



ACIP

Colbert County High School

Colbert County Board of Education

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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?

Colbert County High School is a rural school in Leighton, Alabama. Roughly 700 citizens reside in Leighton, AL and the size of the town is approximately 640 acres. The school serves the communities of Ford City, Nitrate City, LaGrange and Spring Valley. All of these communities are a small part of what is otherwise known as the "Greater Shoals Area" that is made up of Florence, Muscle Shoals, Sheffield, and Tuscumbia, serving approximately 405 students in grades 7-12.

The demographics of Colbert County High School include a population of 62% Caucasian, 29% African American, 7% Hispanic, 2% Multi-Race, >1% Asian, and >1% American-Indian. We are a proud part of the community of Leighton, AL.

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 mission of Colbert County High School is to provide curriculum that will prepare our students to meet challenges of our ever-changing society.

Colbert County High School envisions each student as an active lifelong learner always striving toward improvement. We envision each student having been provided a solid framework to continue to build and thrive throughout his or her adult life.

- Colbert County High School exists to provide a quality education in a safe environment that encourages students to grow academically, socially, and ultimately become life-long learners and productive citizens.
- The mission of Colbert County High School is to provide a challenging curriculum with supportive learning environments that promote shared involvement between the school, parents, students, and stakeholders.

The core beliefs of Colbert County High School:

- Needs of students must be met and recognizes individual differences.
- Students must be provided a challenging curriculum.
- Stakeholder involvement is essential.
- Supportive learning environments along with high expectations are crucial elements to learning.
- All students have the potential to learn.
- Learning is a life-long process.

The strategic goals of Colbert County High School are to:

- Increase student achievement and foster an atmosphere that holds faculty, parents, and students accountable for student success.
- Promote partnerships between parents, students, and stakeholders.
- Provide supportive learning environments.

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.

The following are areas that we consider notable strengths and areas of improvements within the past three years:

- Graduation rate increased from 77% in 2015 to 79% in 2016
- Reduction of student dropout rate directly impacted by improving overall school climate and environment
- FACS Teacher, Shelia Holland, is the only National Board Certified Teacher in Colbert County.
- Flexibility of Summer School/Credit Recovery allows most students to continue on track to stay with their cohorts.
- Implemented Power of ICU program, tweaked to meet the needs of CCHS
- 18 students utilized the Summer School program (held on the campus of CCHS) and recovered at least one subject area
- 6 students recovered subjects through Summer School and are on track to graduate on time
- 16 seniors completed credit recovery in Spring 2016 and graduated on time (12 seniors completed more than one subject in credit recovery)
- 96% of senior students who were on campus during the 2015-2016 school year graduated on time
- Implemented Common Planning Periods for all Math, Science, English teachers.
- Partnered with University of North Alabama to offer Math 110 & Math 112 on the campus of CCHS. Overall, approximately 180 credit hours were gained through the program for students.
- 62 students earned CRIs (College Readiness Indicators) through our Agriscience department.
- 12 students passed a Microsoft Certification stackable exam through our Microsoft IT Academy in the Business Education Department and 9 students received a MOS CRI credential
- 1 student passed a ServSafe exam
- Work Key Results - Gold 9%, Silver 34%, Bronze 23%
- Agricultural Department at CCHS has been working in conjunction with North Alabama Food Bank to convert utility box trailers into refrigerated utility box trailers to transport food and resources to the local food bank agencies.
- Mr. McKinney and the CCHS Agriscience department received the Outstanding Youth Involvement award from RC&D for their work with the refrigerated trailers.
- Heather Adams is running state office for FCCLA.

Areas for improvement that the school is striving to achieve in the next three years.

- Expand Common planning period between all Math, English, Science and History teachers
- Increase Dual Enrollment opportunities for students
- Increase Credentialing opportunities for all Career & Technical education programs.
- Pursue Hospitality and Tourism Career Tech program
- Decrease Student Apathy
- Better Communication with parents, students, and community
- To increase student test scores by 1% in Reading and Math as measured by the Aspire and Global Scholar assessments
- Career Path will be utilized to focus on careers available to students (especially in our area), how to become productive citizens, and development of ethical character
- Speakers from the community will be on campus to speak with students about career opportunities.

Additional Information

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

Colbert County High School is committed to the betterment of society through education and experiences of our students. We are a proud part of the community of Leighton, AL.

Colbert County High School boasts a proud tradition of athletic excellence as well. CCHS is home to 3 state basketball championships and 6 state football titles. NFL Hall of Fame player and current general manager of the Baltimore Ravens, Ozzie Newsome, is a proud graduate of Colbert County High School. Other great athletes such as Thad Flanagan, Phil Gargis, Leon Douglas, and Dante Ellington all competed in varsity athletics at Colbert County High School and all of these athletes went on to achieve some type of success at the next level in their sport.

That tradition extends to the recent success of our baseball, volleyball, and girl's basketball teams. In 2015-2016, our athletic teams advanced to the state semifinals in football and regional finals for girl's basketball. We also had 6 students sign athletic scholarships to go on to play at the next level.

Another proud part of Colbert County High School is our extracurricular activities, in particular, through our Career & Technical Education programs. Our local FFA organization is one of the most active on campus catering to over 25 members whom compete at the district and state level every year. CCHS FFA proudly represents our school by consistently bringing home top honors from our annual county Ag Day as well as the District level awards. FFA has been involved in numerous community projects to assist our local Pre-K program at Leighton Elementary. In the past they completed Handicapped-accessible shooting houses and most recently, they completed a project for FEMA in which they created refrigerated trailers to use during disaster relief.

Our Family and Consumer Sciences is an integral part of our curriculum and extra-curricular activities as well. Not long ago, CCHS FCCLA received the Alabama Program of the Year and they have had numerous representatives as state officers for their organization. FCCLA is also very involved in the Pre-K program at Leighton Elementary as they host the Polar Express and annual Easter Egg hunt for the program every year.

