



## **ACIP**

# Handley High School

## Roanoke City Board of Education

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Student Performance Diagnostic**

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	15
Report Summary.....	16

## **ACIP Assurances**

Introduction ..... 18

ACIP Assurances ..... 19

**Plan for ACIP**

Overview ..... 22

Goals Summary ..... 23

    Goal 1: To improve reading strategies in all content areas for all students especially at-risk students. .... 24

    Goal 2: To make sure all students attend school in a safe environment ..... 25

    Goal 3: Students will participate in a teacher advisement program ..... 26

Activity Summary by Funding Source ..... 27

**Stakeholder Feedback Diagnostic**

Introduction ..... 29

Stakeholder Feedback Data ..... 30

Evaluative Criteria and Rubrics ..... 31

Areas of Notable Achievement ..... 32

Areas in Need of Improvement ..... 33

Report Summary ..... 34

**Title I Schoolwide Diagnostic**

Introduction ..... 36

Component 1: Comprehensive Needs Assessment ..... 37

Component 2: Schoolwide Reform Strategies ..... 38

Component 3: Instruction by Highly Qualified Staff ..... 39

Component 4: Strategies to Attract Highly Qualified Teachers..... 40

Component 5: High Quality and Ongoing Professional Development..... 41

Component 6: Transition Strategies..... 42

Component 7: Teacher Participation in Making Assessment Decisions..... 43

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 44

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources. 45

Component 10: Evaluation..... 46

**Coordination of Resources - Comprehensive Budget**

Introduction..... 48

I. State Foundation Funds: ..... 49

    Title I..... 50

    Title II..... 51

    Title III..... 52

    Title IV..... 53

    Title VI..... 54

    Career and Technical Education-Perkins IV..... 55

    Other..... 56

    Local Funds..... 57

**Strategies to Increase Parental Involvement**

Introduction..... 59

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# Executive Summary

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## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

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## Description of the School

**Describe the school'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 serves?**

Handley High School serves grades 9-12 in a small, rural community in east central Alabama with a population of 6,000. The student population of 466 is 58% Caucasian, 39% African American and 4% other minorities. 63% of all students qualify for free and reduced lunch. There are 30 faculty members and 13 staff members. Teachers use the objectives from the Alabama College and Career Readiness Standards (CCRS), the Alabama Course of Study (COS), and the Career Technical Course of study, as the basis for the school's curriculum. To ensure all students receive essential knowledge and skills, pacing guides are used in every subject. The pacing guides are based on a standard outline of the CCRS or COS.

All students must earn the required number of credits and complete all state assessments. Under a dual enrollment agreement with a local junior college, students can earn college credit or elective credits at HHS. Students that graduate with a diploma from HHS are well prepared to continue their education or to enter the world of work. Administrators review department pacing guides throughout the school year to verify appropriate curriculum planning and state objectives are met.

Administrators assess the delivery of teacher instruction by utilizing a state approved teacher evaluation system. Continuous monitoring using multiple data sources is necessary for the delivery of a challenging curriculum. In order to protect instructional time and meet the complex curriculum needs of the district, technology is used whenever possible to eliminate paperwork, provide feedback, monitor student progress, and deliver instruction. Moodle is the Learning Management System used at HHS. The system uses STI Educational Data Management Solutions which houses student grades, discipline records, and attendance. Teachers utilize online curriculum that is offered with textbooks to provide supplemental instruction and testing. The online testing at the high school allows teachers to monitor student progress throughout the curriculum through formative and summative assessments.

HHS believes that technology is a powerful educational tool for all learners---teachers and students. Hence, every teacher is provided with a laptop and every student has a computer to take home.

## School's Purpose

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

The purpose of Handley High School ties in with our system mission statement: Roanoke, Together, Educating with Excellence, Challenging for Success, Inspiring Learners for Life. HHS exists to educate students in a safe environment while challenging each student academically. We model high standards, foster creativity, and encourage individuality. We provide extracurricular activities and teach students to respect themselves and others. Roanoke adheres to the 4 C's of education and is constantly striving for ways to challenge their students and meet the needs of 21st century learners. The four C's of education are communication, collaboration, creativity, and critical thinking.

