ACIP

Handley High School

Roanoke City Board of Education

Mr. Gregory Foster, Principal
P.O. Box 1393
100 Tiger Circle
Roanoke, AL 36274-1393

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Executive Summary

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.

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 is located in central Alabama. The school is located in a rural community with little industry. The socio-economic make-up consists of primarily poverty to middle income families with a large disparity of wealth between the upper and lower income families. According to Title 1 calculations, approximately 80% of students across the district qualify for free or reduced lunch. Because of this, our school applied for and was awarded a grant to provide free breakfast and lunch to all students. The school system is the largest employer and pillar in the community. The community rallies around in support of the schools, and strong leadership ensures resources are optimized.

Handley High School serves grades 9-12. Teachers use CCRS 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 course standards.

All students must complete a minimum number of credits based on a 4-year plan to be eligible to receive a diploma. Under a dual enrollment agreement with a local junior college and two regional universities, students can earn dual college and high school credits at HHS. Students are expected to earn a college and career ready indicator before graduating. Students that graduate with a diploma from HHS are well prepared to continue their education or to enter the world of work.

Administrators review teacher lesson plans throughout the school year to verify appropriate curriculum planning and standards 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 Chalkable which houses student grades, teacher lesson plans, discipline records, and attendance information. Teachers utilize online curriculum that is offered with textbooks to provide supplemental instruction and testing. Online testing on periodic exams and within in the classroom allows teachers to monitor student progress and to target areas of deficiency.

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 Chrome Book issued for the duration of the school year.

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.

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 year, HHS sees discipline, truancy, and more dual enrollment courses as areas of improvement. However, HHS has many notable achievements, and we are working hard to accomplish our goals. First, our Teaching 1:1 program equips every teacher and student at HHS with a laptop or Chrome Book. Our graduation rate exceeds the state average. Our campus and sports facilities are beautiful and well-maintained. Our successful alumni are in our Hall of Fame. We offer performing arts (theater & chorus), music, art, and Spanish to our students as well as dual enrollment and Advanced Placement courses. Our students win local, state, and national awards in athletics, drama/arts, and academics. U.S. News & World Report has awarded HHS as a Best High School Bronze Award. HHS has also been called one of the best and safest schools in the state according to online polling and reports.

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 volume 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 aide 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 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 really stress at HHS that first one must take responsibility for himself/herself, and sadly, life is not always fair. We teach our students how to handle difficult situations and how to ask for help when it is needed.

For those students involved in sports, 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. When our students are able to apply both, that is truly a measure of success at Handley High.

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.

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. Parents are invited to meet with school administrators at any time under an open door policy. 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.Opportunities for stakeholders to shape decisions, solicit feedback, provide input, and work collaboratively on system and school improvement efforts are always available.

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 are racially diverse committees composed of stakeholders (parents and community members) that meet during scheduled meetings. The meeting dates and times are announced early on. The 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

