



## **ACIP**

# Springville High School

## St. Clair County Board of Education

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# Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Springville High School is located in Springville, Alabama which is approximately 30 miles northeast of Birmingham in St. Clair County. The city has a historic past, seen in its old homes and quaint shops and a dynamic future. In Springville, you will find economic prosperity, a relaxing atmosphere, and community spirit. Springville High School is located in St. Clair County, one of the oldest and fastest growing counties in Alabama. One of the school's strengths is its location. The area surrounding the school remains primarily rural with rapidly emerging industrial growth. A large percentage of the residents work in services or retail trade. The staff of Springville High School is made up of 36 certified teachers, 2 administrators, 2 guidance counselors, 1 library media specialist, and other support personnel. Over 50% of teachers and administrators have a Master's Degree or higher and 100 of the teachers are highly qualified. Springville High School serves the communities of Argo, Margaret, and Springville. Presently 700 students of varied ethnicity are served by Springville High School. The largest ethnic group is white at 90% with African-American being the second largest at 7%. Additionally, the Hispanic ethnic group makes up <1%, and Native American <1%. Enrollment has steadily increased yearly by approximately one percent over the past five years. Twenty-nine percent of the Springville High School student body qualifies for free or reduced lunch. The socioeconomic diversity presents unique challenges for our school. Access to technology outside the classroom is limited in many of our dual and impoverished areas. One additional challenge within our community is the makeup of our infrastructure. It was originally built with an individual domain making up one wide area network (WAN). During the summer of 2013, the individual domain was collapsed and one domain was created for the AN within the school district. This transition has resulted in improved reliability, efficiency, and better security.

## School's Purpose

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

The purpose of Springville High School is to prepare students to be ready for college, career, and life. The mission of Springville High School is to help every student achieve his/her maximum potential, mentally, socially, physically, and morally, to teach the fundamental concepts of American democracy, to make contributions to, and to participate in self-government, and to teach students to respect the rights of others are all components of this mission. Furthermore, Springville High School aims to provide a curriculum that will prepare students for competent work according to labor demands and include flexible opportunities for students who desire to go directly into vocational school or college. This mission will be carried out in a way that will ensure a safe learning environment. The vision of Springville High School is inline with the St Clair County School System's vision, which is to be recognized as one of Alabama's premiere schools and to be identified as a school where all students: graduate from high school on time, are college and career ready, and are prepared for adult-life. Springville High School's beliefs include the following: given academic and emotional support, all students can and will reach their highest potential; Outstanding Administrators and teachers are key to student achievement; parent involvement and consistent stakeholder support impacts student success; Embracing change and promoting improvement results in success. Springville High School values providing a safe and supporting learning culture in which relationships are built and maintained, providing classroom instruction which is relevant to the 21st century learner, and providing a rigorous curriculum where students become lifelong problem solvers and critical thinkers.

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## Notable Achievements and Areas of Improvement

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

Some of the areas of achievement over the past three years include the following:

- Added 400 MacBook Airs for student use.
- Totally wireless internet infrastructure in the school.
- Healthy Students Federal Grant.
- Weekend Backpack Program that provides students with a backpack over the weekend stocked with snacks and food.
- APEX online curriculum to provide credit recovery.
- Higher Ed Collaboration with Jeff State through Dual Enrollment Program.
- ACCESS program which provides students opportunities online to take classes we currently do not offer such as foreign languages like German, Latin, etc.
- Career Tech school with programs in all career clusters provides opportunity for all students interested.
- JROTC program available for all students.
- Global Scholar Achievement and Performance Series.
- APlus College Ready Grant through 2018 which provides classroom funding and training stipends for PreAP/AP teachers.
- Added 7 Advanced Placement Classes
- Read 180 and System 44 programs for struggling readers

Some areas of improvement include the following:

- Reading instruction and increased proficiency in all subgroups, with a focus on special education. Initiatives are in place, but the tools and infrastructure are still catching up.
- Parental involvement needs to be increased in the community.