FBLA is the largest career and technical student organization on campus and in the county with over 46 active members. Two of the past three years, CCHS FBLA has had students qualify for the National Leadership Conference by winning their respective competitions at the state level. FBLA also hosts the annual March of Dimes Walk every year for all area schools. Over the past two years, the chapter has donated over \$2,000.00 to the National March of Dimes organization. CCHS has also produced a state officer in the past.

Career & Technical Education also extends into the curriculum at CCHS and lends to students being college and career ready via their credentialing process. CCHS is home to the only Microsoft IT Academy in Colbert County and has certified over 100 students in Microsoft Certification exams since its inception in 2012. The Agriscience department had 62 students receive full CRIs (Career Readiness Indicators) in the 2015-2016 school year.

Volunteerism and healthy life choices are being emphasized through the CCHS SADD club. This club had an active membership of 30 during the 2015-2016 school year. They participate in an elementary school "Red Ribbon" and Safe Halloween campaigns annually where they visit SY 2016-2017

both Hatton and Leighton Elementary Schools encouraging these school's students to remain drug free and to have a safe Halloween. The club also promoted and participated in the Knights of Columbus Tootsie Roll Campaign. The CCHS SADD Club raised \$1,000 through CCHS Operation Choose Joy Days, the Big Chief Little Chief program and a bake sale to donate to the Team Colbert County Relay for Life team. In the past this club has attended the SADD state conference. It has had 1 Gold Presidential Volunteer Service recipient, 3 Silver Presidential Volunteer Service Award recipients and 2 Bronze Presidential Volunteer Service Award recipients. We are proud of our SADD club members for encouraging volunteerism and promoting healthy life choices among their peers.

Mr. Satchel, principal of CCHS, was also selected to be a part of the Principal Leadership Network as part of the PACT program due to his exceptional guidance and vision as the administrator of a current turnaround school. Three additional faculty members are currently pursuing advanced degrees in Ms. Peden, Ms. Russell, and Mrs. Mullens.

Ms. Peden participated in the Leadership Shoals Program, which was a year-long civic-minded event for the 2016 school year.

Colbert County High School is a proud institution that places great emphasis on the success and betterment of our society by adequately preparing students of the 21st century.

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.

Periodically, throughout the school year, the CIP team meets to review, evaluate, and revise its School Improvement Plan. Two students are randomly selected to serve on the School Improvement Committee. The students are informed by the principal at the school. A One Call communication software message is made to all parents informing them when a parent survey is placed on the school's website and that their input will be considered as our school's improvement plan is being written.

There is also a parent committee who represents all the parents of the school in an advisory capacity. These parents are randomly chosen and informed of their selection by phone call. We also utilize feedback from two community liaisons during the process of creating our School Improvement Plan. During the review process of the School Improvement Plan, all parents are notified of the review through print media, social media, the school website and One Call. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and the welcome area of the school, and that parents have the opportunity to give input regarding revision of the plan.

The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit his/her concerns in writing to the school, and the school will submit their concerns to the central office at the same time the School Improvement Plan is submitted.

Career Path will be implemented to allow extended opportunity for all students. Speakers from the community will be on campus to speak with students about career opportunities. The program will include dual enrollment, early dismissal, CO-OP opportunities, CNA medical class at CHHS in our school system, and the introduction of Plato courseware. Plato will allow online career and learning academy opportunities to fit the individual learning needs of all students, based on their goals and future career plans.

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

The school leadership team, student representation, parent representation, and community liaisons will work along-side the administrators to create the School Improvement Plan for Colbert County High School. The school leadership team consists of Angelia Campbell, History teacher at CCHS, Denise Russell, Special Education teacher at CCHS, and April Clark, Business Education teacher at CCHS, and Laura Peden, English teacher at CCHS. The student representation for the 2016-2017 is Melcha Satchel Jr., Catara Allen, Ashlyn Brown and Gabe Cochran. The parent representation includes Corey and Jennifer Cochran, Kim Kelsey, and Lasharo Bates. The community liaisons for 2016- 2017 include Grant and Brigitte Bond and Wayne and Carmel Lawhorne. The responsibilities of each aforementioned individual includes input and ideas for school improvement based on the goals stated from the Administration and School Leadership Team.

Our school will continue to use our school website, social media sites, school reminder apps, as well as the, "One Call Now", communication software line to inform and encourage parents to become more involved as well as informed of our progress with our plan. A call via, "One Call", will be made by our administration in an effort to inform parents that a parent survey has been placed on colbertindians.org and that we SY 2016-2017

would appreciate their responding to the survey. The parent responses will be used to help make prudent decisions in regard to the School Improvement Plan.

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

Copies of the School Improvement Plan will be available for parents at all community meetings and events. Parents may also access the plan information via the school website, there will also be copies of the plan in the media center and in the front office welcoming area. The Colbert County School's Central Office will have copies available for the public. In addition, documents will be provided, to the extent practicable, in a language the stakeholders can understand. The school website will continue to publish information about our improvement plan, as well as our school social media pages. The, " One Call", communication software will also be employed to communicate with our stakeholders during and after our School Improvement Plan implementation, so that parents may check the progress of our plan. The teachers, guidance counselor, administrators, school staff, parents and students are also encouraged to communicate via email about any and all concerns. The principal and assistant principal, school library media specialist guidance counselor, and teachers are all available for parent conferences anytime. Periodic meetings will be held at our school for anyone whom is interested in attending regarding our School Improvement Plan.

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	See Document Attached Below	Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Student Success in Career & Technical Education programs has been above the expected levels of performance. Beginning with the 2012-2013 school year, Career & Technical Education underwent a major shift in order to further expand the possibilities and skills for students to better succeed in college and career readiness skills through nationally-recognized certification programs. Colbert County High School was chosen as a host site for the initial Microsoft IT Academy program. Since its inception, 82 total exams have been passed by over 50 students. 9 students have also received nationally-recognized credentials through the NCCER Welding program at CCHS in its first 3-year Credentialing cycle in 2014-2015. In 2015-2016, 62 students received full CRIs through the Agriscience department. We have also had three student receive Serv-Safe Credentials through our Family and Consumer Sciences Department since 2012-2013.

