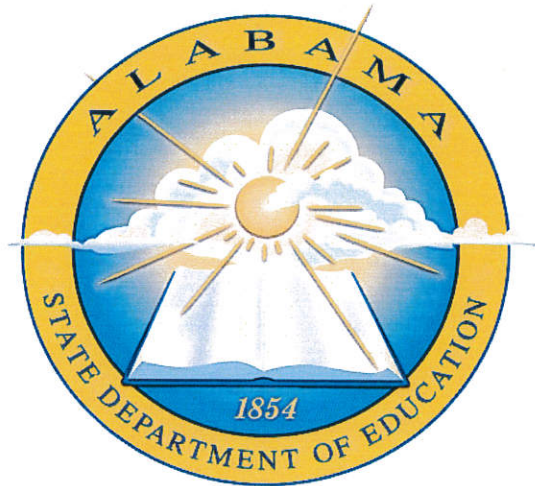


STATE AT-RISK PLAN



October 1, 2015 - September 30, 2016

FY 2016

STATE AT-RISK PLANNING

DUE NO LATER THAN SEPTEMBER 18, 2015

Mail to:

Alabama State Department of Education
Prevention and Support Services Section
5227 Gordon Persons Building
P.O. Box 302101
Montgomery, Alabama 36130-2101

For technical assistance, contact Mrs. Wanda Langley at:
Telephone: (334) 242-8165
Fax: (334) 353-5962
E-mail: wlangley@alsde.edu

**STATE AT-RISK PLAN
SIGNATURE PAGE**

October 1, 2015, to September 30, 2016		
	Local Education Agency Name (Type)	SDE Office Use Only
Date Submitted (Type)	Telephone (Type) (Include Ext number)	Fax (Type)
At-Risk Coordinator E-mail Address (Type)	At-Risk Coordinator (Type) (Include Title)	At-Risk Coordinator (Signature)

ASSURANCE: I assure the proposed State At-Risk application was developed in accordance with Alabama laws and regulations and state at-risk criteria and requirements. This application was developed with the assistance of an At-Risk Committee that assessed needs, identified goals and strategies, planned activities, and developed methods of evaluation. Documentation of planning that includes the following will be kept on file at the central office by the At-Risk Coordinator for the purpose of appropriate program implementation: (1) the State At-Risk plan development documentation including, but not limited to, the At-Risk Planning Team signature page with appropriate signatures, titles and date, the At-Risk Needs Assessment, and at-risk documentation providing evidence of planning and development with the At-Risk Planning Team (minutes, notes, etc.); (2) a letter of approval on appropriate letterhead or signature on the At-Risk Planning Team Signature Page from the local Children's Policy Council chairperson; and (3) At-Risk Summary of Evaluation documentation for state at-risk programs that reflects the results of measurable outcomes recorded in the State At-Risk plan. The proposed at-risk budget expenditures appear to be accurate and will be incorporated into the LEA's systemwide budget coding process. Coding that accurately reflects at-risk budget expenditures will be provided upon request by the Alabama State Department of Education (ALSDE), Local Education Agency Financial Assistance Section.

CERTIFICATION: I certify that I am authorized by the governing board of the above-named school system to submit this plan or amendment; that all assurances, certifications, and disclosures submitted with the Local Education Agency (LEA) State At-Risk application will be observed; that all programs will be implemented as described; and that the governing board is responsible for complying with all state and federal requirements, including the resolution of any audit exceptions. I understand and certify that funds associated with the State At-Risk application shall not be used to supplant any other funding of other activities that are designed to serve the general student population but must be used for specific programs for students at risk. It is further assured that all LEA program personnel have attended an intensive planning session to ensure that all state and federal funds are maximally used to ensure broad service delivery and no duplication of service. Additionally, the content of this plan does not necessarily reflect all goals, strategies, and action steps related to academic and behavior school assistance that may be funded by other local, state, and federal funds, or other funding sources.

LEA Chief School Financial Officer (Type)	Chief School Financial Officer (Signature)	Date

LEA Superintendent (Type)	Superintendent (Signature)	Date

Executive Director, Governor's Office of Faith-Based and Community Initiatives*	Executive Director *(Signature)	Date
Thomas R. Bice		
State Superintendent of Education	State Superintendent of Education *(Signature)	Date

**Assurance and Certification statements do not apply to the GFBCI Executive Director or State Superintendent of Education*

STATE AT-RISK PLAN

FY 2016 ANNUAL SUMMARY OF PERFORMANCE MEASURES

FY 2015 Strategy Achievement Evaluation

Mark the boxes that correspond to the program status for each goal from the previous year. Place a check in the "Yes" or "No" box to reflect the achievement status of the goals from the previous year. For behavioral goals, performance measure percentages should correspond to the previous year's behavioral goals.

