



# ACIP

## Floralia High School

Covington 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?**

Floral High School is a Title 1 school located in a Floral, AL, which is considered a rural, remote census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster. The High School includes 7th through 12th grades and has a total of 226 students.

## 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.**

### VISION STATEMENT

"Respectful, Responsible, and Resourceful"

### MISSION STATEMENT

The mission of the Covington County School System is to provide students with the skills and knowledge to be respectful, responsible, and resourceful members of society.

### OUR BELIEFS

Meeting the educational needs of our students is the primary focus of all decisions impacting the work of the school.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

Exceptional students (e.g., special education, Limited English Proficiency, talented and gifted, etc.) require special services and resources.

A safe and physically comfortable environment promotes student learning.

Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

Students learn best when they are actively engaged in the learning process.

Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.

Students need to not only demonstrate their understanding of essential knowledge and skills, but they also need to be actively involved in solving problems and producing quality of work.

A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

## Notable Achievements and Areas of Improvement

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

In 2016, Mr. Whittaker led our staff in making an Eight Point Strategy Plan for improving Floral High School.

These strategies including the following areas:

- No Zero Policy
- RTI/PST Team
- Hooks (Extracurriculars)
- Strategic Teaching
- Community Outreach
- Truancy Committee
- Student Discipline
- Collaborative/SPED Intervention.

The staff agreed that with a commitment to reaching the above 8 areas in our school we would see an improvement in student success by improving test scores, creating a positive school culture, decreasing student failure rate, increasing community/parental support, increasing attendance, improving instruction, and creating a positive media profile.

The following are a few statistics that back up what were set as FHS goals:

No Zero Policy--In 2015-16, there were 993 F's earned by students. In the 2016-17 school year, that number dropped to 609 with the implementation of the No Zero Policy. Last year, in 2017-18, the number of f's earned by students dropped to 494 school-wide for all subjects.

Hooks-- Our school has seen a large increase in the number of students participating in sports and clubs. Our FFA and FCCLA have grown exponentially and have begun to participate and win on the state club level. Our football and volleyball programs have seen success over the last two years and community/parental involvement in those areas has shown gain as well.

Our dual enrollment program showed an increase from 30 students participating in 2017-18 to 42 students taking classes in 2018-19.

Over the next three years, Floral High School would like to see our attendance rates for teachers and students decrease. We would also like to continue to see our community and parental support grow. We will also continue to implement strategic teaching strategies that will only strengthen our test scores and decrease our failure rate.

## **Additional Information**

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

At Floral High School we have implemented an eight-point-plan to improve our school overall. Points not mentioned in previous sections include the following areas:

Community outreach

Student discipline (consistency)

Creating a positive media profile

Creating a positive school culture

# **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.**

A committee made up of faculty members and administrators was formed to gather pertinent data to be used for the development of this plan. Ideas for improvement were generated for the plan through a series of meetings. Stakeholders were selected on a voluntary basis and informed of their roles through meetings and via email and phone contact. Meetings were held during and after school to accommodate faculty schedules. All faculty members participated in a survey for teachers online, which provided the data for this year's planning.

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

Representatives who participated in the development of the plan include Principal Max Whittaker, Guidance Counselor Joea McNeil, Teacher Melissa Windham, and Media Specialist Missy Zessin. All representatives were responsible for attending meetings and contributing suggestions. All members were responsible for writing the final draft of the plan and publishing it to AdvancED.

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

The final plan will be available via the AdvancED Assist website, and a link to the plan will be placed on the school website. Copies will be made available to all stakeholders upon request.

# 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		Student Performance Diagnostic

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected.	Level 3

	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?

On the STAR Math screening for Spring 2018, grade 11 had the highest (mean) grade equivalent of 11.7

On the STAR Reading screening for Spring 2018, grade 11 also had the highest (mean) grade equivalent of 8.8.

In the Fall of 2017 on the Performance Series, grade 7 had 39% of students score at "Above Average" and/or "High Average" on the math portion.

For the Spring 2018 administration of the Pre- ACT, Grade 10 had a 19.9 score on the reading portion.

The Spring 2018 ACT scores showed that in grade 11, 25% of students met the college readiness benchmarks.

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

On the STAR Math screening for 2017-18, Grade 11 had an average (mean) grade equivalent improvement of 2.2 grade levels, starting at a 9.5 GE in the fall and rising to an 11.7 GE in the spring.

On the STAR Reading screening for 2017-18, Grade 7 had an average (mean) grade equivalent improvement of 1.2 grade levels, starting at a 4.9 GE in the fall and rising to a 6.1 GE in the spring.

On the Performance Series for grades 7 and 8 in 2017-2018, mean scores increased for both grades from the Fall to the Spring test administrations.

From Spring 2017 to Spring 2018, our students increased in the Reading, Mathematics, and Science areas of the ACT assessment.

### Which area(s) indicate the overall highest performance?

On the STAR Math screening for Spring 2018, grade 11 had the highest (mean) grade equivalent of 11.7

On the STAR Reading screening for Spring 2018, grade 11 also had the highest (mean) grade equivalent of 8.8.

In the Fall of 2017 on the Performance Series, grade 7 had 39% of students score at "Above Average" and/or "High Average" on the math portion.

For the Spring 2018 administration of the Pre- ACT, Grade 10 had a 19.9 score on the reading portion.

The Spring 2018 ACT scores showed that in grade 11, 25% of students met the college readiness benchmarks.

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

Because of a lack of data, differentiating a trend cannot yet be established for specific subgroups.

### Between which subgroups is the achievement gap closing?

The achievement gap between our Tier III students and our Tier II students is closing. This is based on the STAR Reading and Math SY 2018-2019

longitudinal reports.

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

When comparing the STAR Math, the STAR Reading Assessments, Performance Series, and the Pre ACT to the current ACT results, Reading, Mathematics and Science are areas we are improving in and English is the area we need to focus on improving more.

## Areas in Need of Improvement

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

On the Spring 2018 STAR Math assessment, Grade 9 had the largest grade level gap, being 2.4 grade levels below grade 9.

On the Spring 2018 STAR Reading assessment, Grade 10 had the largest grade level gap, being 3.1 grade levels below grade 10.

On the Spring 2018 Pre-ACT, the lowest scores were in English with a 15.7 (mean) average.

On the Spring 2018 ACT, no students met the college readiness benchmarks in all four subject areas.

