ACIP

Elmore County High School

Elmore County Board of Education

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Eclectic, AL 36024

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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?

Located in Eclectic, Alabama, Elmore County High School (ECHS) serves students in central eastern Elmore County. Eclectic is a rural bedroom municipality of slightly more than a thousand residents which is locally supported by recreational industry related to nearby Lake Martin and construction and manufacturing industries. The current unemployment rate is approximately 4.1 percent, slightly better than the state rate of 4.9 percent; however, the median household income is below the state average. Healthcare is provided by a rural health clinic, a doctor's office, and a dentist's office. Shopping is limited to a few mom and pop stores and chain stores such as Dollar General and Fred's. Within the last few years, an effort to revitalize downtown Eclectic has brought new merchants to Main Street, including a women's clothing boutique, a children's clothing store, a beauty supply store, and a home décor flea market style shop. Furthermore, the Warehouse on Main Street has been transformed into a sought after destination for weddings, formals, and various community events. Other retail outlets are available in a 30 mile radius in nearby Wetumpka, Montgomery, Tallassee, and Auburn. Local events include the annual Cotton Festival, Halloween Trunk-or-Treat sponsored by several local churches, and Christmas parade/tree lighting.

Local support for education and the arts is provided by the Eclectic Public Library, Jacie's Dance Dynamics, Willie Toney's Taekwondo, and various concerts at the Lake Martin Ampitheatre. Other cultural and educational outlets are available in a 30 mile radius in nearby Wetumpka, Tallassee, Montgomery, and Auburn. Higher education institutions in the area include Auburn University Montgomery (21 miles), Troy University Montgomery (30 miles), Alabama State University (25 miles), Trenholm Technical College (34 miles), Faulkner University (21 miles), Huntington College (34 miles), South University (30 miles), Amridge University (31 miles), Fortis College (28 miles), Virginia College (30 miles), Central Alabama Community College (25 miles), Tuskegee University (25 miles), Auburn University Main Campus (33 miles), University of Montevallo (58 miles), and Southern Union State Community College (44 miles).

One of the smaller high schools in the Elmore County Public School System, ECHS has an ADM of 482.10 students in grades 9 - 12. The student population consist of 62 African American, 402 White, 9 Multi-Race and 8 Hispanic. Our student population is unique in that many of them are third generation ECHS students while others are new to Elmore County as a result of real estate marketing efforts within the last ten years which touted the benefits of living in the Eclectic school zone. The senior class of 2018 has 105 members. Trends for the last three years indicate our enrollment has remained steady. The socio-economic background of our students is diverse; however 230 of our students receive free or reduced lunch. The percentage of students attending college remains less than the state average of approximately 48 percent. Students participate in college prep, technical, and cooperative education tracks. Students are bused to the Elmore County Technical Center (ECTC) three times a day. Students are bused once a day to Wetumpka High School to participate in JROTC. Because of these opportunities, students who choose not to go to college are prepared to enter technical school, military or the job force.

A faculty of 26 certified teachers, 5 paraprofessionals, 1 library media specialist, 1 guidance counselor, 1 instructional coach and 2 administrators serves the students of ECHS. 97 percent of teachers are highly qualified (HQT), and approximately half hold a master's degree or higher. Additionally, our Guidance Counselor and Instructional Coach are Nationally Board Certified. The school's close relationship with the community is evidenced by the number of former students who have returned as teachers and staff members.

In an effort to broaden the experiences available to our students, ECHS applied for and was awarded the A+ College Ready Grant in the spring of 2012. Students now have the opportunity to participate in AP English Language and Composition, AP English Literature and

Composition, AP Calculus, AP Biology, Pre-AP English 9, Pre-AP English 10, Pre-AP Chemistry, Pre-AP Biology, Pre-AP Algebra, Pre-AP Geometry, Pre-AP Algebra II, and Pre-AP Pre-Calculus. Although the grant ended in 2015, ECHS still participates in the A+ College Ready program as a partner school and receives matching funds annually to assist with continued professional development for AP and Pre-AP teachers, AP resources/supplies, and study session costs.

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.