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## Notable Achievements and Areas of Improvement

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

In the next three years, HHS sees discipline, truancy, and more advanced placement courses as areas of improvement. Despite this, HHS has many notable achievements and we are working hard to accomplish our many goals. First, our Tools for Life program that is now our One to the World program equips every teacher and student at HHS with a laptop. In May 2015, Handley achieved a 95% graduation rate, which is among the highest rate in the state of Alabama. Our campus and sports facilities have been recently renovated and continue to be well-maintained. Two of our previous coaches have been inducted into the Alabama Sports Hall of Fame, and our current football coach has won two state championships in girls' basketball. Handley feels athletics is an integral component in the development of a well-rounded student. We offer performing arts (including theater, band, and chorus), music appreciation, and fine art. We also offer other academic courses, such as Spanish, dual enrollment, and Advanced Placement. Our students compete and win local, state, and national awards in athletics, music, drama/arts, and academics. Based on our performance on state assessments, U.S. News & World Report has awarded HHS the Best High School Bronze Medal for the years 2012-2014. As an extension of our professional development, we have set goals to create Shared Educational Communities (SECs); each teacher is challenged to create SECs with teachers at all three Roanoke City Schools. As a result, teachers have successfully completed projects such as annual archaeological digs within our county as well as playground pavilion design and construction at our elementary school. Furthermore, HHS has been recognized state-wide for our Outdoor Educational Classroom that includes gardens, fishery, poultry, forestry and aquaponics. Project Lead the Way, robotics teams, and RCS Challenge (app development) provide opportunities for students to explore skills needed in technological fields.

## Additional Information

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

HHS has a long and proud tradition of excellence in Roanoke, Randolph County, and the state of Alabama. Our goal is for students to leave HHS and be successful in any endeavor they choose. If they are, our goal is accomplished. Many of our students go on to college, graduate with degrees, and have successful careers. Other students take the knowledge they gained at HHS and use it in the vocational or technological world. Still others go on to join the military and serve our country. We consider all of these success stories. The faculty at HHS loves and cares not only for our students but also for each other. We have an extremely low teacher turnover rate, and this speaks volumes for the atmosphere we have at our school. The faculty is hardworking and committed to our students. All members of our staff take initiative to solve problems and to aid where there is a need. Seeing this type of "family" atmosphere makes HHS a great place to work and learn. The lessons we teach our students are the ones that we hope will last them a lifetime. These lessons begin at an early age as we teach them to share, to follow the rules, to be kind to others, and to listen while others are talking. As they get older, we teach our students the importance of accepting others, how to make healthy food choices, the importance of a great book as a friend, and why knowing multiplication facts is important. We emphasize at HHS that one must take responsibility for one's own actions. We teach our students how to handle difficult situations and how to ask for help when they need it. For those students involved in extracurricular activities, we teach them to rely on others, play by the rules, and always be a good sport. Students involved in clubs learn early that service to others can truly make one happy. We realize our students will not remember every math fact or state's capital, but there are life lessons that come along with academic lessons and when our students are able to apply both, then that is truly a measure of success at Handley High.

# Improvement Plan Stakeholder Involvement

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## 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.

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## 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.**

The culture is characterized by collaboration and a sense of community among all stakeholders. Handley High School has a team of parents called the Advisory Leadership Committee that is invited to review the information collected from surveys and needs assessments for Handley High School. These parents review the needs and provide feedback on the improvement plan that they are given prior to the meeting to review. Parents are called personally and a follow up letter stating their role is sent to them. Parents are selected randomly from each grade level and are given the opportunity to provide feedback at a designated meeting or through email, phone, etc. if they are unable to attend the meeting.. The group selected from each grade level is racially diverse.

Parents are invited in for Parenting Day, Orientation and for individual conferences with teachers and administration. The school system promotes collaboration and shared responsibility for system and school improvement among stakeholders. Two examples of groups working together to promote a culture of participation, responsibility, and ownership are the School Improvement Team and the Superintendent's Advisory Council. The School Improvement Team is made up of school personnel, parents, students, city officials and business leaders from the community. Its mission is to provide input regarding the decisions that impact the school. The Advisory Leadership Team engages stakeholders effectively in support of the school's purpose and direction. These leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts and provide and support meaningful leadership roles for stakeholders.