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		

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

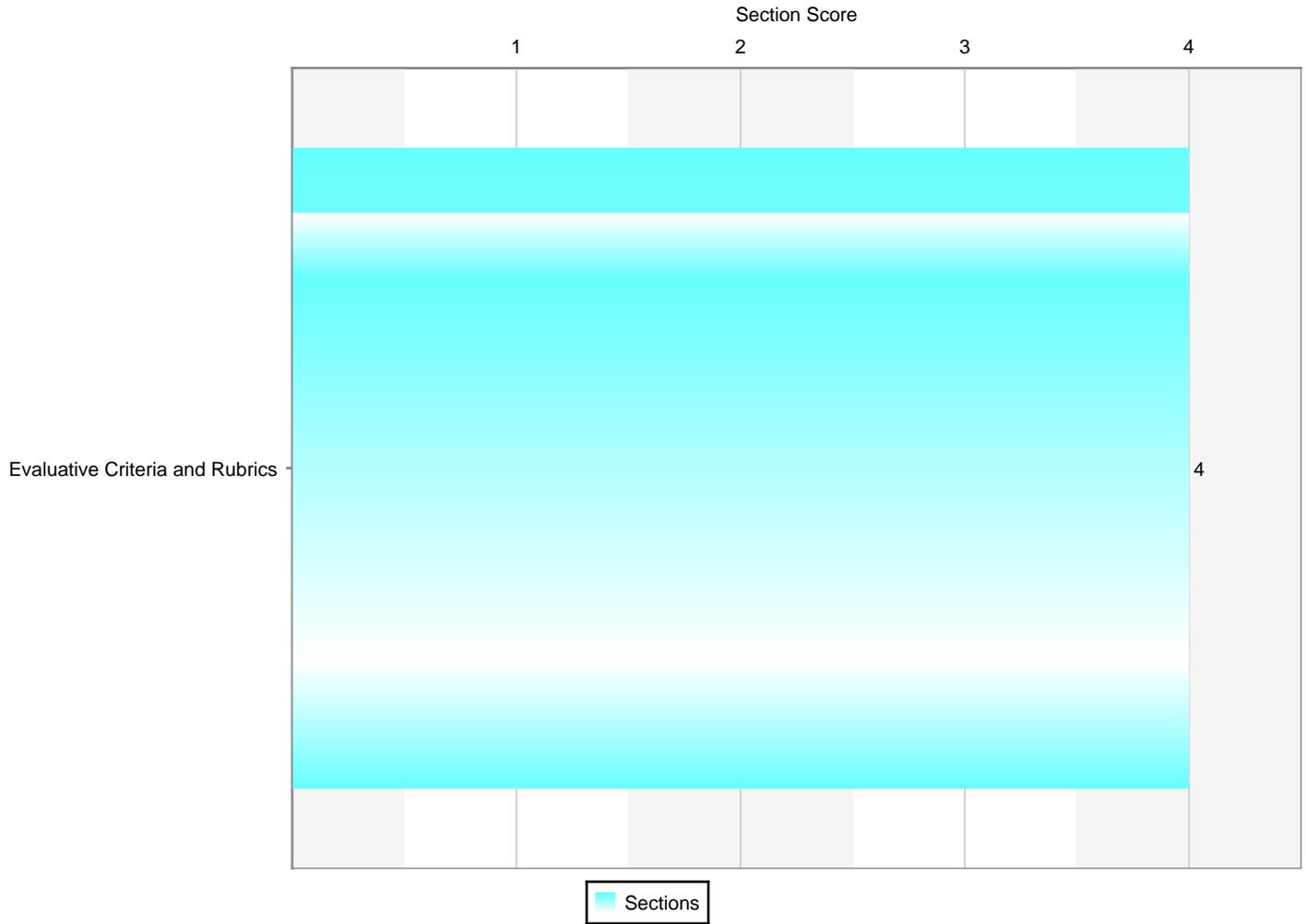**Between which subgroups is the achievement gap becoming greater?**

N/A

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

N/A

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 4

Sections

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	Please see attached.	Sign In 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	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.	Discrimination report

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	Parental Involvement

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		Compact form

Plan for ACIP 2016

Overview

Plan Name

Plan for ACIP 2016

Plan Description

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 facilitate student's	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	To facilitate students leadership skills and encourage students to take responsibility for their own learning through conducting student led conferences as measured with an increase of 2% from a baseline score on Student Leadership Perception Surveys	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: To facilitate student's

Measurable Objective 1:

achieve college and career readiness as students demonstrate proficiency in student leadership skills through student led conferences by 06/30/2017 as measured by a 2% increase from 55% in 2016 to 57% in 2017 as measured by Student Leadership Perception Surveys.

Strategy 1:

Student Led Conferences - Students will lead conferences to discuss their learning with a teacher, parent, and/or adult advocate.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Leaders of Their Own Learning by Ron Berger

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will lead conferences with a parent, teacher and/or adult advocate to discuss their learning.	Community Engagement	09/06/2016	06/30/2017	$0	No Funding Required	Teachers and Administrators

Goal 2: To facilitate students leadership skills and encourage students to take responsibility for their own learning through conducting student led conferences as measured with an increase of 2% from a baseline score on Student Leadership Perception Surveys

Measurable Objective 1:

achieve college and career readiness as students demonstrate proficiency in student leadership skills through student led conferences by 06/30/2017 as measured by a 2% increase from 55% in 2016 to 57% in 2017 as measured by Student Leadership Perception Surveys.

