



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 397 students in grades 7-12.

The demographics of Colbert County High School include a population of 61% Caucasian, 28% African American, 7% Hispanic, 3% Multi-Race, >1% Asian, and >1% Native Hawaiian. 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:

- Reduction of student dropout rate directly impacted by improving overall school climate and environment, as well as our updated attendance policy.
- FACS Teacher, Shelia Holland and English Teacher, Anna Perry are the only National Board Certified Teachers at Colbert County High School.
- Flexibility of Summer School/Credit Recovery allows most students to continue on track to stay with their cohorts.
- 28 students utilized the Summer School program (held on the campus of CCHS) and recovered at least one subject area
- 13 students recovered subjects through Summer School and are on track to graduate on time.
- 98% of senior students who were on campus during the 2016-2017 school year graduated on time.
- All departments have weekly department meetings.
- Partnered with University of North Alabama to offer Math 110 & Math 112 on the campus of CCHS. CCHS students have the option to attend the Colbert Heights campus to take English Dual Enrollment classes through the University of North Alabama. Overall, approximately 180 credit hours were gained through the program for students.
- 42 students earned CRIs (College Readiness Indicators) through our Agriscience department.
- 10 students passed a Microsoft Certification stackable exam through our Microsoft IT Academy in the Business Education Department and 4 students received a MOS CRI credential
- 1 student received MOS Master Certification and was ranked #3 in the state of Alabama for the best score for Microsoft Office PowerPoint 2013
- Work Key Results - Gold - 6, Silver - 36, Bronze - 18
- 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 was nominated for the Outstanding Youth Involvement award from RC&D for their work with the refrigerated trailers.
- CCHS Agricultural department was one of nine schools chosen this year to participate in the CROPS program sponsored by the University of Kentucky and the only one from the state of Alabama.
- Mr. McKinney won 2nd place in the Shoals IDEA Audition hosted by the University of North Alabama and Shoals Chamber of Commerce. He was awarded \$2,500 to be used for the construction of eco friendly refrigerated trailers.
- Damian Samano, a CCHS senior, has been working with a nationally known band, doing film work and editing for the band.
- CCHS students are given the opportunity to travel to Cherokee High School to attend the Fire Science program or to Colbert Heights to attend the Health Science program.
- Former CCHS student, Stacy Puckett, a 2014 CCHS graduate, has recently graduated from University of Alabama in 3 years with a 4.0 GPA. She has also been accepted into the University of Alabama Law School.
- Two sophomores, Gabe Cochran and Ashlyn Brown, placed third in the FBLA Web Design state competition. This qualified them to compete at FBLA National Leadership Conference in June 2017 in Anaheim, CA. CCHS senior, Ryan Kelsey also qualified to compete at FBLA National Leadership Conference in Agri-Business.
- Ryan Kelsey, CCHS senior and Gabe Cochran, CCHS sophomore attended the FBLA National Leadership Conference in Anaheim, CA.
- Ryan Kelsey, CCHS senior received his funeral director license and was accepted into mortician school before graduating high school. Ryan

was also featured in the Newspaper and in a national poultry magazine.

- The Pride of the Tribe Concert Band participated in MPA at the University of North Alabama. The band scored three straight ones and a two in sight reading for the second year in a row. This was the first time in Colbert County High School history that the band has received three straight ones for two years in a row.
- The Pride of the Tribe Marching band participated in the Russellville Band Competition on September 30, 2017 and scored Superior Ratings. The Drum Major also scored Superior Ratings.
- Six students competed in the NWSCC Business Competition on October 2, 2017. Hogan Isbell placed 3rd in Job Interview and Kara Johnson placed 1st in Ad Design.
- The graduating class of 2017 was awarded over \$700,000 in scholarships to continue their education.
- Alabama Council of Teachers of Mathematics awarded Ms. Russell \$500 for a classroom set of calculators. Ms. Russell will be giving a presentation about the grant at the ACTM conference in November.
- The Colbert County Art Department received a \$20,000 grant. With the grant, 11 new classroom computers were purchased, as well as a large format printer, new video camera and 11 seats of Solidworks 3-D modeling software.
- The Art Department classroom underwent a major renovation with new paint, countertops, drawing tables and barstools.
- The Robotics team placed 3rd in website design and 3rd in mascot at the Northwest Shoals B.E.S.T Robotics Competition.
- April Clark, business education teacher, presented a workshop at three FBLA national fall leadership conferences in November 2017 in each of the following cities: Buffalo, NY, St. Louis, MO and New Orleans, LA.
- Denise Russell, math teacher, presented a presentation at the Alabama Council of Teachers of Mathematics (ACTM) Fall Forum.
- Ten FBLA members competed at State Leadership Conference in Birmingham, AL on April 12-13. Charnell Reynolds placed 2nd in Public Speaking, Gabe Cochran placed 3rd in Publication Design and Madison Dickens placed 4th in Introduction to Business Procedures. There three students qualified to attend FBLA Nationals in Baltimore, MD in June 2018.
- Eleven seniors signed academic scholarships with colleges and universities, including University of North Alabama, Northwest Shoals Community College, Jacksonville State University and Auburn University.
- Senior, Anna Kate Russell scored a 30 on the ACT.
- Chance Bates, Hogan Isbell, Larynn Clopton and Chelsea Leach signed athletic scholarships with Kennesaw State University, Lawson State University and King University.