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

Handley High School has a team of parents called the Advisory Leadership Committee that is invited to review the school's annual data. Parents are selected randomly from each grade level and are given the opportunity to provide feedback at a designated meeting or through email, phone, etc. if they are unable to attend the meeting. The Superintendent Advisory Committee and School Advisory Leadership Committee is a racially diverse committee of citizens that meets for scheduled meetings. Its objective is to provide feedback to the superintendent and the school regarding the community's expectations and the stakeholders' satisfaction.

**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 improvement plan is housed at each school, central office, and library. It is also posted on the RCS webpage. Stakeholders receive information through quarterly meetings scheduled through federal programs.

# Student Performance Diagnostic

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## 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.

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### Student Performance Data

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

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## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

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

N/A

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

N/A

Which area(s) indicate the overall highest performance?

N/A

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

N/A

Between which subgroups is the achievement gap closing?

N/A

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

N/A

## Areas in Need of Improvement

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

N/A

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

N/A

Which area(s) indicate the overall lowest performance?

N/A

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

N/A

Between which subgroups is the achievement gap becoming greater?

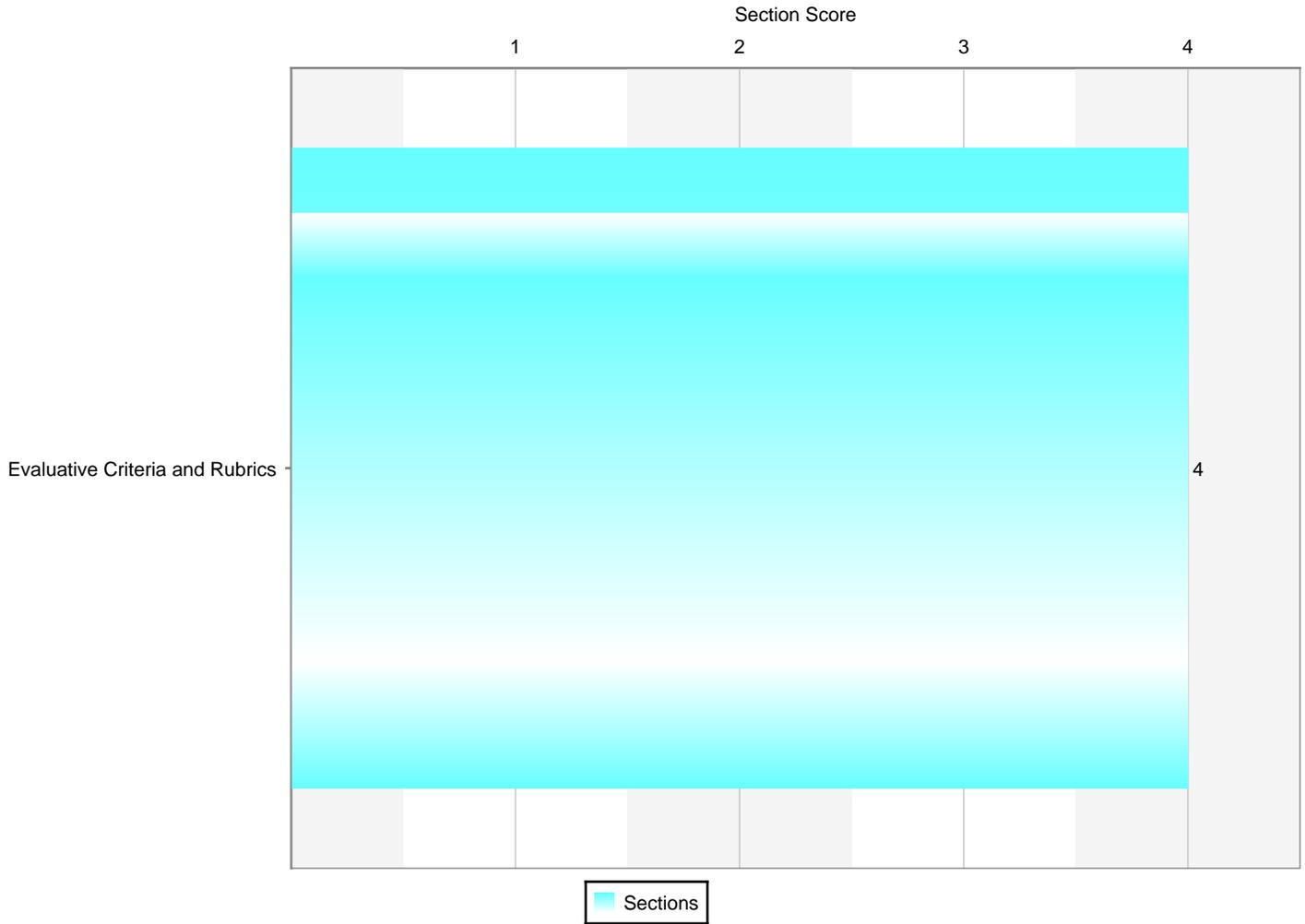
N/A

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

N/A

## Report Summary

### Scores By Section



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# ACIP Assurances

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## **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.

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## 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		Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Statement from student and faculty handbooks:  DISCRIMINATION The Roanoke City School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquires regarding the non-discrimination policies: Mrs. Donna Hodges, Section 504, Title IX, and Special Education Coordinator, P.O. Box 1367, Roanoke, Alabama 36274 (334) 863-6819.	

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	Mrs. Donna Hodges, Section 504, Title IX, and Special Education Coordinator P.O. Box 1367 Roanoke, Alabama 36274 (334) 863-6819	

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	Parent Involvement Policy from Student Handbook	Parent Involvement

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Handley High School

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		Parent Compact

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## Plan for ACIP

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## Overview

### Plan Name

Plan for ACIP