## Additional Information

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

Springville High School is preparing tomorrow's leaders today. This slogan captures the student-centered philosophy of the school as well as the entire school district. Springville High School has its focus on preparing its students to meet the challenges of the 21st century.

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# Improvement Plan Stakeholder Involvement

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## Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

A diverse group of parents and community members were chosen by the ACIP team and Principal, to provide input and sign off on the ACIP. This includes parents of children in the Special Education Program, Honors Programs, and Athletics. Community members include alumni of SHS, members who are actively involved in the community, and who are invited in the future of our school. Stakeholders were reached by email or phone by the ACIP Chairperson.

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

Parent surveys were available on our website. The ACIP chairperson and principal chose stakeholders who represented Special Education, Athletics, AP students, alumni, and parents of alumni as well as long-established community members. Stakeholders were provided surveys and when contacted, were informed of their roles and asked for input.

**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 CIP for 2015-2016 will be shared during a scheduled faculty meeting, published on the school's website, and a hard copy will be made available in the school office. Stakeholders will be able to continue to give input and receive updates on the CIP throughout the year.

# Student Performance Diagnostic

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## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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### Student Performance Data

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

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## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

Since 2009, we have been actively finding ways to keep our students in school so that we can raise our graduation rate. Our rates have improved several percentage points since we began our steps toward improvement. Our students are our top priority and we are doing everything we can to keep them in school and receive a high school diploma. Sometimes it is a case by case basis in which we have to be creative and innovate ways to keep students in school. A lot of times for these cases, our career technical school plays a big role in helping us plan work-study. We also work very closely with our Juvenile Probation Office to help those students who have problems with absenteeism.

For the first time ever, Springville High School is offering 7 Advanced Placement courses this school year. Last year, we had one Advanced Placement course and we are pleased with our 4 qualifying scores. Our teachers have been attending on-going training to teach these courses. The students who took the Advanced Placement course last year did so with no Pre-AP coursework. This year we expect several more qualifying scores since we increased our enrollment from 23 to 108 and added other course options. Our Dual-Enrollment Program has also increased exponentially with almost double the enrollment we have had in the past few years.

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

At Springville High School, the graduation rate has shown a positive trend since 2010. Graduation rate was in 2010 was 82% and 89% in 2014 which tied us with Moody for the highest in the county. That is a graduation rate increase of 7% over the past 5 years. To date, the 2015 rate has not been reported. We are expecting the same trend when the rate is released.

Since we have begun to administer the ACT to all juniors, we have seen a positive trend even though there are only two years of data. We are basing this data from the benchmark score set by the state department for all subgroups. For both years, Springville High School students have scored higher than the state average in every sub-test. Springville High School also had the highest average ACT scores in the district. We feel that our ACT scores will only go higher with the increased rigor our Advanced Placement classes have added.

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

Our graduation rate is the area with the overall highest performance. In 2014, our graduation rate was 89% which is a 7% increase from 2010. We will continue to strive to get to 100% and try our best to meet the needs of all students.

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

According to the past two years ACT data, our Black/African American population is the one showing growth overall. On the ACT composite, they had a 17.1 in 2014 with an increase in 2015 to 19.0.

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

According to the ACT composite, we see the achievement gap closing among our two main subgroups of Black/African American and White. The average composite score of these two groups decreased from 2.9 deficient in 2014 to only a 0.9 difference in 2015.

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

The same improvements between the subgroups of Black/African American over White can also be seen in dropout rate which determines graduation rate. For the past two years, 2014 and 2015, we see a greater number of students from the White subgroup dropping out of school for various reasons.

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## Areas in Need of Improvement

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

Springville High School's score on the mathematics sub-test of the ACT is below what we would like even though it is higher than the state average. For two consecutive years, the mathematics scores have been the lowest of the sub-tests on the ACT.

