year. In Feb. of 1994, RCSS was ordered to
SY 2015-2016

fully implement student attendance and residency verification requirements. On Feb 12, 1997, the court for the Middle District said the parties should move toward "unitary status" and for the termination of the litigation, noting local control of school systems is best. Ten years later, on April 23, 2007, RCSS received the welcome news from U. S. Federal Judge Myron Thomas that RCSS had been granted unitary status (meaning the system was released from supervision by the federal courts). Judge Thomas cited in his ruling the job to eradicate racial discrimination by the RCSS Board of Education and Superintendent Marcum. Judge Thomas validated the hard work and good faith efforts of all involved and the results of such a monumental undertaking by the RCSS Board, Superintendent, administrative staff, faculty, and the community (both African-American and Caucasian) to comply with all the procedures and documents required by the court. The ruling also reflected the enormous goodwill and cooperation of the African-American community, leaders, parents, and students.

There have been many changes to our system in the last three years. All three of our schools are school-wide Title I schools. There have been facilities upgrades at all three campuses as well as the building of a baseball complex and a softball complex. We have implemented our 1:1 Teaching Initiative and all of our exceptional needs students are included in the general curriculum. We have also added Advanced Placement courses at HHS and HHS is an ACT testing site. The economic climate continues to be a challenge for RCSS.

Today, RCSS is managed under the direction of an appointed superintendent and a five member appointed school board. Five city council members appoint a school board member for a five year term. School board terms are staggered. The current superintendent has served in his role since January 2004 and is under contract to RCS until April 2016.

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.

Roanoke City School System's vision is opportunities for success. Our mission is Roanoke. . .Together. . Educating with Excellence, Challenging for Success, Inspiring Learners for Life.

RCSS is a system enhanced by our exemplary tradition, community spirit, and futuristic vision. Our vision and mission are guaranteed by a dedicated staff, an involved community, the celebration of diversity, the best use of resources, and an uncompromising allegiance to excellence.

RCSS belief statements are that all people are worthy of respect and have the right to be safe and secure. Individuals have a responsibility to themselves, others, and the environment. High expectations increase learning and performance. Development of students' critical thinking skills, problem-solving skills, and real-world applications is as important as content. Active, responsible local, national, and global citizenship is a priority outcome for the success of local and global communities. Individuals are granted the foundation necessary to excel.

RCSS strategic principles embody our purpose through program offerings and expectations for students. RCSS will create 21st century learners through a curriculum that promotes creativity and problem solving skills who will contribute to an integrated global society. In the past five years, we have established a firm technological infrastructure and hardware/software base in our central office and all three of our schools. This was referred to as our "Tools for Life" Initiative but this has evolved into a 1:1 Teaching Initiative for all members (including School Board Members--moving to paperless school board meetings via their iPads) of RCSS. We will continue to embody this strategy principle through flipped instruction, integration of technology into the classroom, and students mastering objectives at each grade level. RCSS will ensure teaching and learning drive technology innovation and implementation. RCSS will provide learning environments rich in wellness and growth opportunities that will enable students, staff, and families to achieve their personal best through planning, training staff and students, and parental involvement. RCSS will guarantee fine arts opportunities at all levels with learning spaces and facilities equipped with state-of-the-art resources, structures, and tools. We will increase fine arts opportunities to showcase student talent through drama/chorus at KES, HMS and HHS; art at KES, HMS, and HHS; and continue to support and improve our existing programs.

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.

Roanoke City School System enjoys tremendous community support. In addition to PTOs, Booster Clubs, and Tiger Moms, the community provide backpack buddies, pre-game meals for team sporting events, school supplies and clothing to children in need, and teacher appreciation events. In turn, students at all three schools worked diligently to coordinate a huge relief effort after the ravaging tornadoes in April 2011. This under girding support of our system embodies our mission statement, "Roanoke, TOGETHER, . . ."