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

- 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 show consistent growth in Reading and Math as measured by Edmentum
- 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 football, track and girl's basketball teams. In 2016-2017, two CCHS athletes signed scholarships and two were invited to walk on. Our Football program made the 2nd round of playoffs (lost to eventual state champion) and Girls basketball team made it to regionals (lost to eventual state champion). The CCHS Boys basketball was regular season area champions. The girls track team had an individual state champion in the 100m and 200m and runner up in long jump and had 12 students (boys and girls) qualify for the state track meet. One student athlete was chosen as the Times Daily Female track athlete of the year.

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. FFA has recently expanded their Ag Day to include all Career Teach Student Organizations. Sixth graders are also invited to attend to preview the activities and excited regarding the Career Teach program.

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.

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. Over the past three 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. This past year, FBLA hosted a concert fundraiser with the Velcro Pygmies. This concert received positive publicity from several media outlets. The concert was promoted by the CCHS Marketing Department which allowed the students to receive real world marketing experience. It was the ultimate project based learned experience.

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 42 students receive full CRIs (Career Readiness Indicators)
SY 2017-2018

in the 2016-2017 school year.

Service to others and healthy life choices are being emphasized through the Colbert County High School SADD club. This club had an active membership of 26 during the 2016-2017 school year. For the first time ever the SADD Club participated in the UR Keys 2 Drive Teen Summit at the Marriott Conference Center in Florence Alabama. It is sponsored by the Alabama Department of Public Safety, the Alabama Department of Transportation, Children's of Alabama, Injury Free Coalition for Kids, MADD, and State Farm, this interactive event educates teens about rules of road, safety, and so much more! Club members participate in an elementary school "Red Ribbon" and Safe Halloween campaigns annually where they visit 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 \$666.00 through the Big Chief Little Chief program, a book sale, Haunted Hallways and a treat sale to donate to the Kruz'n for a Cure Foundation. 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. Several CCHS student organizations raised money for the Kruz'n for a Cure and Paisley's Purpose to join in the volunteer efforts.

We are excited to announce that with the start of the 2017-2018 school year, CCHS is now offering a robotics club and class. Students are given the opportunity to take the robotics class during 4th block, and those who are not able to take the class have the opportunity to join the robotics club that meets weekly. Also, the Environmental Science Classes have adopted a pet Lemur from the World Wildlife Federation.

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. Two additional faculty members are currently pursuing advanced degrees in Ms. Russell and Mrs. Mullens.

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 ACIP 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, Fire Science class at CHS 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 and April Clark, Business Education teacher at CCHS. The student representation for the 2017-2018 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 2017- 2018 include Grant and Brigette 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
SY 2017-2018

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 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, 92 total exams have been passed by over 56 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 2016-2017, 42 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 8th grade students, in the areas of math and reading. 8th grade students increased scores in reading from 32% to 42% from 2016-2017. 8th grade students increased scores in math from 25% to 30% from 2016-2017.

Which area(s) indicate the overall highest performance?

From our ACT Aspire Data from 2016-2017, we have gathered that our 8th grade Reading scores have increased for the second straight year. In 2016-2017, 8th grade reading scores increased by 10%.