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

There has been a trend of increasing performance by 7th and 8th grade students, in the areas of math and reading. 7th grade students increased scores in reading from 17% to 35% from 2014-2016. 8th grade students increased scores in math from 10% to 24% from 2014-2016.

Which area(s) indicate the overall highest performance?

From our ACT Aspire Data from 2015-2016, we have gathered that our Reading scores had the overall highest performance with 35% of students receiving "ready" distinction.

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

Female 7th Grade Students showed the greatest trend toward increasing performance in Reading with 46% receiving the "ready" distinction.

Between which subgroups is the achievement gap closing?

The achievement gap is closing most in 7th Grade Black/African American students in Reading. Comparing 2014-2015 data to national average, the data shows the gap between their Reading (27%) scores and the national average as the closest achievement gap.

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

The reading and instructional strategies gleaned by the middle school English teacher helped to support the findings of increased
SY 2016-2017

performance in reading. Reading and instructional strategies were provided by Tonya Moore, from the Alabama Reading Initiative. She provided CCRS standards, with accompanying activities for success. Additionally, training was obtained from the advanced placement services, through Laying the Foundation training. LTF training provided even more strategies and tools to help decrease the literacy gap in minority groups and the population as a whole.

Areas in Need of Improvement

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

Based on the ACT Aspire scores, 7th and 8th grade students are below the expected levels of performance in the national average in every area that was tested. However, even though scores are below the national average, we are seeing gains in the area of reading. Scores are consistently rising in the 7th, 8th, and 10th grade areas of reading. We are proud of the progress we have made in all areas. This progress is especially encouraging, considering that we have the highest number of ESL students out of all the schools in our system.

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

We have a consistent trend of negative performance in the area of math. For two years in a row, we are showing consistent data that supports a drop in success from 7th to 8th grades. Even a drop of one point is still disappointing for us. However, there is also a consistent trend, showing an increase in math proficiency from 8th to 10th grade students. So, even though there is a negative trend in the area of math, there is, in fact, encouraging data that shows recovery of math proficiency.

Which area(s) indicate the overall lowest performance?

The areas of lowest performance are in 7th and 8th grade math. It is a consistent drop from 7th to 8th grade students, over the past three years. Even with the overall lowest performance being in math, we are fortunate that students are regaining their bearings and improving math proficiency skills as they progress to high school level classes.

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

We are experiencing a trend in decreased performance in white, male students in the area of reading. And, we are also experiencing decreased performance in African American males in the area of math. This trend is consistent from year to year. There is not any variation in these subgroups. However, due to a new math teacher and the restructuring of the math department, we are expecting this trend to hopefully be broken.

Between which subgroups is the achievement gap becoming greater?

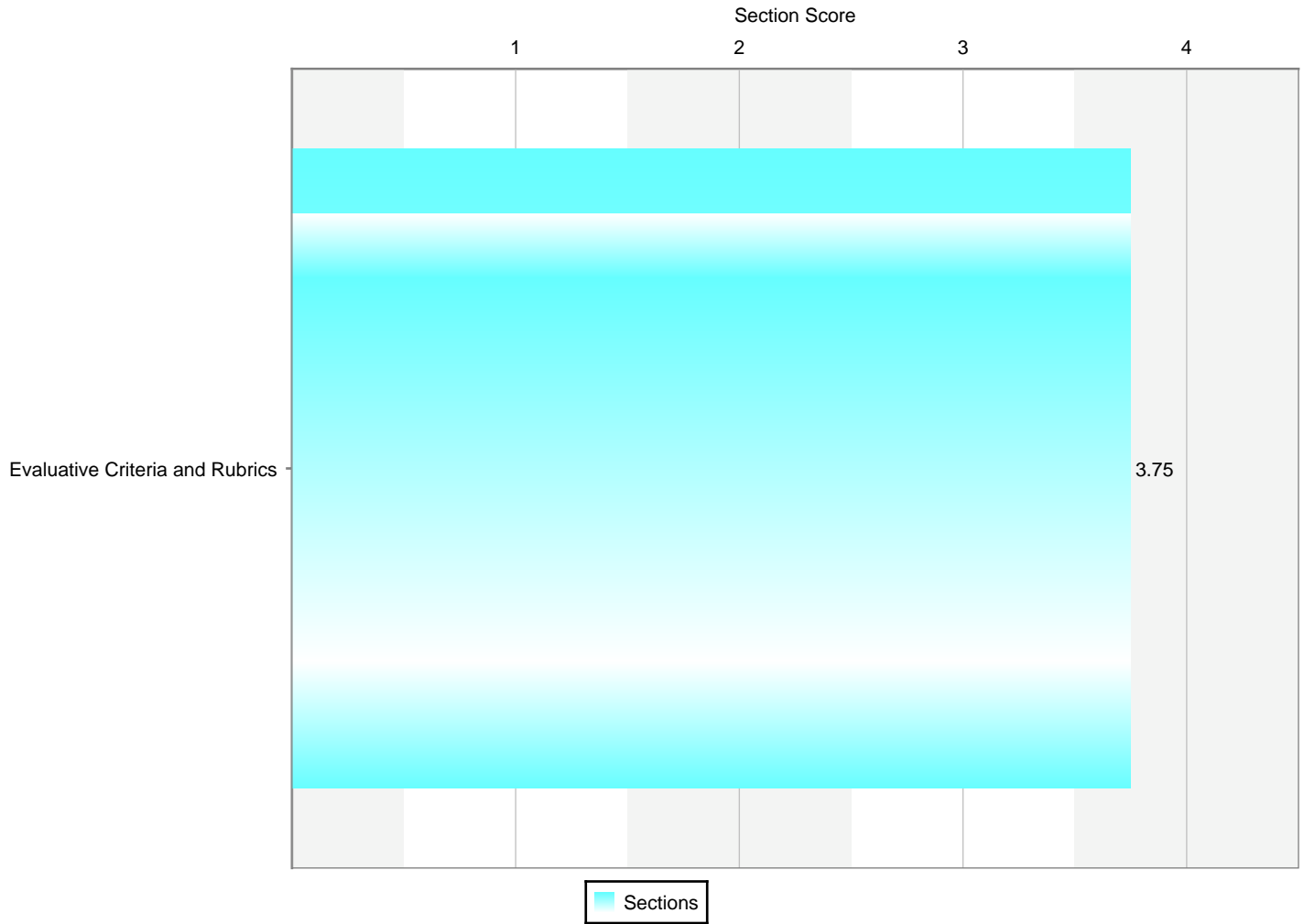
The subgroup that demonstrate the largest achievement gap is African American students in the area of math. There is an 8% gap between these students and the school average. But, the school average should increase by 20% to meet the national average. We are hopeful that the changes in the math department faculty and structure will continue to help improvement. The math department is also working closely with a math interventionist on improving strategies and methodologies. Content specific tutoring is being implemented for students who have been identified as "in need of support."