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

On the 2018 STAR Math assessment, Grade 9 had a loss in grade level of -0.3 from the Fall to the Spring screenings.

On the 2018 STAR Reading assessment, Grades 9 also had a loss in grade level of -0.1 from the Fall to the Spring screenings.

From Spring 2017 to Spring 2018, ACT scores in English decreased for students in grade 11.

### Which area(s) indicate the overall lowest performance?

On the Spring 2018 ACT, no students met the college readiness benchmarks in all four subject areas.

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

Because of data differentiating among subgroups, a trend cannot yet be established for a specific subgroup.

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

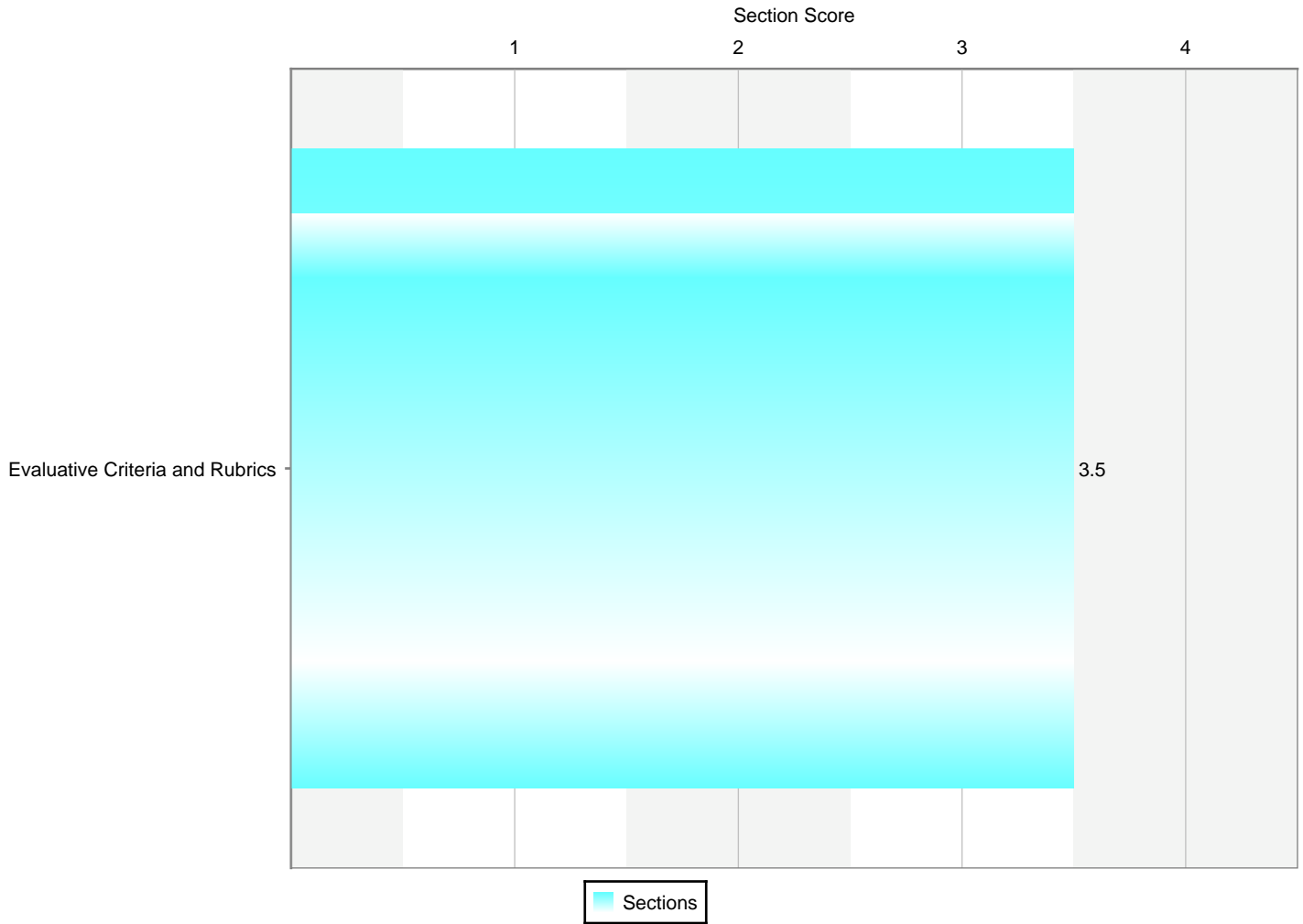
There is not enough longitudinal data to determine if a gap is increasing or decreasing.

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

When comparing the STAR Math and the STAR Reading Assessments to the Pre-ACT and ACT, English is the area in need of the most improvement.

## 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	Please scroll down after opening attachment. The attachment contains the school compact and school leadership documents.	School Leadership Team 18-19

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		EOD 18-19

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		EOD 18-19

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		Parental Involvement 18-19

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.	Yes		School Compact 18-19

# 2018-19 ACIP

## Overview

### Plan Name

2018-19 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	Engage and empower Floral High School students and teachers through Google Classroom-- 18-19	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	ELL - 2018-19	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Improve grammar usage in English Language Arts	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Increase the Math Proficiency of 7th and 8th graders at Floral High School	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Engage and empower Floral High School students and teachers through Google Classroom-- 18-19

### Measurable Objective 1:

25% of All Students will demonstrate a proficiency in using Google suite to complete class projects in English Language Arts by 05/22/2019 as measured by teacher/student observation and documentation.

### Strategy 1:

Professional Development - All teachers are being trained in using Google Classroom through Flex training from Google Certified trainer Melissa Windham. Teachers, in turn, are encouraged to use these skills to teach students how to use the different Google suite products to complete projects in English and Math.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Collaborative Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher/Student Training in Google Classroom/Suite	Professional Learning	09/05/2018	05/22/2019	\$0	No Funding Required	Melissa Windham Troy Turman Other staff/students

### Strategy 2:

Google Classroom - Students will be given email addresses and log ins on Chromebooks, giving them the opportunity to work on individual files or participate in group projects by creating shared files.

Category: Develop/Implement College and Career Ready Standards

Research Cited: n/a

Activity - Classroom Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote student to student, student to teacher collaboration using Google Classroom. Prepare students for college and career applications.	Academic Support Program	08/22/2018	05/22/2019	\$0	No Funding Required	All staff encouraged to participate.