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

The Edmentum data that we are now using does not breakdown the data into subgroups.

Between which subgroups is the achievement gap closing?

The Edmentum data that we are now using does not breakdown the data into subgroups.

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

The Edmentum data that we are now using does not breakdown the data into subgroups.

Areas in Need of Improvement

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

The Edmentum data that we are now using does not breakdown the data into subgroups.

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

The Edmentum data that we are now using does not breakdown the data into subgroups.

Which area(s) indicate the overall lowest performance?

The Edmentum data that we are now using does not breakdown the data into subgroups.

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

The Edmentum data that we are now using does not breakdown the data into subgroups.

Between which subgroups is the achievement gap becoming greater?

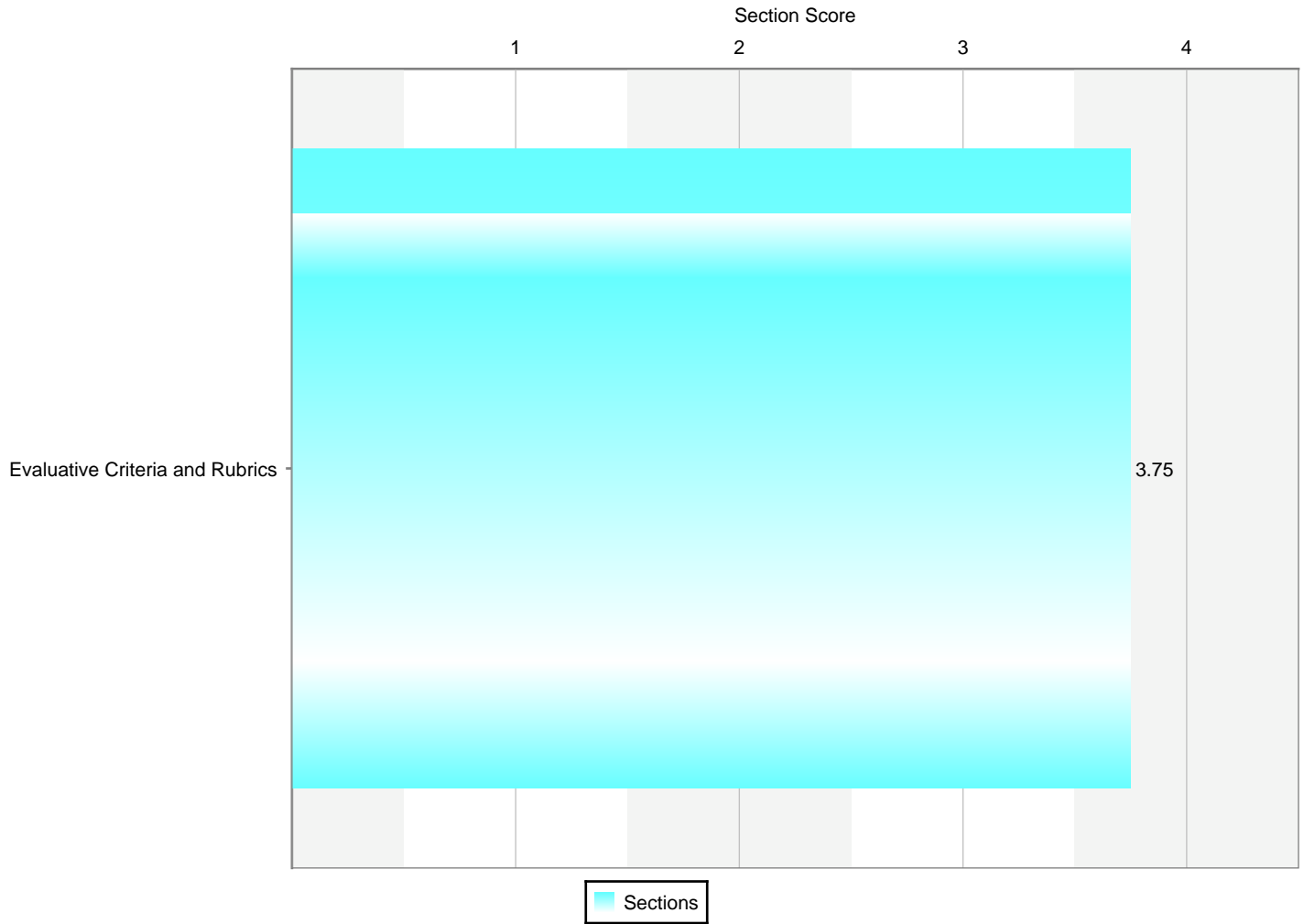
The Edmentum data that we are now using does not breakdown the data into subgroups.