Strategy 1:

Implement Student Led Conferences - Students will lead conferences to discuss their learning with a teacher, parent, and/or adult advocate.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Leaders of Their Own Learning by Ron Berger

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will lead conferences with a parent, teacher, and/or adult advocate to discuss their own learning.	Community Engagement	09/06/2016	06/30/2017	$0	No Funding Required	Teachers and administrators

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
Student Led Conferences	Students will lead conferences with a parent, teacher and/or adult advocate to discuss their learning.	Community Engagement	09/06/2016	06/30/2017	$0	Teachers and Administrators
Student Led Conferences	Students will lead conferences with a parent, teacher, and/or adult advocate to discuss their own learning.	Community Engagement	09/06/2016	06/30/2017	$0	Teachers and administrators
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

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

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

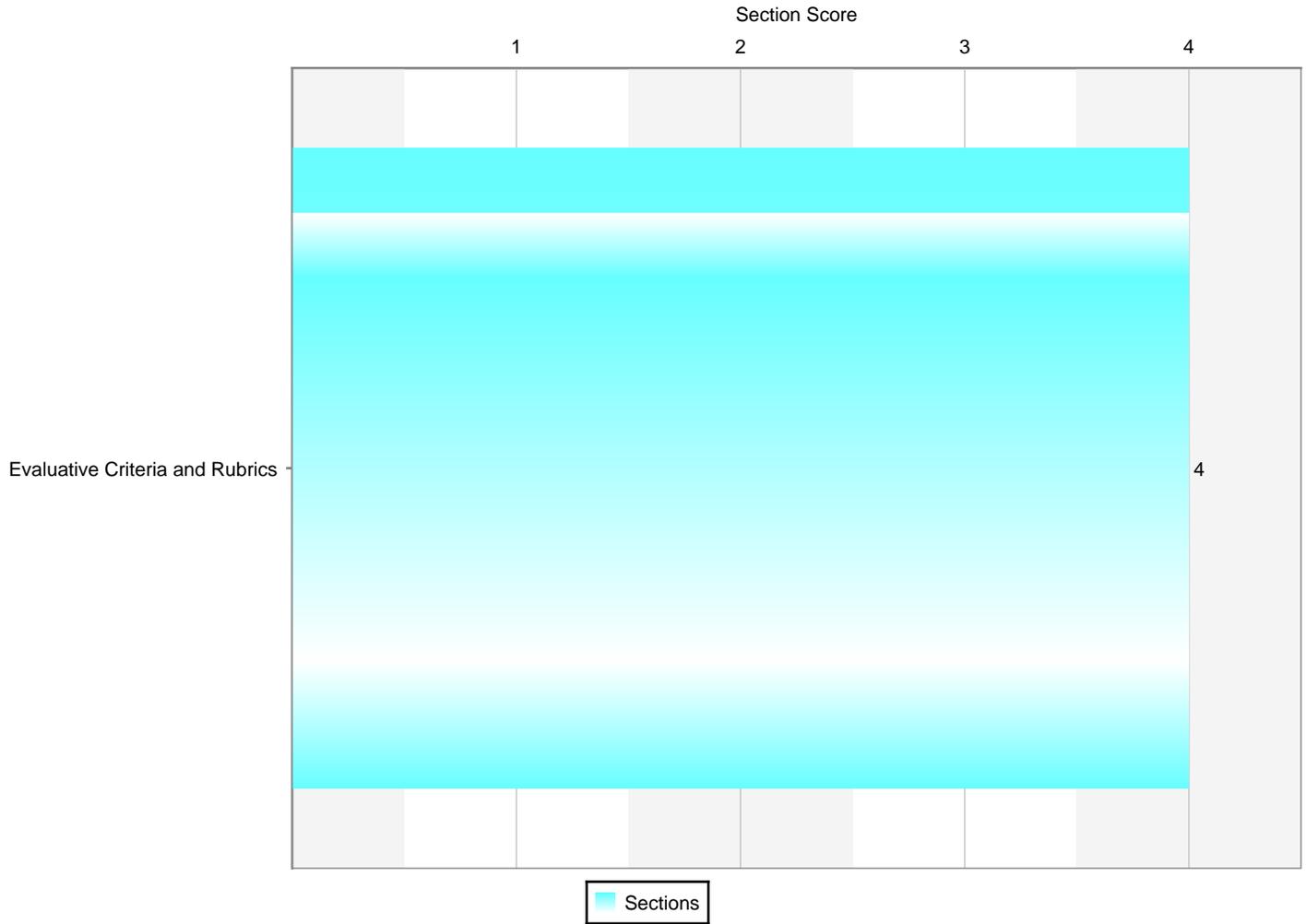**What are the implications for these stakeholder perceptions?**

n/a

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

n/a

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4

Sections

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
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
Totals			1,957,362.11

Title I

Label	Question	Value
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

Label	Question	Value
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

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

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

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

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

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

na

Strategies to Increase Parental Involvement

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.

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.)

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.