## Goal 2: ELL - 2018-19

### Measurable Objective 1:

10% of English Learners students will demonstrate a proficiency in participation and academics in English Language Arts by 05/22/2019 as measured by general participation, assessment scores, and progress monitoring.

**Strategy 1:**

Strategic Teaching - Teachers will provide rigorous, relevant, and research-based instruction to address the individual learning styles of students and to meet individual needs through various teaching strategies such as grouping, modeling, visuals, and others.

Category: Develop/Implement Learning Supports

Research Cited: n/a

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAMUEL training, Teacher turn-around training	Academic Support Program	08/17/2018	05/22/2019	\$0	No Funding Required	Missy Zessin Administration and other teachers as designated

**Goal 3: Improve grammar usage in English Language Arts****Measurable Objective 1:**

10% of Tenth and Eleventh grade students will increase student growth in grammar usage and understanding in English Language Arts by 05/22/2019 as measured by scores obtained on PreACT and ACT test scores.

**Strategy 1:**

Online ACT Test Prep - LEA Representative, Dee Dee Holland, will assist English teachers, Hope Hinson and Leigh Newby in assigning online ACT test preparation activities to 10th and 11th grade students once every two weeks during the fall and winter months. During the spring, these activities will be increased to once a week in preparation for testing.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Grammar Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grammar has previously been taught as a part of Literature in the English Language Arts classes. Due to a drop in scores, grammar books are now being used as a resource in the classroom so that grammar can be more individually addressed.	Academic Support Program	09/05/2018	05/22/2019	\$0	No Funding Required	Dee Dee Holland Hope Hinson Leigh Newby

## Goal 4: Increase the Math Proficiency of 7th and 8th graders at Floral High School

**Measurable Objective 1:**

10% of Seventh and Eighth grade students will increase student growth from pre-assessment in the fall to assessment in the spring in Mathematics by 05/22/2019 as measured by Scantron Performance Series .

**Strategy 1:**

Eureka Math/Strategic Teaching - Teachers will use Eureka Math and utilize strategic teaching strategies to promote growth.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize strategies such as turn an talk, chunking, think, pair and share, cooperative learning, scaffolding, modeling, and others.	Direct Instruction	08/20/2018	05/22/2019	\$0	Other	Brianna Leitschuck Dee Dee Holland Other classroom teachers, SPED support



## 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
Grammar Instruction	Grammar has previously been taught as a part of Literature in the English Language Arts classes. Due to a drop in scores, grammar books are now being used as a resource in the classroom so that grammar can be more individually addressed.	Academic Support Program	09/05/2018	05/22/2019	\$0	Dee Dee Holland Hope Hinson Leigh Newby
Professional Development	SAMUEL training, Teacher turn-around training	Academic Support Program	08/17/2018	05/22/2019	\$0	Missy Zessin Administration and other teachers as designated
Collaborative Training	Teacher/Student Training in Google Classroom/Suite	Professional Learning	09/05/2018	05/22/2019	\$0	Melissa Windham Troy Turman Other staff/students
Classroom Collaboration	Promote student to student, student to teacher collaboration using Google Classroom. Prepare students for college and career applications.	Academic Support Program	08/22/2018	05/22/2019	\$0	All staff encouraged to participate.
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Strategies	Teachers will utilize strategies such as turn an talk, chunking, think, pair and share, cooperative learning, scaffolding, modeling, and others.	Direct Instruction	08/20/2018	05/22/2019	\$0	Brianna Leitschuck Dee Dee Holland Other classroom teachers, SPED support
<b>Total</b>					\$0	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Student Survey Responses Parent Survey Responses Stakeholder Feedback Document Staff Survey Responses

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

Trend data indicates that students, faculty, and parents agree that the school provides qualified teachers who have high expectations for learning.

Highest Levels of Satisfaction---

Students: 1) In my school I can participate in activities that interest me. (3.85)

2) All my teachers fairly grade and evaluate my work. (3.77)

3) In my school the building and grounds are safe, clean and provide a healthy place for learning. (3.72)

Faculty: 1) Our school's purpose statement is clearly focused on student success. (4.82)

2) Our school provides qualified staff members to support student learning. (4.73)

3) Our school supports collaborative learning, holds students to high standards, and holds them accountable for their learning.

Parents: 1) Our school's purpose statement is clearly focused on student success. (4.43)

2) Our school has high expectations for students in all classes. (4.43)

3) Our school communicates effectively about the school's goals and activities. (4.43)

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

According to the 2013-14 Title I plan, a weakness identified by 29% of parents was a lack of communication with stakeholders regarding opportunities for involvement. According to the 2014-15 parent surveys, only 8% of parents identified that as a current concern. The FHS Title I Parent Survey for 2015-16 showed that only 11% of parents felt that lack of communication was an issue with stakeholders. Parents polled for the 2016-17 AdvancEd surveys rated FHS as 4.43 out of 5 in the areas related to communication. While communication with stakeholders is not where we want it to be at FHS, there continues to be improvement in this area.

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

Trend data from the current surveys indicates that students, faculty, and parents agree that the school provides qualified teachers who have high expectations for learning. Records indicate that 100% of teachers at Floral High School are highly qualified, according to ALSDE standards, and that information is available to all stakeholders.

According to the 2015-16 PRIDE Survey:

-86.1% of students take pride in their academic accomplishments.

-83.6% of students believe at least one adult in school really cares about them.

-76.3% of students believe that my school is clean and kept in good condition.

-71.2% of students trust their teachers.

## Areas in Need of Improvement

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

A point of weakness was noted by parents and students in regard to teachers' individualized instruction.

Overall lowest levels of satisfaction---

Faculty: 1) All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.. (3.91)

2) All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. (4.0)

3) All teachers in our school use a variety of technologies as instructional resources.4.0

Parents: 1) All of my child's teachers keep me informed regularly of how my child is being graded. (3.64)

2) My child has administrators and teachers that monitor and inform of his/her learning progress. (3.77)

3)All of my child's teachers meet his/her learning needs by individualizing instruction. (3.79)

Students: 1) Students help each other even when they are not friends. (2.95)

2) All of my teachers change their teaching to meet my learning needs. (3.06)

3) My school considers students' opinions when planning ways to improve the school. (3.12)

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

Floral High School's testing data, FHS student demographics and survey data support the increasing need for individualized instruction and improved communication among its stakeholders.