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

The Edmentum data that we are now using does not breakdown the data into subgroups.

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, EL, 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		Designated Employee

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), 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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Colbert County High School is not a Title I School.	

2017 - 2018 Goals & Plans

Overview

Plan Name

2017 - 2018 Goals & Plans

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	Colbert County High School had a total of 3844 tardy/check-ins for the 16-17 school year as measured by the cumulative report on INOW. CCHS will decrease the total number of tardy/check-ins by 5% by the end of the 17-18 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$57321
2	Increase student participation in the Library Media Center.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
3	Show consistent growth in reading.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Collaborate and create a universal writing grading policy within the English department.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Integrate digital art into the Fine Arts department.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
6	Show consistent growth in mathematical computations and problem solving.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
7	Increase professional development opportunities to support personnel.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$2453

Goal 1: Colbert County High School had a total of 3844 tardy/check-ins for the 16-17 school year as measured by the cumulative report on INOW. CCHS will decrease the total number of tardy/check-ins by 5% by the end of the 17-18 school year.

Measurable Objective 1:

5% of All Students will demonstrate a behavior decreasing the number of tardies or checking in late in Practical Living by 05/31/2018 as measured by 2017-2018 cumulative report from INOW.

Strategy 1:

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 - Tardies/Check-ins

Research Cited: <http://www.performwell.org/index.php/identify-outcomes/education/10-indicators/117-tardiness>

<https://herok12.com/resources/Hero-Tardy-WP.pdf>

<http://www.safeandcivilschools.com/research/articles/tamingtardies.pdf>

<http://www.alsde.edu/>

<https://nces.ed.gov/surveys/frss/publications/98030/index.asp?sectionid=4>

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive calls, letters and home visits when their child is tardy or checks in late. Attendance programs will be held throughout the year to be proactive with attendance and decreasing tardiness.	Behavioral Support Program	08/04/2017	05/31/2018	\$57321	Title I Part D	Social Worker, Counselors, Principals, attendance secretary

Goal 2: Increase student participation in the Library Media Center.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of participating in activities involving the Library Media Center in order to promote utilization of resources in Reading by 05/31/2018 as measured by Library Media Center attendance records..

Strategy 1:

Increase activities available to students through the Library Media Center - Through the offering of various activities by the Library Media Center, students will become more aware of the resources and opportunities available to them.

Category: Develop/Implement Student and School Culture Program

Research Cited: "I Wish Everyone Had a Library Like This": Year 2 Report on the Baltimore Elementary and Middle School Library Project

Sheldon, Steven B.; Davis, Marcia H.

Baltimore Education Research Consortium

Activity - Book Discussion Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet on a regular basis to discuss selected reading materials.	Extra Curricular	09/15/2017	05/31/2018	\$0	No Funding Required	Mrs. Smith, Library Media Specialist

Activity - Book Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Library Media Center will host a book fair to provide students with the opportunity to purchase high interest reading material.	Other - Promoting Library Resources	11/01/2017	12/20/2017	\$0	No Funding Required	Mrs. Smith and Mrs. Hanback

Activity - Class Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various classes will visit the library on a regular basis to check out books and utilize the library resources	Academic Support Program	08/04/2017	05/25/2018	\$0	No Funding Required	Various CCHS faculty and Mrs. Smith

Goal 3: Show consistent growth in reading.**Measurable Objective 1:**

increase student growth by 1% in reading by 05/25/2018 as measured by Edmentum/Performance Series results.

Strategy 1:

Incorporate reading into all content areas. - All teachers will incorporate reading into their classroom activities on a more frequent basis.

Category: Develop/Implement Learning Supports

Research Cited: Reading across the Curriculum as the Key to Student Success

Horning, Alice S.