### Plan Description

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## 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	To improve reading strategies in all content areas for all students especially at-risk students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$30000
2	To make sure all students attend school in a safe environment	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$50000
3	Students will participate in a teacher advisement program	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: To improve reading strategies in all content areas for all students especially at-risk students.

### Measurable Objective 1:

96% of Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a proficiency on ACT standardized testing (as evidenced by improvement from previous year's scores) in Reading by 05/26/2016 as measured by objective-aligned tests created using ExamView..

### Strategy 1:

Data-Driven Direct Instruction - Each student participates in standardized ACT testing each year. Ninth grade student data is obtained from end-of-the-year, 8th grade ACT Aspire testing. Tenth grade students will take the ACT Aspire. Eleventh grade students will take the ACT plus Writing, and twelfth grade students will take the ACT WorkKeys. This defines a unique path for a student by targeting the areas of the curriculum that have not been mastered. These scores, along with students' participation in regular education classrooms, then identify students with literacy weaknesses. These students are referred to the school's Response to Intervention (RtI) committee. The committee meets regularly throughout the school year to discuss and develop literacy plans for the identified students to help meet the identified goal. Teachers can use ExamView assessment to target specific objectives, assess understanding, manage rosters, automatically collect results and identify areas of concern.

Teachers will teach students, through direct instruction, how to understand academic language to improve overall performance on tests and close the achievement gap. In addition to this, each student who fails a course will either retake the course or complete a PLATO course which is a web-based program to help students recover lost credits and target the areas of weakness in each subject area.

Category:

Research Cited: "The 12 Powerful Words That Increase Test Scores and Help Close the Achievement Gap" is a proven resource for educators written by Larry Bell that helps to improve student performance on tests.

ACT testing data is widely accepted as a reliable tool to predict the success of students who attend college. This tool is used throughout the state to measure students readiness for college.

ExamView is a tool that is aligned with Alabama objectives in the courses of English language arts, reading, math, science and social studies.

Activity - Training on Exam View	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Train teachers of students in grades 9-12 in the use of ExamView for the purpose of assessing student knowledge, analyzing formative and summative results, and identifying areas of concern.	Academic Support Program	08/12/2015	05/26/2016	\$30000	Title I Part A	Principal and Roanoke City Schools' Director of Innovation and Professional Development
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## Goal 2: To make sure all students attend school in a safe environment

### Measurable Objective 1:

demonstrate a behavior being able to clearly monitor or verify incidents that occur on school campus by 05/26/2016 as measured by the number of referrals on cyber-bullying, bullying, and other incidents on campus..