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

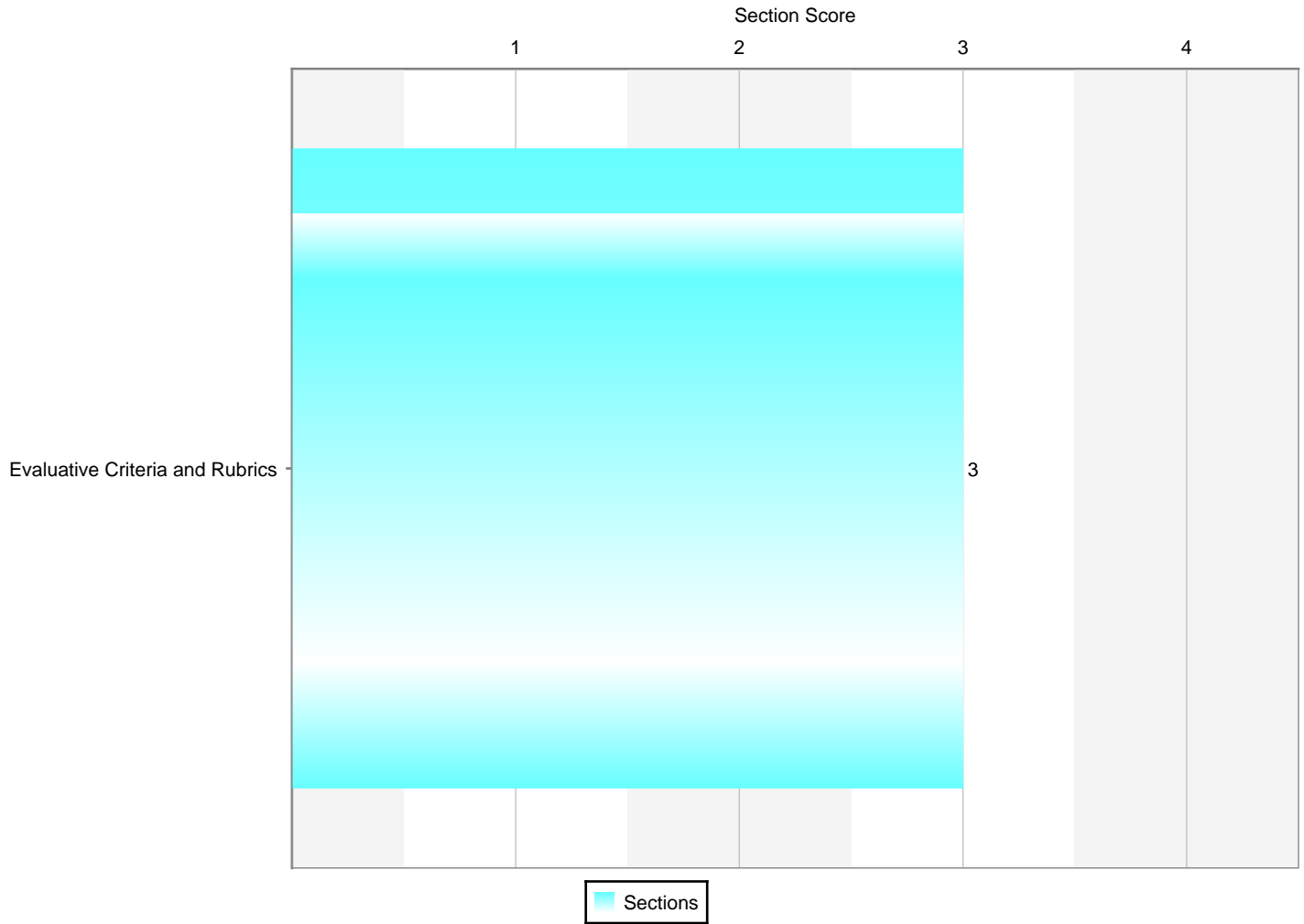
Professional development for faculty will focus on the need for individualized instruction, disaggregation of data from standardized test results, and the practice of strategic teaching methods.

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

Floral High School has found in the surveys completed this year that our parents and students see individualized instruction as an ongoing need. We will meet this need through the expansion of our PST/RTI remediation classes and intervention programs. We are going to focus on being intentional with identifying the students that need individual instruction and seeing that they receive the attention they need and deserve.

## Report Summary

### Scores By Section





# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

### How was the comprehensive needs assessment conducted?

Teachers were directed to complete the survey posted on the Covington County Schools website.

### What were the results of the comprehensive needs assessment?

Floral High School staff members felt that school nurses, instructional aides, school resource officers and school tech leaders were the most critical areas of need for our school. Under the topic of Student Academic Needs, FHS staff members feel that Science, Math and Technology are the most critical components of student success. In response to High Quality Professional Development and Staff Needs, faculty members feel that the effective implementation of technology in the classroom is the most critical continuing educational need. In response to Equal Access of our students to all programs in all core subjects, staff members responded 100% in all areas

### What conclusions were drawn from the results?

Floral High School has a strong commitment to teaching core academic classes with a focus on preparing students for current and future success.

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

Floral High School staff members perceive that students in all demographics and academic areas receive equitable services.

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

Based on the 2017-18 Needs Assessment results and Stakeholder Feedback, core classes remain a priority for all stakeholders and are a continuing focus as we strive to meet the goals set forth in our Continuous Improvement Plan. Those goals include improving our reading comprehension skills, math computation skills and our college and career preparedness. Student and teacher success are contingent upon each other, and professional development for teachers and staff fosters success among educators and students.

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

Floral High School staff used the Needs Assessment Survey data, Stakeholder Feedback Results, FHS Technology Plan, and the EDUCATEAlabama Teacher Self Assessment with PLP as a basis for identifying, developing, and implementing our goals. These varied sources gave us clear patterns of the strengths and weaknesses on our campus.

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

The goals set forth by Floral High School address a need for individualized instruction. According to the Needs Assessment, FHS staff members feel that regardless of demographic profile all students receive equal access to educational curriculum. Therefore, differentiated instruction is a priority to the whole student population including those who are disadvantaged.

## Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

**Goal 1:**

Engage and empower Floral High School students and teachers through Google Classroom-- 18-19

**Measurable Objective 1:**

25% of All Students will demonstrate a proficiency in using Google suite to complete class projects in English Language Arts by 05/22/2019 as measured by teacher/student observation and documentation.