Across the Disciplines, v4 May 2007

Activity - Reading for Information Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned various reading assignments in which they must gather information.	Direct Instruction	08/03/2017	05/25/2018	\$0	No Funding Required	All teachers.
Activity - Word of the Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the "word of the day" in their classroom. The "word of the day" will also be posted with the definition around the school. The "word of the day" and definition will be read during morning announcements.	Academic Support Program	10/02/2017	05/25/2018	\$0	No Funding Required	Mrs. Smith, all faculty and staff

Goal 4: Collaborate and create a universal writing grading policy within the English department.

Measurable Objective 1:

collaborate to use common academic vocabulary and writing requirements within the English department by 05/25/2018 as measured by the creation of a universal writing grading policy.

Strategy 1:

Teacher Collaboration - Teachers will collaborate on a regular basis to work towards a common goal.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional Learning Communities: Keeping the Focus on Instructional Practice

Spencer, Elizabeth J.

Kappa Delta Pi Record, v52 n2 p83-85 2016

Activity - Weekly English Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English department will meet on a weekly basis to discuss strategies and student data.	Professional Learning	08/03/2017	05/25/2018	\$0	No Funding Required	English department teachers

Goal 5: Integrate digital art into the Fine Arts department.

Measurable Objective 1:

achieve college and career readiness by exposing students to various artistic mediums by 05/25/2018 as measured by an increase of integration of digital art into the Fine Arts classroom.

Strategy 1:

Student Design Competitions - Fine Arts students will compete in various competitions regarding digital arts software mediums.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Revolutionizing Arts Education in K-12 Classrooms through Technological Integration

Lemon, Narelle, Ed.

IGI Global

Activity - Architectural Design Competition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fine Arts students will compete in the Make Something New Competition that is sponsored by CREATE Architects Inc. in Florence, AL.	Career Preparation/Orientation	10/01/2017	10/31/2017	\$0	Other	Mrs. Landers

Activity - Participation in Robotics Competition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fine Arts students will work with Solidworks software to participate in Robotics competition at NWSCC.	Career Preparation/Orientation	10/01/2017	10/07/2017	\$0	Other	Mrs. Landers and Mrs. Baugh

Strategy 2:

Industry Professional Engagement - Industry professionals will visit the classroom to assist in learning various software and speak to the class about how it can be used to further their career.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Enhancing Industry Engagement with Work-Integrated Learning: Capacity Building for Industry Partners

Ferns, Sonia; Russell, Leonie; Kay, Judie

Asia-Pacific Journal of Cooperative Education, v17 n4 p363-375 2016

Activity - Classroom Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Industry professionals will visit the classroom to speak with students and assist in learning various softwares.	Career Preparation/Orientation, Direct Instruction	01/01/2018	05/31/2018	\$0	No Funding Required	Mrs. Landers

Goal 6: Show consistent growth in mathematical computations and problem solving.

Measurable Objective 1:

increase student growth by 1 % in mathematical computations and problem solving by 05/25/2018 as measured by Edmentum results.

Strategy 1:

Individualized Instruction - Weak areas will be determined for each student. Student will receive individualized instruction regarding their specific weak areas.

Category: Develop/Implement Learning Supports

Research Cited: Academic Intervention: Acceleration and Remediation

Franklin, Barbara Gail

ProQuest LLC, Ed.D. Dissertation, Liberty University

Activity - Remediation and Acceleration Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given computer lab time to work with Edmentum on individualized assignments that target weak areas.	Academic Support Program	08/03/2017	05/25/2018	\$0	No Funding Required	All math teachers

Strategy 2:

Cooperative Learning - Students work together to learn and master new concepts.

Category: Develop/Implement Learning Supports

Research Cited: Peer-Assisted Learning in Mathematics: An Observational Study of Student Success

Cheng, Dorothy; Walters, Matthew

Australasian Journal of Peer Learning, v2 Article 3 p23-39 2009

Activity - Small groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work together to increase problem solving skills.	Class Size Reduction	08/04/2017	05/31/2018	\$0	No Funding Required	All Math Department staff

Goal 7: Increase professional development opportunities to support personnel.

Measurable Objective 1:

collaborate to increase professional development opportunities for new science personnel by 05/25/2018 as measured by completion of various science oriented best practices workshops.