### Strategy 1:

Monitoring - Handley High School students are encouraged to report bullying immediately. In addition to word of mouth, the high school monitors social media and uses surveillance cameras to monitor situations as they arise. When bullying is reported, administration is quick to investigate all incidences. As a result of an investigation, face-to-face conferences with students are held. In addition to this, if needed, the resource officer is contacted as well as students' guardians.

Category:

Research Cited: The INOW/SIR report is a state adopted program and will be used to create a working document each year of the discipline to be used for documentation.

Activity - Email Account	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An email account through Google has been established for students to use to report bullying (nobully@roanokecityschools.org). The emails are sent directly to administration, resource officer, and counselor.	Behavioral Support Program	08/12/2015	05/26/2016	\$50000	Title I Part C	Administrators, Resource officer, and School Guidance Counselor

## Goal 3: Students will participate in a teacher advisement program

### Measurable Objective 1:

86% of Ninth, Tenth, Eleventh and Twelfth 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 complete a portfolio or performance Students will understand TAP is available to prepare them for issues they might face. in Practical Living by 05/13/2016 as measured by pre and post student surveys.

### Strategy 1:

Teacher Advisement Program - Students will participate in an advisement program. All students in grades 9-12 will be assigned a teacher advisor. The advisor will conduct monthly meetings in addition to the time spent with students each morning. Meetings will provide advisors an opportunity to get to know students and to support them in academics and future planning. Meetings will last approximately 30-40 minutes. Students will complete pre and post surveys to indicate the level at which they believe advisement programs and services are available to help them prepare. Surveys will indicate whether students believe there is one trusting adult who knows them and and their future interests well.

Category:

Activity - TAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Advisement Program--Teachers will participate in advisement training and will conduct monthly advisement meetings with their assigned students.	Academic Support Program	08/12/2015	05/13/2016	\$0	No Funding Required	teachers, administration , and guidance counselor

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TAP	Teacher Advisement Program--Teachers will participate in advisement training and will conduct monthly advisement meetings with their assigned students.	Academic Support Program	08/12/2015	05/13/2016	\$0	teachers, administration , and guidance counselor
<b>Total</b>					\$0	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on Exam View	Train teachers of students in grades 9-12 in the use of ExamView for the purpose of assessing student knowledge, analyzing formative and summative results, and identifying areas of concern.	Academic Support Program	08/12/2015	05/26/2016	\$30000	Principal and Roanoke City Schools' Director of Innovation and Professional Development
<b>Total</b>					\$30000	

### Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Email Account	An email account through Google has been established for students to use to report bullying (nobully@roanokecityschools.org). The emails are sent directly to administration, resource officer, and counselor.	Behavioral Support Program	08/12/2015	05/26/2016	\$50000	Administrator s, Resource officer, and School Guidance Counselor
<b>Total</b>					\$50000	

# 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.

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### Stakeholder Feedback Data

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

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## 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?

n/a

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

n/a

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

n/a

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## Areas in Need of Improvement

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

n/a

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

n/a

What are the implications for these stakeholder perceptions?