**Strategy1:**

Professional Development - All teachers are being trained in using Google Classroom through Flex training from Google Certified trainer Melissa Windham. Teachers, in turn, are encouraged to use these skills to teach students how to use the different Google suite products to complete projects in English and Math.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher/Student Training in Google Classroom/Suite	Professional Learning	09/05/2018	05/22/2019	\$0 - No Funding Required	Melissa Windham Troy Turman Other staff/students

**Strategy2:**

Google Classroom - Students will be given email addresses and log ins on Chromebooks, giving them the opportunity to work on individual foles or participate in group projects by creating shared files.

Category: Develop/Implement College and Career Ready Standards

Research Cited: n/a

Activity - Classroom Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote student to student, student to teacher collaboration using Google Classroom. Prepare students for college and career applications.	Academic Support Program	08/22/2018	05/22/2019	\$0 - No Funding Required	All staff encouraged to participate.

**Goal 2:**

ELL - 2018-19

**Measurable Objective 1:**

10% of English Learners students will demonstrate a proficiency in participation and academics in English Language Arts by 05/22/2019 as measured by general participation, assessment scores, and progress monitoring.

**Strategy1:**

Strategic Teaching - Teachers will provide rigorous, relevant, and research-based instruction to address the individual learning styles of students and to meet individual needs through various teaching strategies such as grouping, modeling, visuals, and others.

Category: Develop/Implement Learning Supports

Research Cited: n/a

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL training, Teacher turn-around training	Academic Support Program	08/17/2018	05/22/2019	\$0 - No Funding Required	Missy Zessin Administration and other teachers as designated

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**Goal 1:**

Improve grammar usage in English Language Arts

**Measurable Objective 1:**

10% of Tenth and Eleventh grade students will increase student growth in grammar usage and understanding in English Language Arts by 05/22/2019 as measured by scores obtained on PreACT and ACT test scores.

**Strategy1:**

Online ACT Test Prep - LEA Representative, Dee Dee Holland, will assist English teachers, Hope Hinson and Leigh Newby in assigning online ACT test preparation activities to 10th and 11th grade students once every two weeks during the fall and winter months. During the spring, these activities will be increased to once a week in preparation for testing.

Category: Develop/Implement Learning Supports

Research Cited: N/A

**ACIP**

Floral High School

Activity - Grammar Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grammar has previously been taught as a part of Literature in the English Language Arts classes. Due to a drop in scores, grammar books are now being used as a resource in the classroom so that grammar can be more individually addressed.	Academic Support Program	09/05/2018	05/22/2019	\$0 - No Funding Required	Dee Dee Holland Hope Hinson Leigh Newby

**Goal 2:**

Engage and empower Floral High School students and teachers through Google Classroom-- 18-19

**Measurable Objective 1:**

25% of All Students will demonstrate a proficiency in using Google suite to complete class projects in English Language Arts by 05/22/2019 as measured by teacher/student observation and documentation.

**Strategy1:**

Google Classroom - Students will be given email addresses and log ins on Chromebooks, giving them the opportunity to work on individual files or participate in group projects by creating shared files.

Category: Develop/Implement College and Career Ready Standards

Research Cited: n/a

Activity - Classroom Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote student to student, student to teacher collaboration using Google Classroom. Prepare students for college and career applications.	Academic Support Program	08/22/2018	05/22/2019	\$0 - No Funding Required	All staff encouraged to participate.

**Strategy2:**

Professional Development - All teachers are being trained in using Google Classroom through Flex training from Google Certified trainer Melissa Windham. Teachers, in turn, are encouraged to use these skills to teach students how to use the different Google suite products to complete projects in English and Math.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher/Student Training in Google Classroom/Suite	Professional Learning	09/05/2018	05/22/2019	\$0 - No Funding Required	Melissa Windham Troy Turman Other staff/students

**Goal 3:**

ELL - 2018-19

**Measurable Objective 1:**

SY 2018-2019

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10% of English Learners students will demonstrate a proficiency in participation and academics in English Language Arts by 05/22/2019 as measured by general participation, assessment scores, and progress monitoring.

**Strategy1:**

Strategic Teaching - Teachers will provide rigorous, relevant, and research-based instruction to address the individual learning styles of students and to meet individual needs through various teaching strategies such as grouping, modeling, visuals, and others.

Category: Develop/Implement Learning Supports

Research Cited: n/a

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL training, Teacher turn-around training	Academic Support Program	08/17/2018	05/22/2019	\$0 - No Funding Required	Missy Zessin Administration and other teachers as designated

**Goal 4:**

Increase the Math Proficiency of 7th and 8th graders at Florala High School

**Measurable Objective 1:**

10% of Seventh and Eighth grade students will increase student growth from pre-assessment in the fall to assessment in the spring in Mathematics by 05/22/2019 as measured by Scantron Performance Series .

**Strategy1:**

Eureka Math/Strategic Teaching - Teachers will use Eureka Math and utilize strategic teaching strategies to promote growth.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies such as turn an talk, chunking, think, pair and share, cooperative learning, scaffolding, modeling, and others.	Direct Instruction	08/20/2018	05/22/2019	\$0 - Other	Brianna Leitschuck Dee Dee Holland Other classroom teachers, SPED support

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas



•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

ELL - 2018-19

**Measurable Objective 1:**

10% of English Learners students will demonstrate a proficiency in participation and academics in English Language Arts by 05/22/2019 as measured by general participation, assessment scores, and progress monitoring.

**Strategy1:**

Strategic Teaching - Teachers will provide rigorous, relevant, and research-based instruction to address the individual learning styles of students and to meet individual needs through various teaching strategies such as grouping, modeling, visuals, and others.

Category: Develop/Implement Learning Supports

Research Cited: n/a

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL training, Teacher turn-around training	Academic Support Program	08/17/2018	05/22/2019	\$0 - No Funding Required	Missy Zessin Administration and other teachers as designated

**Goal 2:**

Increase reading proficiency for students identified as RTI Tier II and III students.

**Measurable Objective 1:**

2% of Seventh, Eighth and Ninth grade students will increase student growth by scoring above at risk in Reading by 05/22/2019 as measured by STAR Reading.