Strategy 1:

Science Professional Development - New science personnel will attend various based practices science workshops.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional Development in Person: Identity and the Construction of Teaching within a High School Science Department

Deneroff, Victoria

Cultural Studies of Science Education, v11 n2 p213-233 Jun 2016

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Science personnel will attend AMSTI training.	Professional Learning	08/01/2017	05/25/2018	\$0	Other	Mrs. Wilson

Activity - STEM/Robotics Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mrs Baugh will attend STEM and Robotics training.	Professional Learning	08/03/2017	05/25/2018	\$0	Other	Mrs. Baugh

Activity - Science in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ms. Atwood will attend Science in Motion training.	Professional Learning	08/03/2017	05/25/2018	\$0	Other	Ms. Atwood

Strategy 2:

Faculty Professional Development - Various teachers will attend professional development to improve teaching strategies and learn best practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional Development Seen as Employment Capital

Mackay, Margaret

Professional Development in Education, v43 n1 p140-155 2017

Activity - Clear and Concise Management workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Colbert County High School

This workshop in Huntsville, AL will improve instructional strategies and improve classroom management.	Professional Learning	01/11/2018	01/11/2018	\$0	Other	Mrs. Walker
Activity - Alabama Council of Teachers of Mathematics Fall Forum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ms. Russell will attend professional development in Birmingham, AL.	Professional Learning	11/02/2017	11/03/2017	\$497	State Funds	Ms. Russell
Activity - ACT Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A selection of faculty members will attend a ACT training workshop (Begin with the End in Mind: Using ACT College and Career Readiness Standards to Anchor Your K-12 Curriculum) to align curriculum taught to the standards of the ACT.	Professional Learning	10/05/2017	10/05/2017	\$684	Other	Ms. Atwood, Mrs. Campbell, Ms. Russell and Mrs. Isbell
Activity - Alabama Reading Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ms. Thornton will attended a reading conference in Birmingham, AL to gain strategies to enable to her students to become college and career ready.	Professional Learning	11/08/2017	11/10/2017	\$72	State Funds	Ms. Thornton
Activity - Technology in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will how to implement activities such as Plickers, Kahoot, Quizlet and Zip Grade into their classroom.	Professional Learning	02/01/2018	05/25/2018	\$0	No Funding Required	Mr. Corsbie, Ms. Sparks, Mrs. Campbell, Mrs. Isbell, Mrs. Phillips, Ms. Atwood, Mrs. Walker, and Mr. Chaffee
Activity - Elementray Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Corsbie, Mr. Lemaster, Mrs. Isbell, Mrs. Sparks, Mr. Johnson and Mrs. Mullins visited Leighton Elementary to observe activities and centers to incorporate into their classrooms.	Professional Learning	04/01/2018	04/30/2018	\$0	No Funding Required	Mr. Corsbie, Mr. Lemaster, Mrs. Isbell, Mrs. Sparks, Mr. Johnson and Mrs. Mullins
Activity - Transformation Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Colbert County High School

Mr. Satchel will receive leadership professional development through the Transformation Academy.	Professional Learning	02/01/2018	05/25/2018	\$1200	Other	Mr. Satchel
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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
Class Visits	Various classes will visit the library on a regular basis to check out books and utilize the library resources	Academic Support Program	08/04/2017	05/25/2018	\$0	Various CCHS faculty and Mrs. Smith
Book Fair	The Library Media Center will host a book fair to provide students with the opportunity to purchase high interest reading material.	Other - Promoting Library Resources	11/01/2017	12/20/2017	\$0	Mrs. Smith and Mrs. Hanback
Word of the Day	Teachers will use the "word of the day" in their classroom. The "word of the day" will also be posted with the definition around the school. The "word of the day" and definition will be read during morning announcements.	Academic Support Program	10/02/2017	05/25/2018	\$0	Mrs. Smith, all faculty and staff
Technology in Motion	Teachers will how to implement activities such as Plickers, Kahoot, Quizlet and Zip Grade into their classroom.	Professional Learning	02/01/2018	05/25/2018	\$0	Mr. Corsbie, Ms. Sparks, Mrs. Campbell, Mrs. Isbell, Mrs. Phillips, Ms. Atwood, Mrs. Walker, and Mr. Chaffee
Book Discussion Group	Students will meet on a regular basis to discuss selected reading materials.	Extra Curricular	09/15/2017	05/31/2018	\$0	Mrs. Smith, Library Media Specialist
Small groups	Students work together to increase problem solving skills.	Class Size Reduction	08/04/2017	05/31/2018	\$0	All Math Department staff
Classroom Visit	Industry professionals will visit the classroom to speak with students and assist in learning various softwares.	Career Preparation/Orientation, Direct Instruction	01/01/2018	05/31/2018	\$0	Mrs. Landers