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

Our average score on the English sub-test dropped from 20.2 in 2014 to 19.7 in 2015. This was the largest negative trend among the sub-test scores. Science dropped 0.1. Mathematics remained the same and reading increased by 0.3.

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

The mathematics sub-test of the ACT indicates our lowest performance. In 2014 and 2015, the average mathematics score was 18.7 making mathematics the lowest scoring sub-test.

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

On the ACT, our "Prefer not to respond/No response" ethnicity subgroup showed a decrease in performance. In 2014, the overall composite score for this subgroup was 19.8 and in 2015 it decreased to 16.0.

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

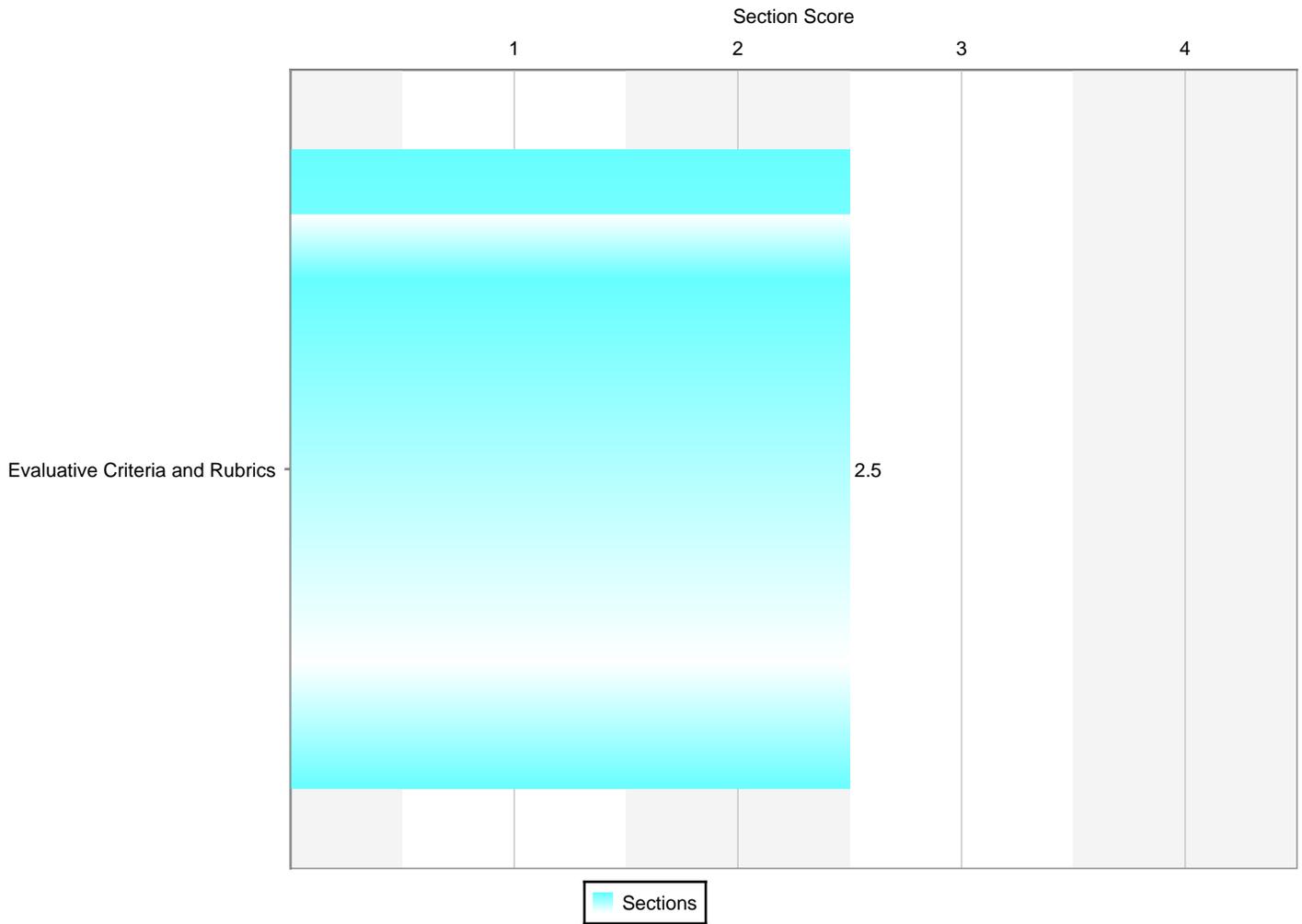
On the ACT, the achievement gap became greater between white and prefer not to respond/no response subgroups. In 2014, the gap was 0.2. In 2015, the gap increased to 3.9.