**Strategy1:**

Moby Max/Exact Path - These programs will be used for individualized and enhanced instruction and remediation during enrichment classes.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - PST/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategic teaching strategies on the regular classroom to individualize and enhance instruction.	Direct Instruction	10/18/2018	05/22/2019	\$0 - No Funding Required	All classroom teachers

**Goal 3:**

Dual Enrollment offered as College/Career Readiness option at Floral High School.

**Measurable Objective 1:**

5% of Tenth, Eleventh and Twelfth grade students will improve graduation rate among at risk students in Career & Technical by 05/27/2021 as measured by graduation statistics.

**Strategy1:**

College Experience - Students will be enrolled in dual enrollment courses.

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

Activity - College Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are bused to LBW campus in Opp to take classes that are moving the students towards a career/ technical degree.	Career Preparation/ Orientation	08/20/2018	05/20/2021	\$0 - No Funding Required	Joea McNeil Max Whittaker

**English Language Proficiency Goal (Should address identified weaknesses and gaps):****Goal 1:**

ELL - 2018-19

**Measurable Objective 1:**

10% of English Learners students will demonstrate a proficiency in participation and academics in English Language Arts by 05/22/2019 as measured by general participation, assessment scores, and progress monitoring.

**Strategy1:**

Strategic Teaching - Teachers will provide rigorous, relevant, and research-based instruction to address the individual learning styles of students and to meet individual needs through various teaching strategies such as grouping, modeling, visuals, and others.

Category: Develop/Implement Learning Supports

Research Cited: n/a

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
SAMUEL training, Teacher turn-around training	Academic Support Program	08/17/2018	05/22/2019	\$0 - No Funding Required	Missy Zessin Administration and other teachers as designated

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

We have TRANSACT available to translate documents and will provide an interpreter if needed.

**Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))**

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We have one teacher working to meet his highly qualified status.	

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

Our school follows the Covington County Board of Education policy on hiring procedures and practices, assuring that we are 100% HQ. As a Title I school, we utilize those funds to retain HQ teachers for a lower student/teacher ratio. The employment of these teachers also helps provide curriculum enhancement classes for students, which addresses our academic need for more individualized instruction.

## **Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

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

Floral High School had a 26% turnover rate for the 2018-19 school year.

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

With a faculty of 18 (including paraprofessionals and administration), we have thirteen veteran teachers, with an overall average of 17 years of experience among the entire faculty.

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

The school follows the District plan regarding hiring. Applicants go through a screening process to ensure qualifications before meeting with principals. Principals make recommendations to the Board of Education, and the Board votes on the final hiring decision. The personnel director for the District participates in recruiting trips and job fairs to encourage HQ teachers to consider Covington County Schools. Currently, all but one employee of Floral High School are highly qualified.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

### **Describe how data is used from academic assessments to determine professional development.**

In our areas of academic assessment where students score poorly, we are implementing strategic teaching strategies. Each week teachers are documenting these strategies in their lesson plans and LEA representative DeeDee Holland is providing support and modeling of the techniques as needed.

### **Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

Covington County Schools provides research-based professional development at the District office regarding CCRS and other specific areas of PD; our regional inservice center at Troy University provides PD on AMSTI and ACCESS.

### **Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.**

Teachers on the FHS campus are paired with experienced teachers in their field where available to assist them in their first years of teaching. If there is no peer in the teacher's field, an experienced teacher is still made available to assist with INOW and EDUCATEAlabama.

### **Describe how all professional development is "sustained and ongoing."**

Professional development is sustained and ongoing as documented in EDUCATEAlabama, CEU requirements for teacher re-certification, and CCS required FLEX hours.

## Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

**Goal 1:**  
The goal will be for Floral High School will be that every student will have at least one supportive adult assigned to them as an advisor.

**Measurable Objective 1:**  
increase student growth Increasing student growth by implementing a student advocacy program that will assign at least one adult to every student. by 05/25/2018 as measured by Student surveys that will be administered at the beginning of the 2017-2018 school year and then the survey will be readministered in the spring of 2018..

**Strategy1:**  
Develop Small Group Student Communities - Students will be divided into students groups and assigned an adult for small group instruction. The adult will give the students advice on a host of different topics. The adult will become a student advocate for their group of students.  
Category: Develop/Implement Student and School Culture Program  
Research Cited: NA

Activity - Weekly student advocacy meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will meet twice a month to discuss student non academic needs.	Behavioral Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	All certified and non certified staff.

**Goal 2:**  
Decrease 7th and 8th grade discipline referrals.

**Measurable Objective 1:**  
demonstrate a behavior We will decrease the percentage of discipline referrals in 7th and 8th grade by 05/25/2018 as measured by a decrease of 5% from 41% in the 2016-2017 school year to 36% in the 2017-2018 school year.

**Strategy1:**  
Decrease teacher student ratio - We will hire an instructional aid to assist the 7th and 8th grade PE teacher. This will allow for a decrease in teacher student ratio.  
Category: Other - Provide Instructional Aid  
Research Cited:

Activity - Hire instructional aid	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire an instructional aid to assist the 7th and 8th grade PE teacher.	Other	10/02/2017	05/25/2018	\$0 - Title I Part A	Mr. Max Whittaker and Mr. Shannon Driver

**Goal 3:**

Increase reading achievement.

**Measurable Objective 1:**

demonstrate a behavior 7th and 8th grade students will increase their long passage scaled score on Scantron Performance Series from an average fall score of 2525 by 5% for a spring score 2651 by 05/24/2018 as measured by Scantron scores.

**Strategy1:**

Annotating Text - A school wide initiative of using the strategy of annotating text.

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

Research Cited:

Activity - Annotating Text Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend a workshop focused on annotating text.	Professional Learning	08/09/2017	08/10/2017	\$3000 - District Funding	Mr. Max Whittaker and Mrs. Nikki Guilford

**Strategy2:**

Teaching Strategy - Administrator will require teachers to use this strategy in their classrooms. The district instructional specialist will work with teachers throughout the year to ensure best practices are being implemented.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Lesson Plans with annotating text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District instructional specialist and administrator will monitor for implementation.	Direct Instruction	08/07/2017	05/25/2018	\$0 - No Funding Required	Mrs. DeeDee Holland, Mr. Max Whittaker and teachers.

**Goal 4:**

We are going to increase math proficiency.

**Measurable Objective 1:**

increase student growth by increasing the average grade equivalency from an 8.3 to a 9.3 for 9th - 11th by 05/25/2018 as measured by STAR Math.