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

Data is gleaned from report cards, progress reports, and RTI concerns. Based on the state identified data, our testing results are consistent with the drop in proficiency from the 6th to the 7th grade. Information from these reports and findings is used to intensify the focus on the areas of need for the purpose of closing the gap in the area of math. The math interventionist is working with the identified students, to help teachers with students who have areas of identified need.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		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		Assurance 2

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		Assurance 3

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		Assurance 4

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.	No	Colbert County High School is not a Title I school.	

2016 - 2017 Goals & Plans for ACIP

Overview

Plan Name

2016 - 2017 Goals & Plans for ACIP

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	Increased Math scores on ACT Aspire.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Increased Graduation Rate	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
3	Engage and Empower the learner through Technology	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$5000
4	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$75000
5	Prepare and support teachers and leaders to graduate college-and career-ready students.	Objectives: 2 Strategies: 5 Activities: 5	Academic	\$0
6	Colbert County High School will increase its average daily attendance by 1% as measured by the ADM-9-month report.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$11546
7	Increased Reading scores on ACT Aspire.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: Increased Math scores on ACT Aspire.

Measurable Objective 1:

1% of Seventh and Eighth grade students will increase student growth in Aspire objectives in Mathematics by 05/26/2017 as measured by 2016 administration of the ACT Aspire Math subtest.

Strategy 1:

Employment of "Better Teaching Practices." - Teachers will utilize, "Better Teaching Practices", to increase mastery of Math skills.

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

Research Cited: The Effects of Cognitive Strategy Instruction on Knowledge of Math Problem-Solving Processes of Middle School Students with Learning Disabilities

Krawec, Jennifer; Huang, Jia; Montague, Marjorie; Kressler, Benikia; de Alba, Amanda Melia

Learning Disability Quarterly, v36 n2 p80-92 May 2013

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in, "Project Based Learning" and a variety of teaching and digital tools will be employed along with formative and summative assessments to check for student learning.	Career Preparation/Orientation	08/04/2016	05/26/2017	\$0	No Funding Required	The entire Seventh and Eighth Grade Colbert County High School teaching staff.

Goal 2: Increased Graduation Rate

Measurable Objective 1:

1% of Twelfth grade students will improve graduation rate in order to demonstrate career readiness in Practical Living by 05/26/2017 as measured by overall graduation rate.

Strategy 1:

Grad Rate Increase - Technology will be utilized via the AVL, Gradpoint, the Virtual Village, ACCESS, Performance Series test and resources, and Achievement Series test in our school's computer labs or at home to fill gaps. These same technology tools are being used after school and during school with one on one tutoring by HQ personnel, and in small group tutoring for reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Marshall, J.M. (2002). Learning with technology>Evidence that technology can, and does, support learning. San Diego, CA:Cable in the Classroom.

Activity - Small group tutoring for math and reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring by HQ personnel in small group setting	Academic Support Program	08/04/2016	05/26/2017	\$5000	State Funds	Mr. Melcha Satchel, All CCHS Core teachers

Goal 3: Engage and Empower the learner through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in creative and critical thinking skills, and utilize collaborative thinking skills to create innovative products and processes using technology in a variety of learning environments in English Language Arts by 05/29/2020 as measured by our students use of digital tools and venues.

Strategy 1:

Implementation of Google Apps for Education - Implementation of Google Apps will continue for students in grades 7-12 in their ELA classes as well as for teachers and administrators through on-site technology in-services.

Category: Develop/Implement College and Career Ready Standards

Activity - Google+ Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embed Google Apps permission form into the 2016 - 2017 'Student Code of Conduct' to ensure that all parents are informed about the program.	Parent Involvement	08/04/2016	05/29/2020	\$0	No Funding Required	ELA teachers, library media specialist, principal

Strategy 2:

Bring Your Own Device for Learning - Students will use mobile devices in the classroom and throughout the campus to expand and personalize their learning experience.

Category: Develop/Implement College and Career Ready Standards

Activity - BYOD to Access Resources for Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use their personal devices in class to access digital tools and resources with our established Bring Your Own Device (BYOD) program.	Technology	08/04/2016	05/26/2017	\$0	No Funding Required	All teachers and administrators at Colbert County High School.

ACIP

Colbert County High School

Activity - Purchase Mobile Devices to Provide for Equity and Opportunity to Utilize	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will purchase additional mobile devices such as iPads, Chrome books, and laptops and distribute these to our school to assist in providing digital equity and increasing opportunities for technology to be used in the classroom.	Technology	08/04/2016	05/26/2017	\$5000	Other	Louis Delbert, Colbert County Schools Technology Coordinator and Dr. Gale Satchel, Colbert County Schools Superintendent

Strategy 3:

Collaborate to Utilize Learning Management Systems and Cloud Accounts - Students and teachers will collaborate using a variety of web-hosted Learning Management Systems (LMS) and cloud accounts.