A walk through RCSS classrooms shows many opportunities in place to meet the different individual needs of students such as dual enrollment through a local junior college, Advanced Placement courses, technology integrated into the curriculum, frequent project based instruction, and students having the opportunities to excel at all levels in art, music, sports, and technology. Again, our mission statement is being lived out daily as we, "Challenge for Success."

Nine of our administrators and teachers (11%) have attained National Board Certification (NBC). This rigorous, voluntary, advanced teaching credential is designed to recognize effective and accomplished teachers who meet high standards based on what teachers know and should be able to do.

Continuous professional development for staff is provided on relevant topics as confirmed by EDUCATEAlabama Self-Assessments. Administrators are provided professional development as demonstrated through their Self-Assessments on LEADAlabama. Furthermore, all three of our schools utilize blogging as part of their professional development for their staff.

Our system provides a Professional Learning Unit to administrators and counselors yearly. In the past four years our System Wide Leadership Team has completed book studies on the following: 25 Ways to Win with People, How Full is Your Bucket, The Traveler's Gift and Touchdown! (this year). We meet face-to-face for approximately 1 1/2 hours monthly to discuss, reflect, and respond to the text and one another.

RCSS students excel in the classroom. Last year over half of the senior class participated in Dual Enrollment through Southern Union Junior College, over half were awarded some type of college scholarship and/or award, and 28% graduated as Honor Graduates. These were record numbers for HHS.

Our students participate on the local, state, and national levels in academic, sports, and extra-curricular teams. Our HHS Marching Band has won numerous awards and many of our students excel in drama, art, and chorus. Several of our cheerleaders were named to the Universal Cheerleaders Association All-Star Team in Auburn. RCSS has an athletic program for male and female student athletes that consistently competes for area, region, and state championships. Just last year our athletes had the following accomplishments: Boys Basketball-23-5 record, 1st Place Area Champions, won sub-state, advanced to regional tournament (beat by eventual state champs); Girls Basketball-2nd Place Area Tournament, advance to sub-state; Baseball Team-2nd Place Area Tournament, 1st round of State Playoffs; Girls Softball-37-11 record, Area Champs, won South Central Region Championship in Troy, best single season record of ANY HHS team (male or female) in our history; Track Team-20 athletes qualified for State Track Meet in Selma; and Football Team-15-0 (perfect season), Alabama High School Athletic Association 3A State Champions.

RCSS is proud of all the achievements of all our students. The District has made Annual Yearly Progress (AYP) three out of the last three years. This year goals were met in all areas with the exception of: Reading 3-5 Grade Span and Reading High School Span. The District is very proud to boast an increase in our graduation rate has improved during the past three years from 90% to 93% (the graduation rate for the state of Alabama is 72%).

In the next three years, our system is striving to achieve in the following areas for improvement: 1) create, implement, and sustain a new paradigm in the teaching environment that impacts student learning, 2) from our baseline data, strive for every subgroup to demonstrate enhanced gains, 3) continue our focus on increasing awareness in our schools, homes, and community on bullying/cyberbullying initiative, and 4) sustain leadership in state for technological leadership and individual digital citizenship of 21st century learners.

Additional Information

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

Roanoke City School System believes we will continue to improve in all areas impacting student learning. We have involved stakeholders in all areas of our school system and our schools. The Self-Assessment has allowed stakeholders, including administrators, teachers, support staff, parents, students, community members, and business leaders to research and understand the five standards and analyze the system's effectiveness in relation to the rigor of the indicators.

We know from our last SACS process five years ago, the rigor of the self-study combined with the team's findings will enable us to further cement the wonderful things we do for children every day in RCSS. The former systemwide process enables RCSS to cement not only our vision and mission statements but also provided the focus of our last five year's work within our system. We know this SACS process will focus us as well.

While Roanoke has been a divisive community and there has been a consent decree in place, we have made great strides towards the first part of our mission statement, "Roanoke, TOGETHER. . ." This is an extremely important part of our tradition as we move forward with ALL RCSS stakeholders.