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

The subgroup gaps are consistent among other data sources available.

## Report Summary

### Scores By Section



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# ACIP Assurances

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## **Introduction**

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

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## ACIP Assurances

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

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	Enrollment and registration procedures are head up by SHS counselors, Donna Robertson and Karen New.	counselor signatures Institution Compliance with Federal Law

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	Coordinator for non-discrimination responsibilities. Greg Cobb. 410 Roy Drive Ashville, AL 35953 (205) 594-7131	Equal Education Opportunity Statement

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Plan and signatures attached below.	LEA Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	SHS has a Parent Involvement Plan in place.	principal signatures

# Math 2015-2016

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## Overview

### Plan Name

Math 2015-2016

### Plan Description

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To increase the average ACT Math score of juniors from 18.7 to 20 which indicates college readiness.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$900850

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## Goal 1: To increase the average ACT Math score of juniors from 18.7 to 20 which indicates college readiness.

### Measurable Objective 1:

40% of Eleventh grade students will demonstrate a proficiency increase in Mathematics by 05/27/2016 as measured by ACT average score report.

### Strategy 1:

Review of non-mastered objectives - Gaps will be determined by Scantron Performance Series. ACT warm-ups will be given weekly to reinforce objectives not mastered by classroom math teachers. Students will be also be given remedial assistance through the use of Study Island and/or Scantron Achievement Series.

#### Category:

Research Cited: Study Island is a proven resource for reviewing the ACT. Scantron Achievement series allows teachers to develop and administer tests, capture results, and produce standards-based reports.

Activity - Warmups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide warmup problems that review objectives covered on the ACT.	Tutoring	08/07/2015	05/27/2016	\$0	No Funding Required	Math teachers
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online program that provides extra practice for ACT objectives.	Technology	08/07/2015	05/27/2016	\$850	State Funds	All math teachers
Activity - Scantron Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize the laptop carts in their classroom to assess students with Scantron Performance Series to identify mastered and non-mastered skills.	Academic Support Program, Technology	08/07/2015	05/27/2016	\$400000	District Funding	All math teachers
Activity - Laptops/Online textbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize the laptop carts in their classroom to review specific ACT objectives via the online textbook with students.	Technology	08/12/2015	05/27/2016	\$500000	District Funding	Math teachers
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Special education teachers work in an inclusive classroom setting with core teachers. Classroom teachers plan lessons together in order to increase opportunities for student success.	Academic Support Program, Other - Special Education	08/12/2015	05/27/2016	\$0	No Funding Required	Classroom teachers and special education teachers
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**Strategy 2:**

Departmental Interventions - The math department will meet monthly to look at data and discuss new strategies to improve student performance.

Category:

Research Cited: Teachers collaborating ideas has been proven effective in increasing student learning.

Activity - Response to Intervention (RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every 4 1/2 weeks parents of students with a 69% or below will be contacted and informed of what their child needs to do to improve their grades. Documentation of parent contact will be turned in to RTI/PST Coordinator in order to provide information to assist team in making academic decisions for students.	Academic Support Program	08/07/2015	05/27/2016	\$0	No Funding Required	All staff is responsible for RTI Intervention.