Category: Develop/Implement College and Career Ready Standards

Activity - Utilizing LMS's and Clouds for Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use venues such as teacher blogs, Edmodo, Gradpoint, Desire2Learn, and Google Apps to receive and submit assignments and communicate and collaborate with teachers and peers.	Technology	08/04/2016	05/29/2020	\$0	No Funding Required	Mr. Melcha Satchel, Colbert County High School Principal; Mrs. Rene' Hatton-Smith, Library Media Specialist; All Colbert County High School Teachers

Strategy 4:

Blended Instruction for Students - Increase the use of blended instruction and opportunities for students to take online courses.

Category: Develop/Implement College and Career Ready Standards

Activity - Students can Participate in an Online Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity take online courses through the Colbert County online school.	Technology	08/04/2016	05/29/2020	\$0	No Funding Required	Dr. Gale Satchel, Superintendent Colbert County School System; Mr. Melcha Satchel, Colbert County High School Principal; Mrs. Sara Kennedy, Counselor Colbert County High School

Goal 4: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of Seventh, Eighth, 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 using mobile digital tools in the classroom to enhance instruction and engage the learner in Reading by 05/29/2020 as measured by the use of digital devices in schools, both BYOD and District-owned as noted on the Transform 2020 Technology Plan inventory.

Strategy 1:

Purchase Variety of Mobile Devices to Enable Use of Digital Tools - Evaluate, select, and purchase a variety of mobile devices for use in Colbert County High School in order to enable the use of digital tools in the classroom.

Category:

Activity - Purchasing Mobile Devices and Equity for Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Colbert County High School

Purchase Chrome books and iPads for schools to use in classrooms, particularly to assist in addressing equity issues and for implementation of technology integration.	Technology	10/01/2015	05/29/2020	\$5000	Other	Mr. Anthony Olivis, Superintendent of Colbert County Schools and Mr. Louis Delbert, Technology Coordinator for Colbert County Schools
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Activity - Mobile Device Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore a Mobile Device Management system (MDM) or other solution for enabling permission-based access for different user types from BYOD and district-owned mobile devices which do not authenticate the user via Active Directory for possible implementation in FY 2015-2016 budget year.	Technology	10/01/2015	05/29/2020	\$60000	Other	Mr. Anthony Olivis, Superintendent Colbert County School System and Mr. Louis Delbert, Technology Coordinator for Colbert County School System

Measurable Objective 2:

100% of Seventh, Eighth, 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 increase student growth by teachers, students, and administrators being provided with new computer equipment, including replacing outdated units, in order to increase and improve access to digital tools and resources in Career & Technical by 05/29/2020 as measured by the annual Transform 2020 Technology Plan Inventory questions.

Strategy 1:

Prioritization of Hardware Purchases - Replace outdated computer equipment. Identify outdated machines, rank priorities, select equipment, and replace equipment.

Category:

Activity - Dis-aggregation of Inventory for Purchase Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Examine inventory findings and replace teacher and student PCs as possible.	Technology	10/01/2015	05/29/2020	\$10000	Other	Mr. Anthony Olivis, Superintende nt of Colbert County Schools and Louis Delbert, Technology Coordinator for Colbert County Schools
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Goal 5: Prepare and support teachers and leaders to graduate college-and career-ready students.

Measurable Objective 1:

100% of All Students will increase student growth by using technology effectively for assessing learning and differing instruction, while being provided rigorous, relevant, and engaging learning experiences in Career & Technical by 05/29/2020 as measured by classroom observations and lesson plans.

Strategy 1:

Professional Development via SAMR - Our school will use the SAMR (Substitution, Augmentation, Modification, Re-definition) model for guiding professional development.

Category: Develop/Implement College and Career Ready Standards

Activity - Utilization of EdTech Pedagogy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Colbert County High School

Technology integration workshops, as well as training on the use of various technologies, software, and hardware resources, will be developed to accommodate, inspire teachers at all levels of technology and to advance their use of EdTech pedagogy.	Technology	08/04/2016	05/29/2020	\$0	No Funding Required	Dr. Gale Satchel, Superintendent of Colbert County Schools; Mr. Melcha Satchel, Principal of Colbert County Schools; Mrs. Rene' Hatton-Smith, Library Media Specialist Colbert County High School; Mrs. April Clark, Career Tech Teacher Colbert County School
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Strategy 2:

Technology Tools Supporting CCRS Standards - The Library Media Specialist will continually develop professional development on technology tools and integration that support student success with CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Activity - Collaboration and Alignment of Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Colbert County High School

The Library Media Specialist will meet at least twice per year with Instructional and Special Education Teachers to collaborate on aligning technology PD with curriculum goals and focus areas.	Technology	08/04/2016	05/29/2020	\$0	No Funding Required	Mr. Melcha Satchel, Principal of Colbert County High School; Mrs. Rene' Hatton-Smith, Library Media Specialist Colbert County High School and All Teachers at Colbert County High School.
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Strategy 3:

Benefits of Utilizing Clouds - Help teachers understand the elements and benefits of using various cloud computing venues such as Google Apps for teaching and learning (i.e. creating documents in the cloud, easy access to documents from anywhere, increased opportunities for students-to-teacher and student-to-student collaboration and communication, new formats for feedback and formative assessment, etc.)

Category: Develop/Implement College and Career Ready Standards

Activity - Google Apps Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Library Media Specialist/ assistant to the System's Technology Coordinator will design and conduct short workshops to introduce teachers to the features and opportunities of Google Apps. These will be conducted on-site.	Technology	08/04/2016	05/29/2020	\$0	No Funding Required	Mr. Melcha Satchel, Principal of Colbert County High School; Mrs. Rene' Hatton-Smith, Library Media Specialist Colbert County School

Measurable Objective 2:

100% of All Students will increase student growth due to the library media specialist conducting needs assessments & developing/conducting tech-related PD learning programs which teachers can utilize, and the library media specialist will evaluate the impact on instructional practice & learning in Career & Technical by 05/29/2020 as measured by survey participation.