Research of the data has, and will continue to allow, the system to evaluate our strategic plan and institute changes into future action plans. We will continue to review and monitor various sources, set goals, revise and develop our continuous improvement plans, and implement changes as needed. We value input from ALL stakeholders in order to maximize the effectiveness of the strategies and suggestions provided by them. In this way, we can continue to light the educational path of the students of Roanoke City Schools.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Each school submitted parent representatives.

Central office staff identified stakeholders.

Meetings were scheduled at different times to accommodate stakeholder time schedules. Stakeholders divided into groups and worked to discuss their input on Indicators.

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

Parents, city officials, community members, business leaders, board members, administrators, teachers, students, and support staff participated in the development of the improvement plan. Stakeholders completed self-assessments at individual schools and then their information was uploaded to central office and then reviewed as we compiled the district's executive summary and self-assessment. Teachers, parents, and students participated in surveys that helped shape the self-assessments. Stakeholders helped with review and revisions in both the executive summary and self-assessment at both the school and district levels.

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

The final plan was communicated to all stakeholders through email, hard copies, and the Roanoke School System website. Each school administrator is responsible for communicating the plan to his/her school team and the Superintendent is responsible for communicating the plan to various other stakeholders. The frequency to review the progress of the plan will be at least annually as its progress will become part of the yearly report to the Superintendent's Advisory Committee. If the plan needs further communication to stakeholders based on how RCSS is making progress, we will certainly increase the method and frequency of our communication.

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	Please refer to uploaded document.	Stakeholder Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The area with the highest overall level of satisfaction or approval was Standard 2. The system operates under governance and leadership that promote student performance and system effectiveness (Standard Performance Level 3.83).

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

The area which demonstrates a trend toward increasing stakeholder satisfaction is Standard 3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses. (Standard Performance Level 3.0)

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

Both are consistent with findings from other stakeholder feedback sources. Data from Kindergarten Jumpstart Program demonstrates parents are generally very happy with our program and its effectiveness (99%).

Areas in Need of Improvement

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

The area which indicates the overall lowest level of satisfaction is Standard 5. 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 (Standard Performance Level 2.8).

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

No areas show a trend toward decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