Activity - Math Department Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be offered 5 days a week from 7:25 to 7:45 for students who are struggling. Math teachers will rotate the tutoring schedule. A log of students coming to tutoring will be kept.	Tutoring	08/07/2015	05/27/2016	\$0	No Funding Required	All Math teachers.

Activity - Beta Club Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to receive free tutoring every Thursday in the library. This time can be used to remediate math ACT objectives that are indicated on each student home report.	Tutoring	08/07/2015	05/27/2016	\$0	No Funding Required	The Beta Club sponsor and senior counselor are responsible for over seeing the tutoring and documenting who attends.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Online program that provides extra practice for ACT objectives.	Technology	08/07/2015	05/27/2016	\$850	All math teachers
<b>Total</b>					\$850	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	Special education teachers work in an inclusive classroom setting with core teachers. Classroom teachers plan lessons together in order to increase opportunities for student success.	Academic Support Program, Other - Special Education	08/12/2015	05/27/2016	\$0	Classroom teachers and special education teachers
Math Department Tutoring	Tutoring will be offered 5 days a week from 7:25 to 7:45 for students who are struggling. Math teachers will rotate the tutoring schedule. A log of students coming to tutoring will be kept.	Tutoring	08/07/2015	05/27/2016	\$0	All Math teachers.
Beta Club Tutoring	Students have the opportunity to receive free tutoring every Thursday in the library. This time can be used to remediate math ACT objectives that are indicated on each student home report.	Tutoring	08/07/2015	05/27/2016	\$0	The Beta Club sponsor and senior counselor are responsible for over seeing the tutoring and documenting who attends.
Response to Intervention (RTI)	Every 4 1/2 weeks parents of students with a 69% or below will be contacted and informed of what their child needs to do to improve their grades. Documentation of parent contact will be turned in to RTI/PST Coordinator in order to provide information to assist team in making academic decisions for students.	Academic Support Program	08/07/2015	05/27/2016	\$0	All staff is responsible for RTI Intervention.
Warmups	Provide warmup problems that review objectives covered on the ACT.	Tutoring	08/07/2015	05/27/2016	\$0	Math teachers

**Total**      \$0

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Laptops/Online textbook	Math teachers will utilize the laptop carts in their classroom to review specific ACT objectives via the online textbook with students.	Technology	08/12/2015	05/27/2016	\$500000	Math teachers
Scantron Performance Series	Math teachers will utilize the laptop carts in their classroom to assess students with Scantron Performance Series to identify mastered and non-mastered skills.	Academic Support Program, Technology	08/07/2015	05/27/2016	\$400000	All math teachers
<b>Total</b>					\$900000	

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**Reading 2015-2016**

## Overview

### Plan Name

Reading 2015-2016

### Plan Description

DRAFT

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To increase the average ACT Reading score of juniors from 20.5 to 21 which indicates college readiness.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0

DRAFT

## Goal 1: To increase the average ACT Reading score of juniors from 20.5 to 21 which indicates college readiness.

### Measurable Objective 1:

55% of Eleventh grade students will demonstrate a proficiency on the ACT in Reading by 05/27/2016 as measured by ACT's college readiness benchmark.

### Strategy 1:

Reading and Writing Across the Curriculum - Core teachers will develop lessons that require reading and writing in their classes. Elective teachers will develop and implement reading/writing lessons as curriculum presents itself.

Category:

Research Cited: NCTE. (2011). "Reading and Writing Across the Curriculum: A Policy Research Brief presented by the National Council of the Teachers of English."