Strategy 1:

Professional Development Guided by Survey - School principals will encourage teachers, administrators, parents, and students to take both the Transform2020 and Survey. This information will then be used to guide our technology plan and instructional practices.

Category: Develop/Implement College and Career Ready Standards

Activity - Spring 2017, Alabama Transform Technology Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, students, administrators, and parents will be encouraged to take the Spring 2017 Alabama Transform Technology Survey. Results will be used to inform the 2017-2018 school tech plan.	Technology	08/04/2016	05/29/2020	\$0	No Funding Required	Dr. Gale Satchel, Superintendent; Mr. Melcha Satchel, Principal; Louis Delbert, Technology Coordinator; Mrs. Rene' Hatton-Smith, Library Media Specialist; All Technology Committee Members, All CCHS Teachers.

Strategy 2:

2016 Transform 2020 Technology Plan - All administrators and teachers will take the Transform2020 survey. The results will be analyzed for positive and negative changes from last year and used to inform the 2016-2017 technology plan.

Category: Develop/Implement College and Career Ready Standards

Activity - 2016 Technology Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All administrators and teachers will take the Transform 2020 survey. The results will be analyzed for positive and negative changes from last year and used to inform the 2016 technology plan.</p>	<p>Technology</p>	<p>05/02/2016</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Dr. Gale Satchel, Superintendent; Mr. Louis Delbert, Technology Coordinator; Mr. Melcha Satchel, Principal; Mrs. Rene' Hatton-Smith, Library Media Specialist; 2016 Technology Committee, All CCHS Teachers</p>
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Goal 6: Colbert County High School will increase its average daily attendance by 1% as measured by the ADM-9-month report.

Measurable Objective 1:

1% of All Students will demonstrate a behavior of increased daily attendance rate in Practical Living by 05/26/2017 as measured by ADM 9-month report.

Strategy 1:

Colbert Attendance and Truancy Officer (CATO) - A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: Studying Absenteeism in Principles of Macroeconomics: Do Attendance Policies Make a Difference?

Self, Sharmistha

Journal of Economic Education, v43 n3 p223-234 2012

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.</p>	<p>Behavioral Support Program</p>	<p>08/04/2016</p>	<p>05/26/2017</p>	<p>\$11546</p>	<p>Title I Part D</p>	<p>Social Worker, Counselors, Principals, Attendance Secretary</p>

Goal 7: Increased Reading scores on ACT Aspire.

Measurable Objective 1:

1% of Seventh and Eighth grade students will increase student growth in Aspire objectives in Reading in Reading by 05/26/2017 as measured by 2016 administration of the ACT Aspire Reading subtest.

Strategy 1:

Employment of "Better Teaching Practices." - Teachers will utilize, "Better Teaching Practices", to increase mastery of Reading skills.

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

Research Cited: Dewitz, P., Jones, J., & Leahy, S. (2009). Comprehension strategy instruction in core reading programs. Reading Research Quarterly, 44(2), 102–126.

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in, "Project Based Learning" and a variety of teaching and digital tools will be employed along with formative and summative assessments to check for student learning.	Career Preparation/Orientation	08/04/2016	05/26/2017	\$0	No Funding Required	The entire Seventh and Eighth Grade Colbert County High School teaching staff.

Strategy 2:

Literacy Awareness - Importance of literacy will be emphasized. Reading Strategies will be implemented with 7th and 8th grade students.

Category: Develop/Implement Learning Supports

Research Cited: Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36, 250–287.

Activity - Author/Literacy Advocate Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Author/Literacy Advocate (Tommy Jones) will visit our school once per semester to increase literacy awareness and emphasize the value of reading strategies.	Community Engagement, Career Preparation/Orientation, Academic Support Program	08/04/2016	05/26/2017	\$0	Other	Note - Funding Source is Title VI paid for by Board of Education. Library Media Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Intervention Program	Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	08/04/2016	05/26/2017	\$11546	Social Worker, Counselors, Principals, Attendance Secretary
Total					\$11546	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilization of EdTech Pedagogy	Technology integration workshops, as well as training on the use of various technologies, software, and hardware resources, will be developed to accommodate, inspire teachers at all levels of technology and to advance their use of EdTech pedagogy.	Technology	08/04/2016	05/29/2020	\$0	Dr. Gale Satchel, Superintendent of Colbert County Schools; Mr. Melcha Satchel, Principal of Colbert County Schools; Mrs. Rene' Hatton-Smith, Library Media Specialist Colbert County High School; Mrs. April Clark, Career Tech Teacher Colbert County School

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Colbert County High School

Spring 2017, Alabama Transform Technology Survey	Teachers, students, administrators, and parents will be encouraged to take the Spring 2017 Alabama Transform Technology Survey. Results will be used to inform the 2017-2018 school tech plan.	Technology	08/04/2016	05/29/2020	\$0	Dr. Gale Satchel, Superintendent; Mr. Melcha Satchel, Principal; Louis Delbert, Technology Coordinator; Mrs. Rene' Hatton-Smith, Library Media Specialist; All Technology Committee Members, All CCHS Teachers.
Google+ Awareness	Embed Google Apps permission form into the 2016 - 2017 'Student Code of Conduct' to ensure that all parents are informed about the program.	Parent Involvement	08/04/2016	05/29/2020	\$0	ELA teachers, library media specialist, principal
Utilizing LMS's and Clouds for Collaboration	Students will use venues such as teacher blogs, Edmodo, Gradpoint, Desire2Learn, and Google Apps to receive and submit assignments and communicate and collaborate with teachers and peers.	Technology	08/04/2016	05/29/2020	\$0	Mr. Melcha Satchel, Colbert County High School Principal; Mrs. Rene' Hatton-Smith, Library Media Specialist; All Colbert County High School Teachers