**Strategy1:**

Implementing new program - The math teacher will incorporate components of a new math program to support current curriculum.

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

Research Cited:

<b>Activity - Incorporating Eureka Math</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will utilize Eureka Math material to support current instructional practices	Direct Instruction	08/14/2017	05/25/2018	\$4000 - District Funding	Mr. Max Whittaker, Mrs. Melissa Windham, and Mrs. Brianna Liestchuck

## Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers collaborate as needed during their planning periods, recess, and lunch to discuss individual students and the overall instructional program. Teachers also use in-service days, schedule meetings before and after school, and use email when appropriate. The special services teachers work with the general education teachers through collaborative teaching. Regular faculty meetings are held on Wednesdays of each week for the entire staff to collaborate and brainstorm on needed decisions regarding statewide academic assessments.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

**What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

An educational team consisting of faculty, our school counselor, and administration collects standardized data and then evaluates STAR testing data and classroom performance to determine whether or not PST/RTI intervention is needed and, if so, at what level.

**How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

After students are identified and placed on PST/RTI, they receive Tier I and Tier II intervention in the classroom from the regular and special needs teachers. If Tier III intervention is required, these students will go to the resource room for more intense instruction.

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Teachers volunteer to remain after school as needed to tutor students. Peer Helpers are also available to tutor students who are having academic difficulty. The school counselor is available for students needing remediation for the ACT; she is available upon request.

**Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

Floral High School does not have any migrant, ELL students, or homeless students at the present. We do have a policy in place to address each of these categories. Individual Education Plans are in place for all students that receive special services at Floral High School. Transition services are available as well as a variety of diploma options. All students have access to all education services and programs

**Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

A. Floral High School supports a counseling and guidance program that facilitates the accomplishments of the total educational goal: helping each student in the areas of Learning to Live, Learning to Learn, and Learning to Earn a Living. The counselor also follows the

GuidanceCurriculum Scope and Sequence Chart. The three domains are as follows: I. Academic Development Domain; II. Career Development Domain; III. Personal/Social Development Domain

B. The counselor attends all IEP meetings for students in grades 7-12. Career Technical Implementation Programs (CTIP) are written using information from these meetings. Students with disabilities are placed in CT courses based on IEP committee decisions. Each school year the special education teacher is responsible for identifying all students that require services. CTIP's and other documents are gathered by the teacher and distributed to all personnel that serve the special education students. CTIP's list any curriculum or equipment modification needed for the success of that student. Teachers keep CTIP information on file and refer to them as needed. All students in grades 7-12 are eligible to participate in CTE classes at FHS. During registration or at the end of each school year for students already FHS, each student is given a course selection guide. Students are scheduled into CTE classes based on previous CTE classes taken, preferences and graduation requirements. All students complete a four year plan of study, which are on file at FHS.

C. Special students are encouraged to participate in CTE classes at FHS. All CTE classes are rigorous and challenging to all students. All students who finish our CTE classes are ready for post-secondary education or industry. Nontraditional students are encouraged to enroll in CTE classes to explore opportunities in the business world. It is the goal of FHS CTE programs to work with students to develop career goals and skills that allow them to be productive and successful citizens.

D. Floral High School has developed partnerships and dual enrollment agreements with businesses and colleges that give students the opportunity to be taught by instructors who have been in business and industry.

E. Floral High School is dedicated to developing students who are capable of entering the work force or obtaining a post-secondary degree. We have an articulation agreement with LBWCC. These agreements allow students to obtain college credit while completing high school credit. We also have dual enrollment with LBWCC in the areas of Practical Nursing, Automotive Mechanics, Diesel Mechanics, Air Conditioning and Refrigeration, and welding as well as dual enrollment courses offered at ESCC in aviation. On-line classes are also available to students in Medical Office Administration, Child Development, Computer Science, and Drafting and Design through LBWCC. CCS students must complete all requirements at the state and local level.

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

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

Federal - National School Lunch and Breakfast Program, Title I, and Career Technical Implementation Programs

State - Alabama Dept. of Rehabilitation Services (Vocational Rehabilitation Counselor), PACERS, Troy Regional Inservice Center, Alabama Cooperative Extension System, and Alabama Department of Public Health

Local - Covington County Children's Policy Council Coalition, Kiwanis Club, Sav-a-life, Covington County Schools Career Coach, Character@Heart, and student clubs on campus.

Federal and State programs are coordinated first at the Central Office and implemented at the school level by administration and staff. Local programs are implemented by faculty and students. Service and honor clubs are affiliated with national groups and are given guidelines for implementation of programs.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

For middle school grades special attention is paid to social issues like bullying and peer pressure, which are prevalent during those ages. Guest speakers, peer helper programs, the You Are Unique program, and special issue programs held at the Central Office (Freedom Forum, Choice Bus, etc.) are utilized as prevention tactics.

At the high school level, students are more involved in career preparation, vocational and technical education, and maintaining physical and emotional health as students and adults.

For all grades, the school nutrition programs is part of the National School Lunch and Breakfast Program and is designed to safeguard the health and well-being of our Nation's children. It utilizes USDA commodities to provide nutritionally adequate meals and affordable prices to all school children. We provide three different lunch waves to provide nutritional needs for age-appropriate growth and development.

## Component 10: Evaluation (Sec.1114(b)(3)):

### How does the school evaluate the implementation of the schoolwide program?

Needs Assessment surveys, Stakeholder Feedback surveys, standardized student assessment data, PRIDE survey, and graduation rate information is coordinated to determine performance strengths or weaknesses and the adjustments that need to be made for future improvements and CIP documentation.

### How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

ACT, Explore, PLAN, Alabama Science Assessment, ASVAB, and ACT Aspire results are coordinated to determine performance strengths or weaknesses and the adjustments that need to be made for future improvements and CIP documentation.

### How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Floral High School currently uses trend data from progress reports, report cards, ACT Aspire and STAR assessments to determine whether or not the plan for our lowest achieving students has been successful.

### What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school leadership team (consisting of administration, faculty, parents, and/or students) meet to discuss testing data, survey results, and local data to determine strategies, professional development, and budget requirements for the school's CIP.