Activity - Moodle and My Big Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moodle or My Big Campus will be utilized by teachers and students to enrich and supplement reading and writing curriculum objectives throughout the school year.	Technology	08/07/2015	05/27/2016	\$0	No Funding Required	Classroom Teachers

Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will incorporate ACT Prep work for reading into their classes using tools like ACT's Question of the Day, ACT Practice Tests, Study Island, and/or Scantron Performance Series etc.	Direct Instruction, Academic Support Program, Technology	08/07/2015	05/27/2016	\$0	No Funding Required	Classroom teachers

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This reading intervention program is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. The Read 180 teacher will use this program to teach lower level/reluctant readers to improve their reading skills. These students will be scheduled to take this as one of their courses and will receive instruction daily.	Direct Instruction, Academic Support Program, Technology	08/07/2015	05/27/2016	\$0	No Funding Required	Read 180 teacher

### Strategy 2:

Remediation and Review - Provide remediation and review opportunities for all special education students weekly by special education teachers.

Category:

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Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers work in an inclusive classroom setting with core teachers. Classroom teachers and special education teachers plan lessons together in order to increase opportunities for student success.	Other - Special Education, Academic Support Program	08/07/2015	05/27/2016	\$0	No Funding Required	All teachers
Activity - Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be given a time by the special education staff to report to the resource room to review all core classroom material prior to testing. Scantron Performance Series will be used to identify skills gaps and Scantron Achievement Series will be used to remediate these gaps.	Direct Instruction, Technology	08/07/2015	05/27/2016	\$0	No Funding Required	Special Education teachers
Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying special education and at-risk students will have one mentoring elective daily supervised by the special education staff to eliminate interruptions in the core classes and to enable special education teachers more inclusion time in the classroom.	Tutoring	08/07/2015	05/27/2016	\$0	No Funding Required	Special Education teachers

## 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
Moodle and My Big Campus	Moodle or My Big Campus will be utilized by teachers and students to enrich and supplement reading and writing curriculum objectives throughout the school year.	Technology	08/07/2015	05/27/2016	\$0	Classroom Teachers
Read 180	This reading intervention program is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. The Read 180 teacher will use this program to teach lower level/reluctant readers to improve their reading skills. These students will be scheduled to take this as one of their courses and will receive instruction daily.	Direct Instruction, Academic Support Program, Technology	08/07/2015	05/27/2016	\$0	Read 180 teacher
ACT Prep	Classroom teachers will incorporate ACT Prep work for reading into their classes using tools like ACT's Question of the Day, ACT Practice Tests, Study Island, and/or Scantron Performance Series etc.	Direct Instruction, Academic Support Program, Technology	08/07/2015	05/27/2016	\$0	Classroom teachers
Collaboration	Special education teachers work in an inclusive classroom setting with core teachers. Classroom teachers and special education teachers plan lessons together in order to increase opportunities for student success.	Other - Special Education, Academic Support Program	08/07/2015	05/27/2016	\$0	All teachers
Mentoring	Qualifying special education and at-risk students will have one mentoring elective daily supervised by the special education staff to eliminate interruptions in the core classes and to enable special education teachers more inclusion time in the classroom.	Tutoring	08/07/2015	05/27/2016	\$0	Special Education teachers
Review	Special education students will be given a time by the special education staff to report to the resource room to review all core classroom material prior to testing. Scantron Performance Series will be used to identify skills gaps and Scantron Achievement Series will be used to remediate these gaps.	Direct Instruction, Technology	08/07/2015	05/27/2016	\$0	Special Education teachers
<b>Total</b>					<b>\$0</b>	

## English Language Learners 2015-16

## **Overview**

### **Plan Name**

English Language Learners 2015-16

### **Plan Description**

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To increase English Proficiency among EL students by .05 on the 2016 ACCESS Test and demonstrate a proficiency of 4.8 or higher on the composite score of the 2016 ACCESS test.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0

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## Goal 1: To increase English Proficiency among EL students by .05 on the 2016 ACCESS Test and demonstrate a proficiency of 4.8 or higher on the composite score of the 2016 ACCESS test.

### Measurable Objective 1:

21% of English Learners students will demonstrate a proficiency increase of .05 in English Language Arts by 05/27/2016 as measured by the 2016 ACCESS test.