ACIP

Colbert County High School

Collaboration and Alignment of Professional Development	The Library Media Specialist will meet at least twice per year with Instructional and Special Education Teachers to collaborate on aligning technology PD with curriculum goals and focus areas.	Technology	08/04/2016	05/29/2020	\$0	Mr. Melcha Satchel, Principal of Colbert County High School; Mrs. Rene' Hatton-Smith, Library Media Specialist Colbert County High School and All Teachers at Colbert County High School.
Project Based Learning	Students will be engaged in, "Project Based Learning" and a variety of teaching and digital tools will be employed along with formative and summative assessments to check for student learning.	Career Preparation/Orientation	08/04/2016	05/26/2017	\$0	The entire Seventh and Eighth Grade Colbert County High School teaching staff.
Students can Participate in an Online Course	Students have the opportunity take online courses through the Colbert County online school.	Technology	08/04/2016	05/29/2020	\$0	Dr. Gale Satchel, Superintendent Colbert County School System; Mr. Melcha Satchel, Colbert County High School Principal; Mrs. Sara Kennedy, Counselor Colbert County High School

ACIP

Colbert County High School

Google Apps Professional Development	The Library Media Specialist/ assistant to the System's Technology Coordinator will design and conduct short workshops to introduce teachers to the features and opportunities of Google Apps. These will be conducted on-site.	Technology	08/04/2016	05/29/2020	\$0	Mr. Melcha Satchel, Principal of Colbert County High School; Mrs. Rene' Hatton-Smith, Library Media Specialist Colbert County School
Project Based Learning	Students will be engaged in, "Project Based Learning" and a variety of teaching and digital tools will be employed along with formative and summative assessments to check for student learning.	Career Preparation/Orientation	08/04/2016	05/26/2017	\$0	The entire Seventh and Eighth Grade Colbert County High School teaching staff.
2016 Technology Plan	All administrators and teachers will take the Transform 2020 survey. The results will be analyzed for positive and negative changes from last year and used to inform the 2016 technology plan.	Technology	05/02/2016	05/26/2017	\$0	Dr. Gale Satchel, Superintendent; Mr. Louis Delbert, Technology Coordinator; Mr. Melcha Satchel, Principal; Mrs. Rene' Hatton-Smith, Library Media Specialist; 2016 Technology Committee, All CCHS Teachers
BYOD to Access Resources for Learning	Students will use their personal devices in class to access digital tools and resources with our established Bring Your Own Device (BYOD) program.	Technology	08/04/2016	05/26/2017	\$0	All teachers and administrators at Colbert County High School.
					Total	\$0

State Funds

ACIP

Colbert County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group tutoring for math and reading	Tutoring by HQ personnel in small group setting	Academic Support Program	08/04/2016	05/26/2017	\$5000	Mr. Melcha Satchel, All CCHS Core teachers
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Author/Literacy Advocate Visit	Author/Literacy Advocate (Tommy Jones) will visit our school once per semester to increase literacy awareness and emphasize the value of reading strategies.	Community Engagement, Career Preparation/Orientation, Academic Support Program	08/04/2016	05/26/2017	\$0	Note - Funding Source is Title VI paid for by Board of Education. Library Media Specialist
Purchasing Mobile Devices and Equity for Technology Integration	Purchase Chrome books and iPads for schools to use in classrooms, particularly to assist in addressing equity issues and for implementation of technology integration.	Technology	10/01/2015	05/29/2020	\$5000	Mr. Anthony Olivis, Superintendent of Colbert County Schools and Mr. Louis Delbert, Technology Coordinator for Colbert County Schools
Dis-aggregation of Inventory for Purchase Planning	Examine inventory findings and replace teacher and student PCs as possible.	Technology	10/01/2015	05/29/2020	\$10000	Mr. Anthony Olivis, Superintendent of Colbert County Schools and Louis Delbert, Technology Coordinator for Colbert County Schools

ACIP

Colbert County High School

Mobile Device Management	Explore a Mobile Device Management system (MDM) or other solution for enabling permission-based access for different user types from BYOD and district-owned mobile devices which do not authenticate the user via Active Directory for possible implementation in FY 2015-2016 budget year.	Technology	10/01/2015	05/29/2020	\$60000	Mr. Anthony Olivis, Superintendent Colbert County School System and Mr. Louis Delbert, Technology Coordinator for Colbert County School System
Purchase Mobile Devices to Provide for Equity and Opportunity to Utilize	The district will purchase additional mobile devices such as iPads, Chrome books, and laptops and distribute these to our school to assist in providing digital equity and increasing opportunities for technology to be used in the classroom.	Technology	08/04/2016	05/26/2017	\$5000	Louis Delbert, Colbert County Schools Technology Coordinator and Dr. Gale Satchel, Colbert County Schools Superintende nt
Total					\$80000	

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: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The staff survey, completed by 32 staff members, yielded an overall score of 4.28 on a 5 point scale. The area of highest overall satisfaction was in the standard 1-The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning (Rating of 4.72). The next highest rating was- Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. (4.69 rating on a 5.0 scale).

The parent survey was completed by 117 stakeholders. The highest overall satisfaction was in Indicator 1.3- The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (3.98 rating on a 5.0 scale). The student survey was completed by 207 students. The highest overall satisfaction was Standard 3, Teaching and Assessing for Learning (3.29 rating on a 5.0 scale)

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

The satisfaction rating for the Parent Survey increased in every standard from 2013-2014 to 2014-2015. The Staff survey showed an increased satisfaction in every standard as well based on the data collected this year versus last year's survey information. Student Satisfaction increased in every Standard except one when related to the 2013-2014 survey results.

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

With satisfaction increased in every standard except one, we feel as though this feedback is consistent with the community engagement process that we focused on during our CIP plan. Throughout the events the feedback we received from the community has been exceptionally positive.

Areas in Need of Improvement

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

One of the lowest level of satisfaction in the entire survey was from the Staff Survey, Indicator 2.3- The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively (3.63 rating on a 5.0 scale).

Another one of the lowest levels of satisfaction was from the student survey, Indicator 4.3- The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff (2.61 rating on a 5.0 scale).