ACIP

Colbert County High School

Elementary Observation	Mr. Corsbie, Mr. Lemaster, Mrs. Isbell, Mrs. Sparks, Mr. Johnson and Mrs. Mullins visited Leighton Elementary to observe activities and centers to incorporate into their classrooms.	Professional Learning	04/01/2018	04/30/2018	\$0	Mr. Corsbie, Mr. Lemaster, Mrs. Isbell, Mrs. Sparks, Mr. Johnson and Mrs. Mullins
Remediation and Acceleration Instruction	Students will be given computer lab time to work with Edmentum on individualized assignments that target weak areas.	Academic Support Program	08/03/2017	05/25/2018	\$0	All math teachers
Reading for Information Assignments	Students will be assigned various reading assignments in which they must gather information.	Direct Instruction	08/03/2017	05/25/2018	\$0	All teachers.
Weekly English Department Meetings	The English department will meet on a weekly basis to discuss strategies and student data.	Professional Learning	08/03/2017	05/25/2018	\$0	English department teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alabama Reading Conference	Ms. Thornton will attend a reading conference in Birmingham, AL to gain strategies to enable her students to become college and career ready.	Professional Learning	11/08/2017	11/10/2017	\$72	Ms. Thornton
Alabama Council of Teachers of Mathematics Fall Forum	Ms. Russell will attend professional development in Birmingham, AL.	Professional Learning	11/02/2017	11/03/2017	\$497	Ms. Russell
Total					\$569	

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 tardy or checks in late. Attendance programs will be held throughout the year to be proactive with attendance and decreasing tardiness.	Behavioral Support Program	08/04/2017	05/31/2018	\$57321	Social Worker, Counselors, Principals, attendance secretary
Total					\$57321	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Colbert County High School

STEM/Robotics Training	Mrs Baugh will attend STEM and Robotics training.	Professional Learning	08/03/2017	05/25/2018	\$0	Mrs. Baugh
Clear and Concise Management workshop	This workshop in Huntsville, AL will improve instructional strategies and improve classroom management.	Professional Learning	01/11/2018	01/11/2018	\$0	Mrs. Walker
Transformation Academy	Mr. Satchel will receive leadership professional development through the Transformation Academy.	Professional Learning	02/01/2018	05/25/2018	\$1200	Mr. Satchel
AMSTI Training	New Science personnel will attend AMSTI training.	Professional Learning	08/01/2017	05/25/2018	\$0	Mrs. Wilson
Architectural Design Competition	Fine Arts students will compete in the Make Something New Competition that is sponsored by CREATE Architects Inc. in Florence, AL.	Career Preparation/Orientation	10/01/2017	10/31/2017	\$0	Mrs. Landers
ACT Workshop	A selection of faculty members will attend a ACT training workshop (Begin with the End in Mind: Using ACT College and Career Readiness Standards to Anchor Your K-12 Curriculum) to align curriculum taught to the standards of the ACT.	Professional Learning	10/05/2017	10/05/2017	\$684	Ms. Atwood, Mrs. Campbell, Ms. Russell and Mrs. Isbell
Participation in Robotics Competition	Fine Arts students will work with Solidworks software to participate in Robotics competition at NWSCC.	Career Preparation/Orientation	10/01/2017	10/07/2017	\$0	Mrs. Landers and Mrs. Baugh
Science in Motion	Ms. Atwood will attend Science in Motion training.	Professional Learning	08/03/2017	05/25/2018	\$0	Ms. Atwood
Total					\$1884	

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		

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 schools leadership implements a continuous improvement process that provide 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.