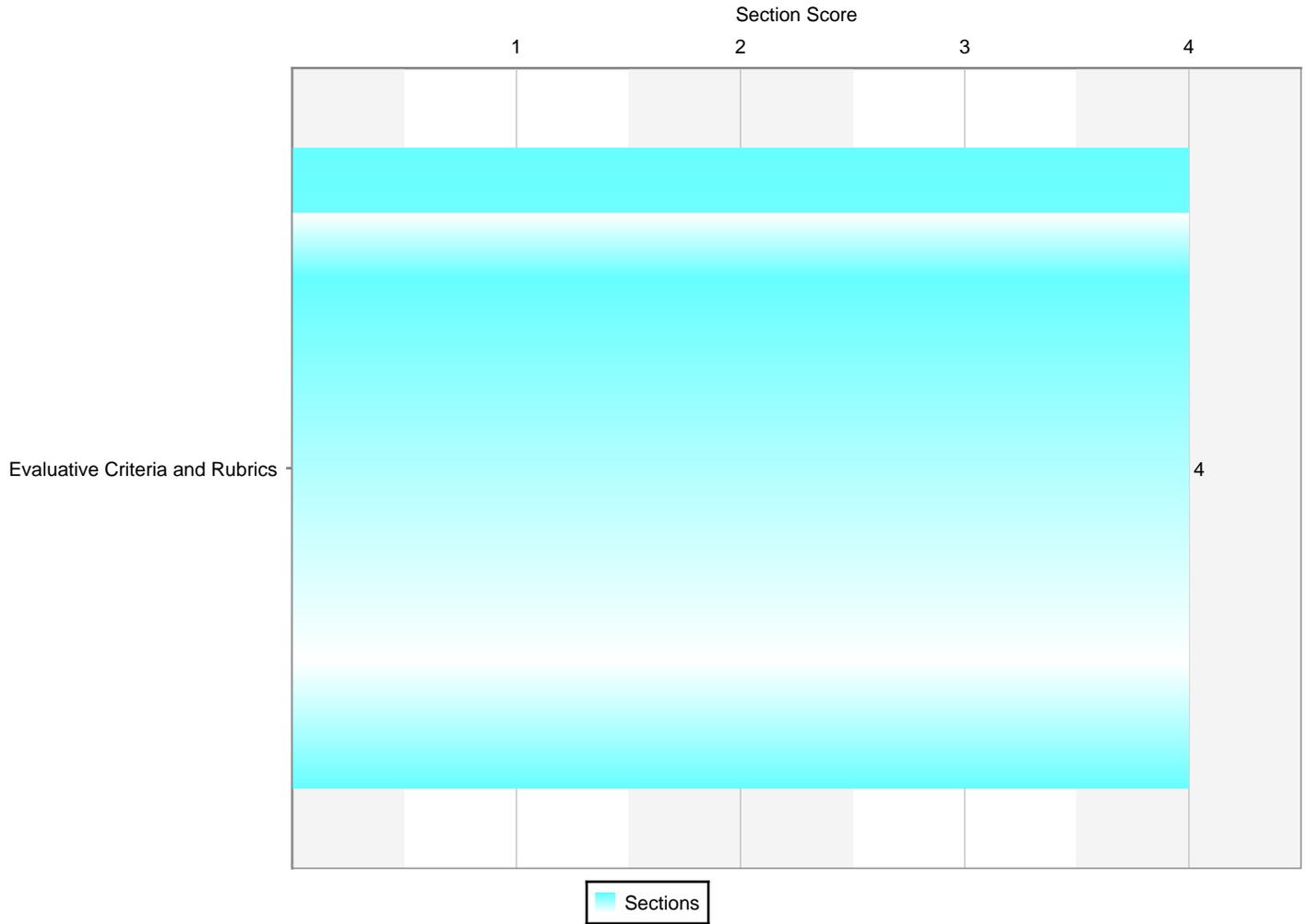
The superintendent, the lead learner in the district, is highly respected and trusted by both internal and external stakeholders. Many stakeholders attribute the success of the district in addressing and overcoming educational as well as social challenges within the community to the philosophical principles and practices of the system's leader. There is the presence of a cohesive and focused Board of Education establishing the tone for effective administration of the system and its schools. There exists a pervasive sense of community which was sparked by the area's history and which has evolved over time. Even in an unprecedented time of economic struggles, the district includes instructional activities in the fine arts at all levels. The district has made immediate adjustments to its Emergency Crisis Plan to promote the presence of a safe and secure educational environment for all students.

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

All of the above reported findings are consistent with findings with other stakeholder feedback sources. Our data proves our students feel safe and secure in school. Our superintendent and Board of Education are well respected throughout our state. Recently our Community Studies Class went on a week-long dig with members of our community (and took along our 3rd graders for a day) to Louina, AL (pervasive sense of community). Fine arts continues to be a focus even in tough economic times.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

Graduation rate at the high school is above the state average. On 3rd grade math and reading scores, students do well in all subgroups. 4th grade special education students did well on the ARMT+ in both areas of reading and math. 5th graders did well on ARMT+ in reading (subgroups-African Americans). 4th graders in subgroup of African American scored 90% in reading and math. Students do very well at the high school in the areas of social studies and biology on the ALHSGE.

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

4th graders show a positive trend in reading and math in performance.

Which area(s) indicate the overall highest performance?

3rd grade reading and math on the ARMT+ indicates the overall highest performance.

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

4th grade African Americans show a trend toward increasing performance

Between which subgroups is the achievement gap closing?

African Americans are demonstrating that the achievement gap is closing in some grades and areas (4-reading & math, 7-reading)

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

We are beginning to collect other data sources; however, we are finding these reportings to be true of our Global Scholar analysis. We should have this data available next year.

Areas in Need of Improvement

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

Special education students are below expected levels of performance

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

Special education students (especially in 7th grade math) show a negative trend in performance

Which area(s) indicate the overall lowest performance?