Measurable Academic Goals by Level	Yes	No
<input type="checkbox"/> <i>ACT Aspire Grade 3</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Aspire Grade 4</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Aspire Grade 5</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Aspire Grade 6</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Aspire Grade 7</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Aspire Grade 8</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Explore Grade 8</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Plan Grade 10</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Plus Writing Grade 11</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Work Keys Grade 12</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Alabama Alternate Assessment (AAA)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACCESS for English Language Learners (ELLs)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Quality Core English 10</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>ACT Quality Core Algebra I</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Other Assessments (please specify) _____</i>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Behavioral/Safety Goals by Percentage	Yes	No
<input type="checkbox"/> <i>Reduce alternative education school placements by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce alternative education school recidivism by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce in-school suspension placements by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce out-of-school suspension placements by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce student expulsions by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce truancy by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce dropouts by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce before-/after-school detention placements by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce Saturday school placements by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce Juvenile Court placements by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce student tardiness by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce student absenteeism by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce outside agency specific-behavior intervention placements by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce incidents reported on the School Incident Report (SIR) by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce violent incidents (assaults, fights, harassments, and threats) reported on SIR by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce substance-related (drugs, alcohol, and tobacco) incidents reported on SIR by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce weapon-related incidents reported on SIR by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Reduce incidents reported through Pride Surveys by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Other (please specify) _____ by _____ %</i>	<input type="checkbox"/>	<input type="checkbox"/>

STATE AT-RISK PLAN

FY 2016 GOALS

Mark the boxes that correspond to the program status for each goal for FY 2016.

Measurable Academic Goals by Level

- ACT Aspire Grade 3
- ACT Aspire Grade 4
- ACT Aspire Grade 5
- ACT Aspire Grade 6
- ACT Aspire Grade 7
- ACT Aspire Grade 8
- ACT Aspire Grade 10
- ACT Plus Writing Grade 11
- ACT Work Keys Grade 12
- Alabama Alternate Assessment (AAA)
- ACCESS for English Language Learners (ELLs)
- ACT Quality Core English 10
- ACT Quality Core Algebra I
- Other (please specify) _____

Measurable Behavioral and Safety Goals by Percentage

- Reduce alternative education school placements by _____ %
- Reduce alternative education school recidivism by _____ %
- Reduce in-school suspension placements by _____ %
- Reduce out-of-school suspension placements by _____ %
- Reduce student expulsions by _____ %
- Reduce truancy by _____ %
- Reduce dropouts by _____ %
- Reduce before-/after-school detention placements by _____ %
- Reduce Saturday school placements by _____ %
- Reduce Juvenile Court placements by _____ %
- Reduce student tardiness by _____ %
- Reduce student absenteeism by _____ %
- Reduce outside agency specific-behavior intervention placements by _____ %
- Reduce incidents reported on the School Incident Report (SIR) by _____ %
- Reduce violent incidents (assaults, fights, harassments, and threats) reported on SIR by _____ %
- Reduce substance-related (drugs, alcohol, and tobacco) incidents reported on SIR by _____ %
- Reduce weapon-related incidents reported on SIR by _____ %
- Reduce incidents reported through Pride Surveys by _____ %
- Other (please specify) _____ by _____ %

STATE AT-RISK PLAN

FY 2016 PLANNING DETAIL SUMMARY

Mark the boxes that correspond to the program status for at-risk personnel, services, equipment, and supplies for FY 2016. The goals listed on the At-Risk Goals page (previous page) will be achieved by utilizing the following personnel, services, equipment, and supplies. **Do not include Flexibility spending on this page.**

Personnel

- At-Risk Student Services*
- Extended Day*
- Alternative Education Services*
- Attendance Services*
- Guidance and Counseling*
- Health Services*
- Social Worker Services*
- Psychological Services*
- Student Services*
- Family Involvement*
- Curriculum Development*
- School Administration*
- Security Services*
- Transportation*
- Coordinator/Assistant*

Equipment

- At-Risk Student Services*
- Extended Day*
- Alternative Education Services*
- Attendance Services*
- Guidance and Counseling*
- Health Services*
- Social Worker Services*
- Psychological Services*
- Student Services*
- Family Involvement*
- Curriculum Development*
- School Administration*
- Security Services*
- Transportation*
- Coordinator/Assistant*

Purchased Services

- At-Risk Student Services*
- Extended Day*
- Alternative Education Services*
- Attendance Services*
- Guidance and Counseling*
- Health Services*
- Social Worker Services*
- Psychological Services*
- Student Services*
- Family Involvement*
- Professional Development*
- Curriculum Development*
- School Administration*
- Security Services*
- Transportation*
- Coordinator/Assistant*

Supplies

- At-Risk Student Services*
- Extended Day*
- Alternative Education Services*
- Attendance Services*
- Guidance and Counseling*
- Health Services*
- Social Worker Services*
- Psychological Services*
- Student Services*
- Family Involvement*
- Professional Development*
- Curriculum Development*
- School Administration*
- Security Services*
- Transportation*
- Coordinator/Assistant*