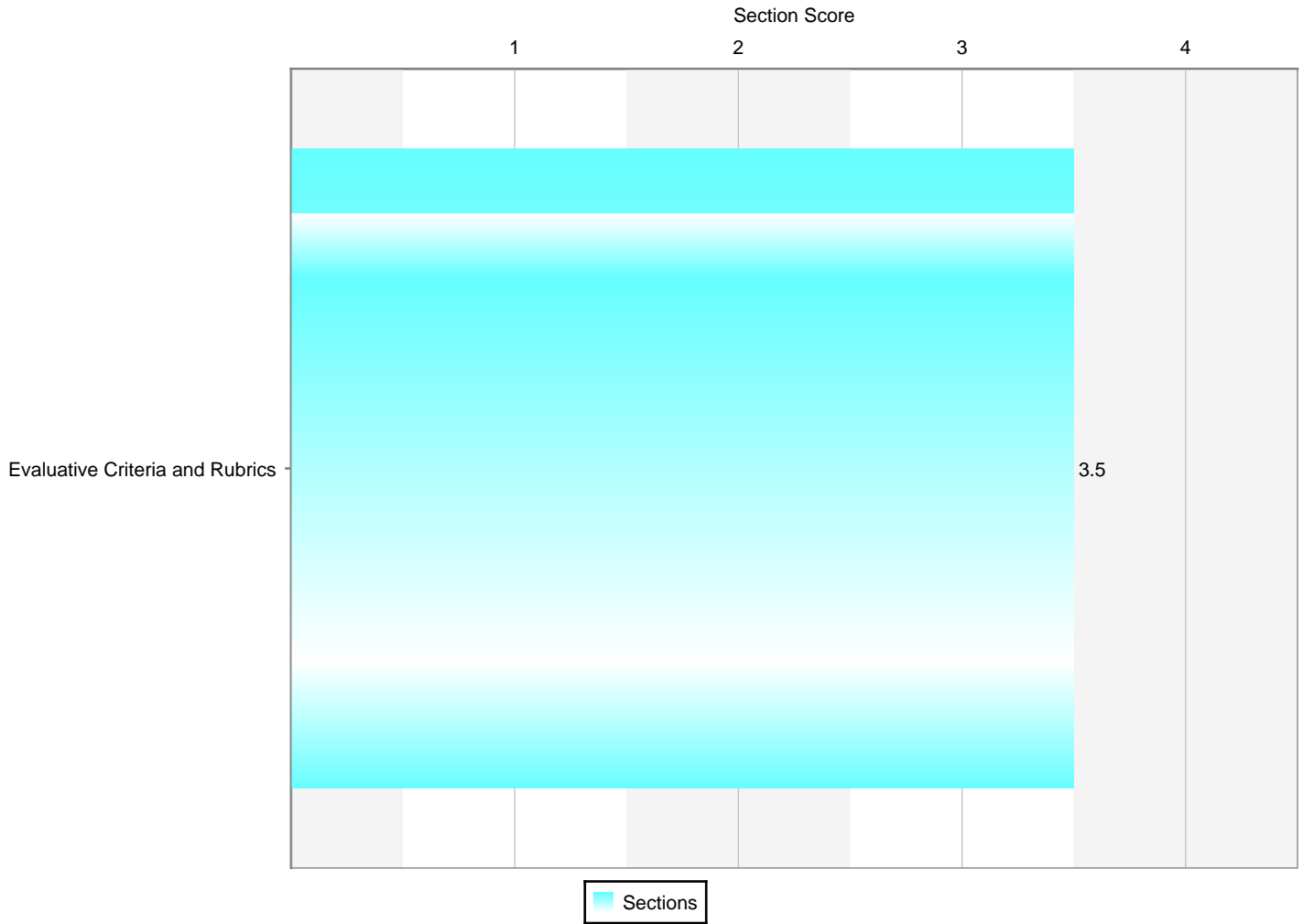
Another one of the lowest rated indicators in the student survey was 4.3- The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff rated 2.61 on a scale of 5.0. Also, another one of the lowest rated indicators was 2.1- The governing 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.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	22.14

Provide the number of classroom teachers.

22.14

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1596044.99

Total

1,596,044.99

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	131163.63

Total

131,163.63

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	50252.02

Total

50,252.02

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	106487.97

Total

106,487.97

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	78266.47

Total

78,266.47

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5423.0

Total

5,423.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1988.0

Total

1,988.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10808.0

Total

10,808.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	780.0

Total

780.00

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.

We are not a Title I school.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	195355.21

Provide a brief explanation and a breakdown of expenses.

5.00 Personnel

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

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.

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.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	377299.61

Provide a brief explanation and breakdown of expenses.

FTE 6.54

Personnel \$373,214.61

Supplies \$4,085.00