7th grade math on ARMT+ with all 9 students scoring Level II

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

Special education students as a subgroup show a trend toward decreasing performance at the middle school

Between which subgroups is the achievement gap becoming greater?

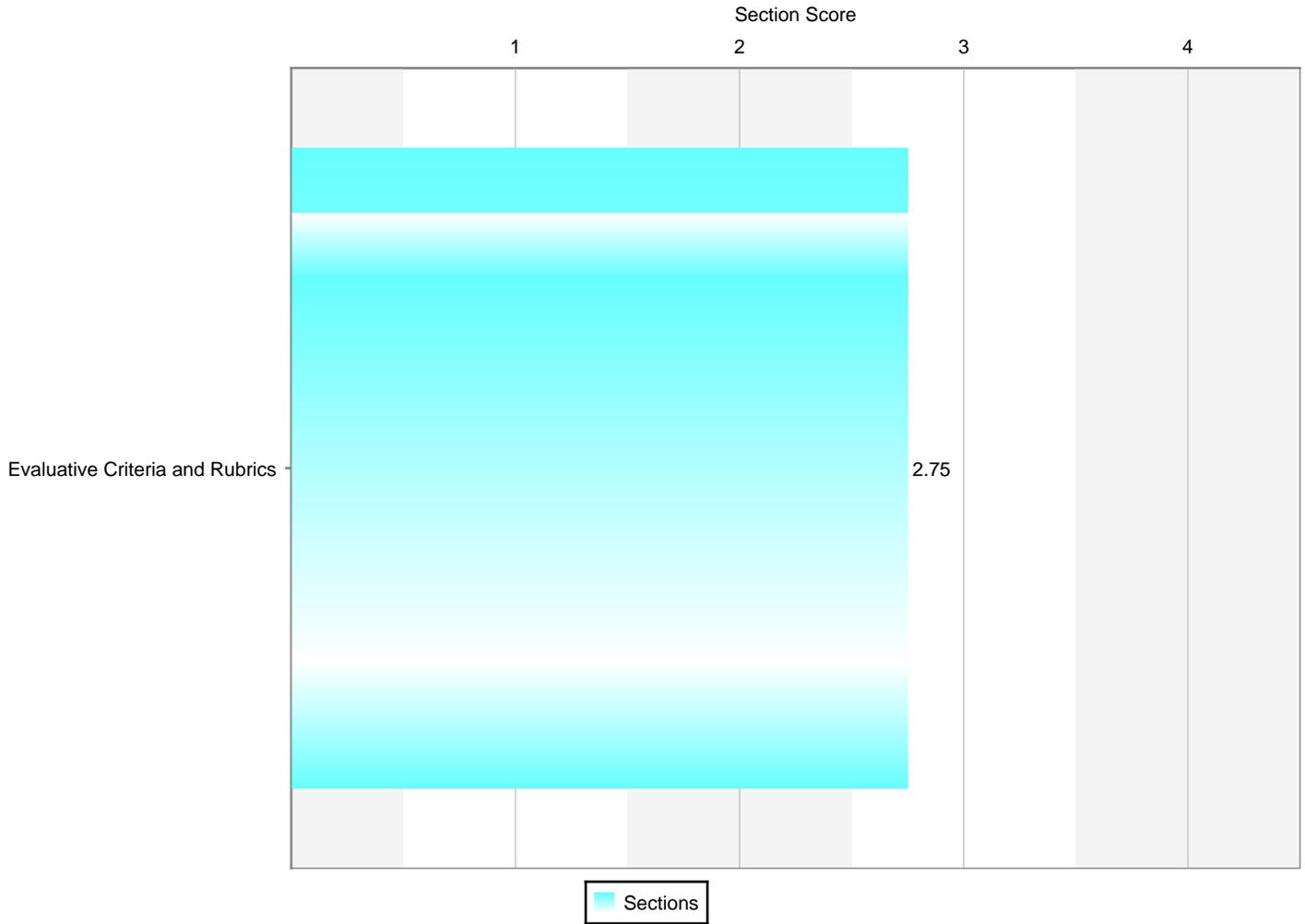
The achievement gap is becoming greater between regular education students and special education students--this shows up most remarkably in 7th grade math