### (shared) Strategy 1:

Use of WIDA Standards - Teachers will use the WIDA Standards, Can do descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Category:

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program, Direct Instruction, Technology	08/12/2015	05/27/2016	\$0	District Funding	ESOL Teacher and classroom teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program, Tutoring	08/12/2015	05/27/2016	\$0	No Funding Required	ESOL Teacher

### Measurable Objective 2:

55% of English Learners students will demonstrate a proficiency of 4.8 or higher on the composite score of the 2016 ACCESS in English Language Arts by 05/27/2016 as measured by results from the 2016 ACCESS test.

### (shared) Strategy 1:

Use of WIDA Standards - Teachers will use the WIDA Standards, Can do descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Category:

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Springville High School

All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program, Direct Instruction, Technology	08/12/2015	05/27/2016	\$0	District Funding	ESOL Teacher and classroom teacher
<b>Activity - Intervention</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program, Tutoring	08/12/2015	05/27/2016	\$0	No Funding Required	ESOL Teacher

## 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
Intervention	All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program, Tutoring	08/12/2015	05/27/2016	\$0	ESOL Teacher
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explicit Instruction	All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program, Direct Instruction, Technology	08/12/2015	05/27/2016	\$0	ESOL Teacher and classroom teacher
<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.

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### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2015-16 Stakeholder Feedback

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## 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

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## Areas of Notable Achievement

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

Among Students, Staff, and Parents, Standard 1-Purpose and Direction received the highest rating.

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

Standard 4 showed an increase among students and parents. Standard 2 showed an increase among the staff.

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

Standard 1- "Purpose and Direction" have high approval rates from other sources.

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## Areas in Need of Improvement

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

Among students, Standard 5 -"Using results for continuous improvement" had the lowest level of satisfaction. Among the staff and parents, Standard 3-"Teaching and Assessing for Learning" had the lowest level of satisfaction.

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

Standard 3 shows a decrease in satisfaction among students and Standard 5 shows a decrease in approval among staff and parents.

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

The conclusions we can draw from these perceptions include:

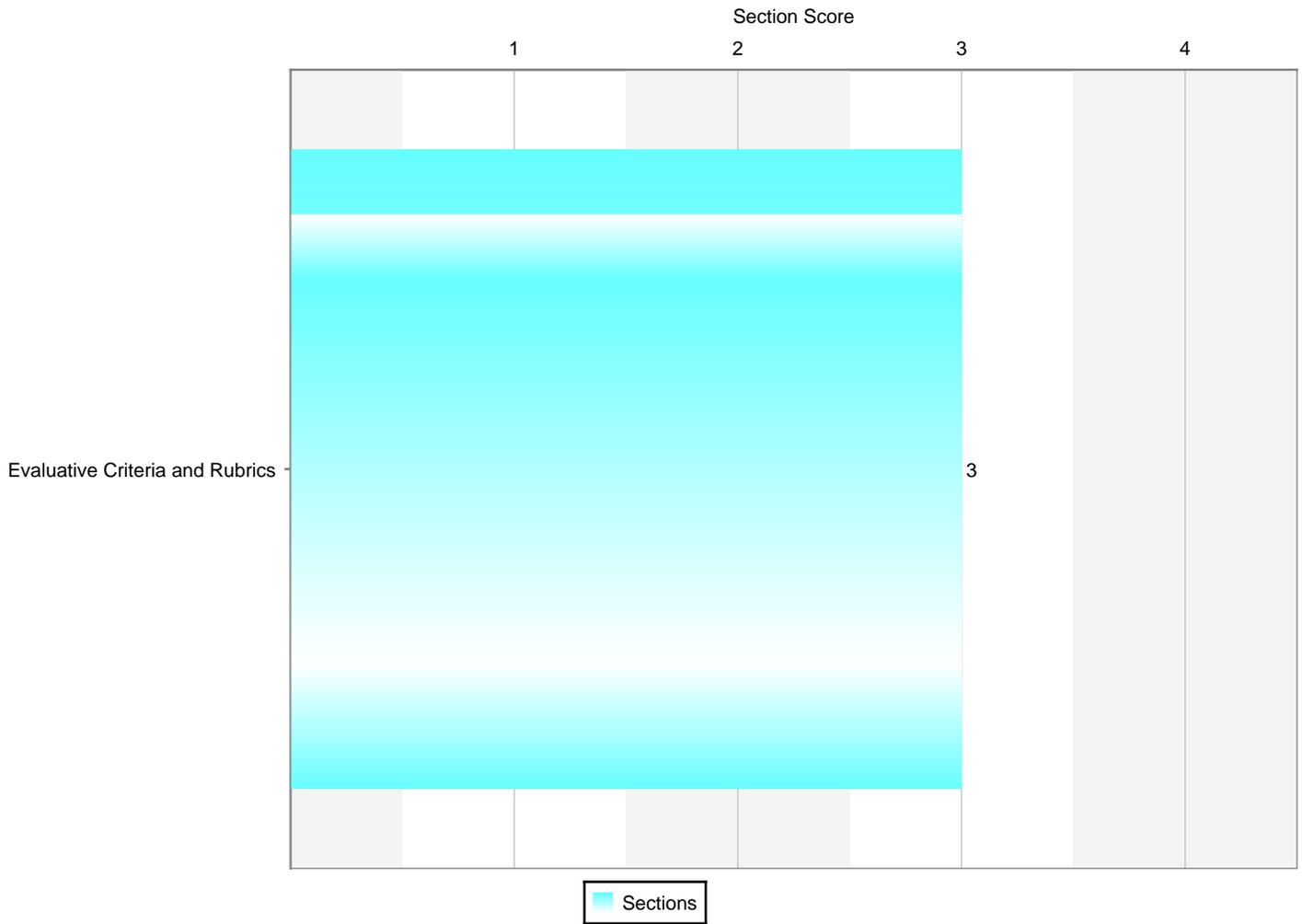
- Our staff will be more diligent in parental communication.
- Our staff will keep grades updated in iNow more frequently.
- Parent/Teacher conferences will be held as necessary.

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

These findings are consistent with reports from previous years. Communication has always been an issue and we are working to correct it.

## Report Summary

### Scores By Section



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# Coordination of Resources - Comprehensive Budget

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## Introduction

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

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**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	36.66	36.66	1,780,000.00
Administrator Units	1.00	1	65,000.00
Assistant Principal	1.00	1	60,000.00
Counselor	2.00	2	100,000.00
Librarian	1.00	1	53,191.00
Career and Technical Education Administrator	3.25	1.0	65,000.00
Career and Technical Education Counselor	4.00	1.0	50,000.00
Technology	0.00	0	2,625.60
Professional Development	0.00	0	2,625.60
State ELL Funds	1.00	1.0	42,000.00
Instructional Supplies	0.00	0	13,320.00
Library Enhancement	0.00	0	875.06
<b>Totals</b>			<b>2,234,637.26</b>

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

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

N/A

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

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

N/A

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## Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	53437.0

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

Title II funds will be disbursed system wide based on the implementation of the Title II professional learning plan. My school received a Class Size Reduction (CSR) unit in the amount of \$53,437 which includes substitutes under the Title II system-wide budget.

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### Title III

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

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

Title III funds are disbursed system wide during the implementation phase of the Title III EL plan. Each school has an EL teacher to provide intervention for students as well as professional development for teachers. EL students in each community will have an extended learning opportunity during the summer.

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**Title IV**

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

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

N/A

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### Title VI

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

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

N/A

DRAFT

### 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

DRAFT

**Other**

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

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

N/A

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### Local Funds

Label	Question	Value
1.	Provide the total	10000.0

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

This amount comes from PTO donations and schoolwide fundraisers to benefit the school.

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