n/a

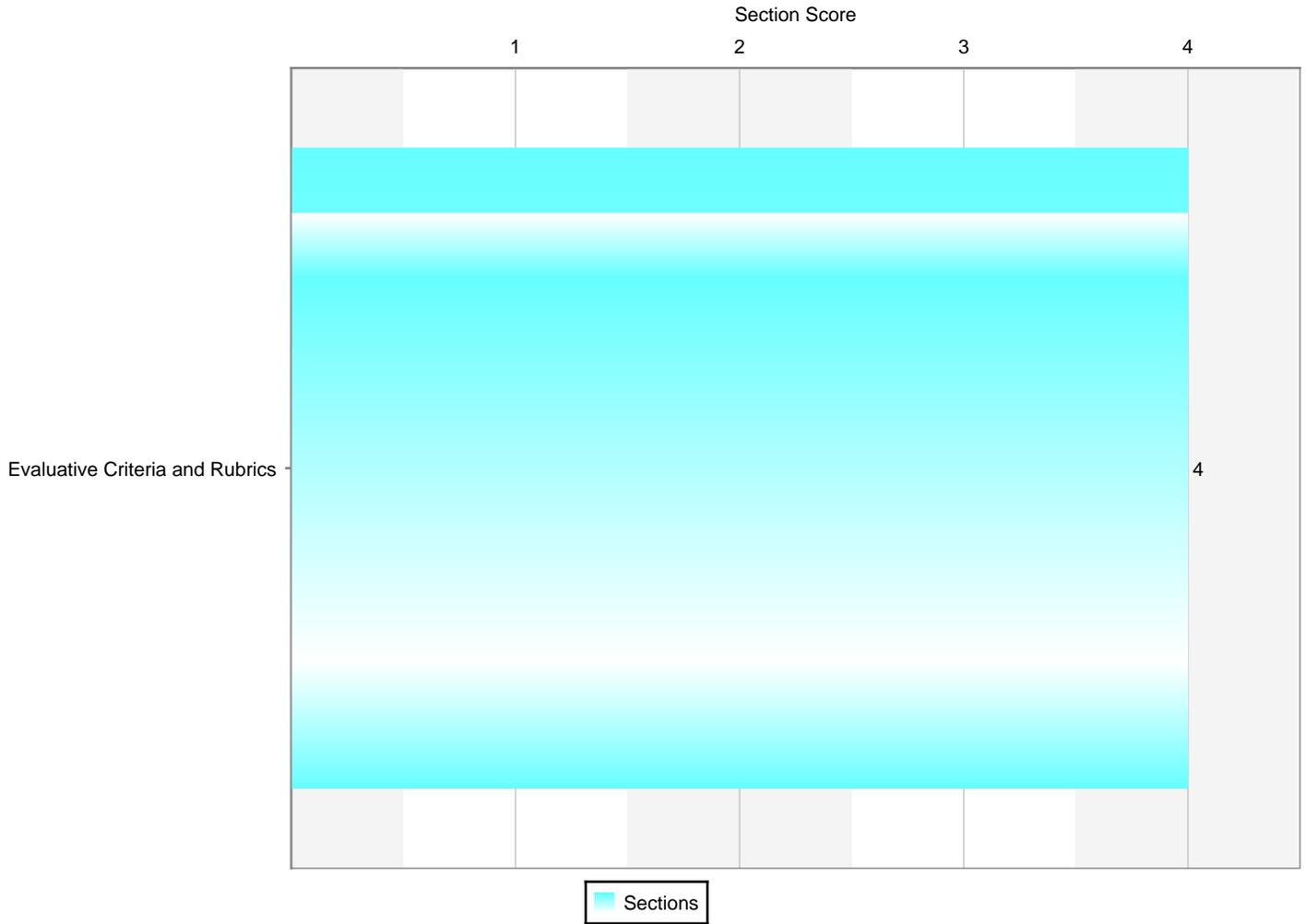
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

n/a

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## Report Summary

### Scores By Section



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# Title I Schoolwide Diagnostic

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## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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## Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

2. What were the results of the comprehensive needs assessment?

3. What conclusions were drawn from the results?

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

5. How are the school goals connected to priority needs and the needs assessment?

6. How do the goals portray a clear and detailed analysis of multiple types of data?

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

## Component 2: Schoolwide Reform Strategies

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### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?			

**3. Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

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## Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

2. What is the experience level of key teaching and learning personnel?

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

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## Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?
2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?
3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.
4. Describe how this professional development is "sustained and ongoing."

## Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

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## Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

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## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

- 1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**
- 2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**
- 3. How are students' individual needs being addressed through differentiated instruction in the classroom?**
- 4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**
- 5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**
- 6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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## Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?
2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?
3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?
4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?
5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.
6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

# Coordination of Resources - Comprehensive Budget

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## Introduction

List all federal, state, and local monies that the school uses to run its program.