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

The above reported findings are consistent with findings from other data sources such as Global Scholar (we think, we are using Global Scholar this year and should have this data next year)

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	These are on the school sites; however I included one of our schools's sign in sheets as an example of what each school did. It is hard to upload 3 documents when you can only upload one document. Again, all 3 documents can be found at the school information uploads.	Signature sheet

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kim Hendon Assistant Superintendent Federal Programs and Curriculum Director 119 Mickle Street PO Box 1367 Roanoke, AL 36274 334-863-6819	Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Had to put all signatures on one document--this is not the way it was sent to parents as each school sends it with only their principal's sig. -we need to be able to construct what we really do on this website	Parent Involvement Plan

ACIP

Roanoke City Board of Education

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		School-Parent Compacts

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

This is our goal for ACIP for RCSS

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 students in Roanoke City Schools will become 21st century learners.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$12500
2	Strengthen Roanoke City Schools ability to attract, recruit, and retain highly effective educators	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: All students in Roanoke City Schools will become 21st century learners.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness in 21st century learning skills in Career & Technical by 05/24/2016 as measured by the types of learning students are asked to master.

Strategy 1:

Teach to 21st Century Skills - Teachers will embed the teaching of 21st century skills throughout the school day.

Category:

Research Cited: Mathis, Pearson, et al

Activity - Professional Development Cohorts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to embed 21st century skills throughout the school day to impact student learning as they learn new teaching strategies and pedagogical skills for improving teaching Schools: All Schools	Professional Learning	08/07/2015	05/24/2016	\$12500	Title I Part A	Kim Hendon

Goal 2: Strengthen Roanoke City Schools ability to attract, recruit, and retain highly effective educators

Measurable Objective 1:

demonstrate a proficiency that indicates the positive impact of the Alabama Teacher Mentoring Program by 05/25/2017 as measured by the increase in effective educator retention from 96% in 2015-16 to 97% in 2016-17..

Strategy 1:

Professionalism - Educators will participate in professional learning on the following topics: Educator Code of Ethics, Parent Conferences, Confidentiality, and Communication (oral and written).

Category: Develop/Implement Professional Learning and Support

Activity - Code of Ethics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Roanoke City Board of Education

Powerpoint Schools: Handley High School, Handley Middle School, Knight-Enloe Elementary School	Recruitment and Retention	09/30/2016	09/30/2016	\$0	No Funding Required	Mentor Liason and Principals
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Schools: All Schools	Professional Learning	10/19/2016	10/19/2016	\$0	No Funding Required	Educators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Cohorts	Teachers will learn how to embed 21st century skills throughout the school day to impact student learning as they learn new teaching strategies and pedagogical skills for improving teaching	Professional Learning	08/07/2015	05/24/2016	\$12500	Kim Hendon
Total					\$12500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Professional Learning	Professional Learning	10/19/2016	10/19/2016	\$0	Educators
Code of Ethics	Powerpoint	Recruitment and Retention	09/30/2016	09/30/2016	\$0	Mentor Liason and Principals
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
Professional Development Cohorts	Teachers will learn how to embed 21st century skills throughout the school day to impact student learning as they learn new teaching strategies and pedagogical skills for improving teaching	Professional Learning	08/07/2015	05/24/2016	\$12500	Kim Hendon
Differentiated Instruction	Professional Learning	Professional Learning	10/19/2016	10/19/2016	\$0	Educators
Total					\$12500	

Knight-Enloe Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Code of Ethics	Powerpoint	Recruitment and Retention	09/30/2016	09/30/2016	\$0	Mentor Liason and Principals
Total					\$0	

Handley Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Code of Ethics	Powerpoint	Recruitment and Retention	09/30/2016	09/30/2016	\$0	Mentor Liason and Principals
Total					\$0	

Handley High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Code of Ethics	Powerpoint	Recruitment and Retention	09/30/2016	09/30/2016	\$0	Mentor Liason and Principals
Total					\$0	