# **Title I Targeted Assistance Diagnostic**

## Introduction

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



## Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

## Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii)).
2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))
3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))
4. How are students with the greatest needs receiving services?
5. What are the multiple criteria by which students may exit the program?
6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing School Improvement planning process?**

## **Component 4: Instructional Strategies**

**1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))**

**2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?**

**3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))**

## Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

### Component 6: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?			

## Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

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

**1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.**

**2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))**

**3. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency. (N/A for Elementary Schools)**

**4. How are students' individual needs being addressed through differentiated instruction in the classroom?**



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

**1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?**

**2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))**

**3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). (Sec. 1115(b)(2)(F))**

## Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?
2. How does the school evaluate the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement?
3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?
4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))
5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.
6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

# Coordination of Resources - Comprehensive Budget

## **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.	11.63

Provide the number of classroom teachers.

12

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	673628.0

Total

673,628.00

### 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.	0.0

Total

0.00

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

### Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.0

Total

0.00



## Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	0.0

Total

0.00

### 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.	2308.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	2308.0

Total

2,308.00

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	869.0

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.	869.0

Total

869.00

### 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.	5526.0

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.	5526.0

Total

5,526.00

### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	290.0

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.	290.0

Total

290.00



**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.**

na

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	1500.0

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

Professional development will be used by administrators and teachers as needed to meet our objectives and goals. Any further development will be provided by the staff at Central Office.

**Title III**

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

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

Covington County Schools does not receive any Title III money. Our general funds are used to provide services for our ELL students.

**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.	59889.0

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

Covington County Schools uses these funds to provide a county curriculum coordinator and instructional coach.

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	13021.0

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

These funds are used for purchasing equipment, tool and books for instruction.

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

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

N/A



## Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

October is observed as parental involvement month. In conjunction, Floral High School held an open house on October 18, 2018, from 6:00-8:00 p.m. This date coincides with report card distribution, an on-campus junior high basketball game, and cheerleader spaghetti supper. All these activities allow for more parents to be reached by the faculty and staff.

In addition, parent/teacher conferences are offered during planning periods and before or after school as requested by parents. At a special session held during one of these parent meetings, Floral High School's participation in Title I, the Title I requirements, and budget will be discussed with parents. The Covington County Schools' Federal Programs Coordinator and/or Parental Involvement Coordinator will also be available to answer parent questions.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

1. On October, 18, 2018, FHS hosted Open House. The first report cards were distributed, and teachers were available for questions. October is observed as parental involvement month. Parent/Teacher conferences are offered during planning periods and before or after school as requested by parents. At one of these meetings, Floral High School's participation in Title I, the Title I requirements, and budget will be discussed with parents. The Covington County Schools' Federal Programs

Coordinator and/or Parental Involvement Coordinator will also be available to answer parent questions.

2. On August 10, 2018, a Title I meeting was held that included parental and stakeholder members. We developed the budget for the 2018-19 school year. Parents are given the opportunity to complete surveys. Floral High School's parents are provided copies of the CIP plan located in the library and on the FHS school website. This document outlines how funds are allocated for parental involvement in the school. The parental involvement meetings, such as the one documented in October, are held after school hours so that all parents have the opportunity to attend. Staff members are always available before school for conferences.

3. We are using Parental Involvement Funds to offset the costs of Open House, the Principal's Round table discussions, and any other activities deemed appropriate

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

Facebook page, Twitter account, School CAST, email, Remind101, Covington County Schools' Website, and the Floral High School's Website. TRANSACT is available to translate policies, forms, and documents into the parents native language. Also an interpreter will be made available when needed.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))**

Floral High School faculty and staff members know that the link between student success and parental involvement is vital; therefore, as part of the Continuous Improvement Plan, all parents and community members are encouraged to become partners to promote excellence in the school. Some strategies used to involve parents include conferences, phone calls, email, progress reports, special education progress meetings, and PST/RTI monitoring documents. This all supports our No Zero Policy, which states that students are held accountable to complete every assignment.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

Floral High School strives to keep an open line of communication. Mr. Whittaker has open door policy to all parents. All forms of communication are encouraged. Parents are also given a chance to voice their opinions of the school through surveys that are sent out aspart of School Improvement, parental surveys, and other plans.

The principal holds round table discussions periodically to allow parents to voice their concerns on any issues.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

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

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

Floral High School will accomplish much of this through its student enrollment packages (course descriptions and requirements, clubs and their descriptions, diploma options, and all aspects of school culture) Code of Conduct, IEP meetings, PST/RTI meetings, and yearly enrollment packages. Through these items and meetings, an overview will be provided of the state academic content standards, academic achievement standards, and assessments. Floral High School will also strongly encourage parents of incoming freshmen to attend an informational meeting to help determine the best academic track for their child. Individual meetings will be scheduled with the counselor to discuss assessments and what their role will be in helping their child to succeed. A transition meeting will be held for incoming seventh graders and their parents to discuss issues and concerns for the upcoming school year.

The principal will also hold round table discussions throughout the year to allow parents to ask questions and voice any concerns they may

have.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

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

Upon student enrollment and during Open House, teachers, parents, and school personnel will confer on specific items or areas of concern that will affect their children. When students enroll, office personnel are instructed to obtain a contact number and time that is best to reach the parent. Parent/Teacher conferences are encouraged and recommended throughout the year. We believe that teachers and parents working collaboratively will ensure the academic success of our students.

Our local community college provides free literacy and technology classes. We provide this information to our parents as needed.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

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

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

Upon student enrollment and during Open House, teachers, parents, and school personnel will confer on specific items or areas of concern that will affect their children. When students enroll, office personnel are instructed to obtain a contact number and time that is best to reach the parent. Parent/Teacher conferences are encouraged and recommended throughout the year. We believe that teachers and parents working collaboratively will ensure the academic success of our students.

Floral High School uses its Aquaculture program to establish ties with its parents and community. Individuals use their time and talents to care and improve the Aquaculture facilities as well as to maintain the success of the program. Local fish hatcheries donate fish to our program, and in turn, we give them back to the community. This partnership creates a multi-generational bond.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

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

Floral High School provides a strong educational foundation that inspires all students to become lifelong learners, to contribute positively to society, and to reach their maximum potential in life. Floral High School emphasizes home visits, parent and student newsletters, mid-term progress reports, and local newspaper articles.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

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

Floral High School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Through the Community Happenings section of the local paper, Floral High Facebook page and Twitter account, letters home, and school website, parents will be invited to attend training sessions and informative meetings concerning dual enrollment, ACCESS distance learning, and post-secondary education funding and opportunities.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

Floral High School would follow the plan set forth by Covington County Schools.