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

In the Student Survey, Standard 1-Purpose and Direction and Standard 2-Governance & Leadership, decreased in satisfaction from a rating of 3.44 to 3.21 rating on a 5.0 scale and 3.40 to 3.14 rating on a 5.0 scale, respectively.

What are the implications for these stakeholder perceptions?

Because not average score fell below the satisfactory level, there are no major implications of concern. However, as we strive to continuously improve our school, the following areas of concern will be taken into consideration.

The lowest rating in staff survey related to Standard 2, Indicator 2.3-The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. More of a concerted effort will be made to open the lines of communication with our District Central Office.

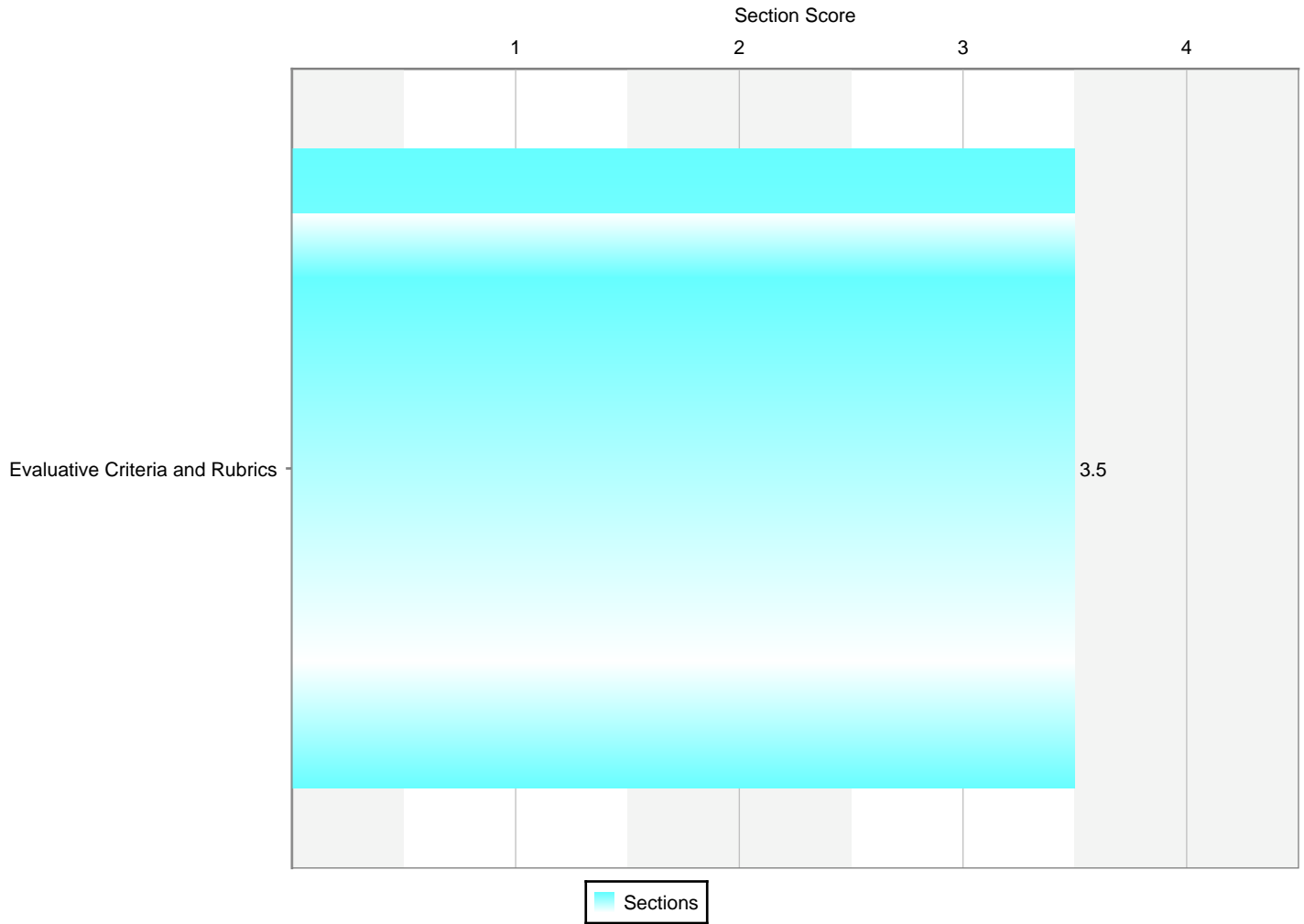
Another one of the lowest rated indicators in the student survey was 4.3- The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff rated 2.61 on a scale of 5.0. Also, another one of the lowest rated indicators was 2.1- The governing body establishes policies and supports practices that ensure effective administration of the school, rated a 2.87 on a 5.0 scale. Due to these ratings, as a faculty, we will consider the effect of our practices and facilities in the way it affects our student population.

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

In consideration to the lowest rated survey results, the findings are consistent in regard to student morale. A more concerted effort will be put on focusing on student engagement and decreasing student apathy through the ICU program.

Report Summary

Scores By Section



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	23.11	23.11	1,212,104.68
Administrator Units	1.00	1	98,336.16
Assistant Principal	0.50	.5	38,054.46
Counselor	1.00	1	71,541.25
Librarian	1.00	1	57,621.72
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,506.00
Professional Development	0.00	0	1,697.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	10,789.00
Library Enhancement	0.00	0	566.00
Totals			1,495,216.27

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	62696.79

Provide a brief explanation and a breakdown of expenses.

Subs/Personnel = 62,394.29 = 1 FTE

Travel = 302.50

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	14125.0

Provide a brief explanation and breakdown of expenses.

Subs = 1,520.00
Travel = 2,300.00
Supplies = 10,000.00
Dues = 305.00

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	338610.76

Provide a brief explanation and breakdown of expenses

Personnel = 334,350.76 FTE = 5.89

Supplies = 4,260.00