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**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	24.39	24.39	1,620,609.80
Administrator Units	1.00	1.	92,440.00
Assistant Principal	0.50	.5	72,234.00
Counselor	1.00	1	86,245.61
Librarian	1.00	1	73,035.70
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	0.00
Professional Development	24.39	24.39	1,779.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	24.39	24.39	10,425.00
Library Enhancement	24.39	24.39	593.00
<b>Totals</b>			<b>1,957,362.11</b>

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	80459.0

**Provide a brief explanation and breakdown of expenses.**

Teacher to work w/students who are at-risk of not graduating (.40) \$31,769  
Continued implementation of ACT Workshop Wednesday \$5,000  
Student Chromebooks to support one to the world initiative \$15,000  
At-risk Coordinator (.25) \$22,439  
Software to support One to the World Initiative \$6,251  
Tech Coach HHS \$29,657

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	ARRA Funds Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

n/a

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

n/a

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**Title III**

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

n/a

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**Title IV**

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

n/a

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**Title VI**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

n/a

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### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

n/a

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### Local Funds

Label	Question	Value
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses**

na

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# Strategies to Increase Parental Involvement

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## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

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## Strategies to Increase Parental Involvement

**1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.**

Parents are on an advisory committee. They are invited to the school-wide meeting or leadership advisory committee to discuss the needs assessment and other information that is pertinent to their child's education. They get to share their thoughts and concerns.

Orientation, Parenting Day, Open House and Parent Information Meetings to disperse information to parents.

**2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1) Parents are on an advisory committee. They are invited to the school-wide meeting or leadership advisory committee to discuss the needs assessment and other information that is pertinent to their child's education. They get to share their thoughts and concerns. Orientation, Parenting Day, Open House and Parent Information Meetings to disperse information to parents.

2) Parents were given and explained the school wide plan. They were given a copy to review and make notations. When they reported to the meeting, the plan was displayed on a big screen so they could make suggestions. For those who did not want to share their thoughts, the plans were taken up and the parents concerns were discussed and considered from the plan. A clean copy was made and given to those parents.

3) purchase advisory material, transportation to colleges/schools of interest.

**3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.**

Student handbooks are printed, dispersed and signed by both parents and students. Parents may also sign up for phone calls and text messages from the school about announcements for upcoming events and important information. Parent, phone numbers and email addresses are obtained at any parent event. Teachers request parent signatures for syllabi and other course details.

A Spanish interpreter is available onsite for any Spanish-speaking students and/or parents. TransACT is used to translate documents and emails. Rosetta Stone is used for other languages as needed.

**4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

The school-parent compact was developed with the parent advisory committee and the leadership team committee. These were things that were agreed upon by both parties so that students could be successful.

Staff play varying roles in improving student academic achievement. For example, the assistant principal manages attendance and behavioral concerns. The School Resource Officer manages truancy.

School-Parent Compacts are used to document parent/student/teacher communication and shared among staff.

**5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

Parents will be surveyed and given an opportunity to share during parent advisory committee meetings.

**6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Parents were trained in how to obtain grades and attendance from iNow, learning management systems (Moodle) and student laptops.

**6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Parents were trained in how to obtain grades and attendance from iNow, learning management systems (Moodle) and student laptops.

**6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

involvement.)

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

The activities are carried out through parenting days, orientation, access to the INOW Portal, and student compact forms. Parents are sent progress reports, phone messages, text, and they are given passwords to look at grades and other information on INOW.

**6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

The activities are carried out through parenting days, orientation, access to the INOW Portal, and student compact forms. Parents are sent progress reports, phone messages, text, and they are given passwords to look at grades and other information on INOW.

**6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

The activities are carried out through parenting days, orientation, access to the INOW Portal, and student compact forms. Parents are sent progress reports, phone messages, text, and they are given passwords to look at grades and other information on INOW.

**6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

The activities are carried out through parenting days, orientation, access to the INOW Portal, and student compact forms. Parents are sent progress reports, phone messages, text, and they are given passwords to look at grades and other information on INOW.

**7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

A Spanish interpreter is available on site for students and parents. TransACT is used to translate emails and documents. Rosetta Stone is used for an other languages.

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