Elmore County High School, along with the Elmore County Public School System, adopted a new district-wide purpose statement in the fall of 2016: Every Student Empowered ~ Every Student Succeeds. At ECHS, we seek to provide a quality comprehensive education for all students in a safe environment in order to empower students to function successfully on campus and in the community as productive citizens. In order to empower students to succeed, ECHS provides excellent educational programs offered in a safe and secure environment by a caring and committed faculty and staff. All students are offered time and opportunity to experience success and to develop academically, physically, socially, and morally. Furthermore, a well-defined curriculum with high standards and expectations are delivered through the most effective instructional methods. Additionally, citizens, parents, school staff, and students are respected partners in the educational enterprise. A climate of trust, open communication and collaboration provides increased benefits from the resources invested and support improved opportunities for the community to grow and prosper.

In the fall of 2012, we began our Panther Advisory in which each student is assigned an adult advocate on campus. We are now in our 6th year of implementation and continue to see meaningful relationships being built as well as a climate of trust at ECHS.
The advisement program strengthens connectedness between adults and students on campus and fosters a personalized and supportive school culture; essentially, the advisory structure is student empowerment at its best. As a ninth grader, each student is assigned to an advisor within the school; the student keeps the same advisor throughout his/her high school career. This allows teachers to develop a strong rapport with students and to identify and track the needs and interests of the student in regards to post-high school plans, extra-curricular activities, areas of strengths and weaknesses, etc. Throughout the school year, students meet with their advisors each Friday during Panther Advisory period. Within the advisory period, teachers monitor grades, monitor attendance/make-up work, provide career coaching, cover test-taking skills, discuss character education issues, and determine the best way to advocate for each of their advisees. Common lessons and activities are distributed to teachers to cover during advisory as needed by the administration and/or counselor. Students may also report to their advisor throughout the week when a need arises. At Elmore County High School, Panther Advisory period is also utilized for extra-curricular meetings in order to preserve instructional time and limit interruptions. This gives students the opportunity to participate in club activities and planned grade-level activities during the school day; the activities become inclusive rather than exclusive.

Educational programs offered at ECHS are based on the Alabama Course of Study, College and Career Readiness Standards (based on common core standards), ACT standards, Advanced Placement Curricular Requirements and Laying the Foundation (LTF) Progression Charts. In order to assess student progress and college and career readiness, all students in 9th-12th grade core classes (English, math, science, history) participate in quarterly benchmark testing. Furthermore, in the spring, all Juniors participate in ACT Plus Writing testing and all Seniors participate in the ACT WorkKeys assessment. In order to better prepare students for success at the next level, the school continues to maintain its Advanced Placement (AP) offerings since being awarded the A+ College Ready grant in 2012. In the Spring of 2017, 66 students took a total of 165 AP tests, of which 31 received qualifying scores.

As part of the afore-mentioned A+ College Ready grant, many of our staff members participate in summer professional development at AP Summer Institutes and LTF trainings. Also, those teachers who instruct AP and Pre-AP classes participate in frequent vertical alignment meetings, two-day AP trainings, and Saturday study sessions. This allows teachers to collaborate with other educators in our county and beyond. Their willingness to go above and beyond is a testament to the caring atmosphere at ECHS and the commitment of the staff to student success.

Aside from their primary duty in the classroom, many teachers at ECHS also sponsor or coach extra-curricular activities. Clubs and organizations, such as Key Club, Future Farmers of America, Future Career and Consumer Leaders of America, Reading Club, and Drama Club to name a few, give students the opportunity to develop socially and morally as they experience fraternization, community service, leadership, and goal setting. Athletics allows students to develop and test themselves physically, socially, and morally as well. While academics is our primary focus, we recognize that it cannot be our sole focus. In order to prepare productive citizens, we have to provide students with opportunities to be tested and to excel outside of the classroom as well.

Events held by our extra-curricular sports, clubs, and organizations are one way that we involve parents and citizens at ECHS. From reading at the local preschool center to Friday night football, the community is definitely a part of ECHS. Because we are located in a small town, the schools in Eclectic tend to be the center of life in the municipality. For example, students volunteer throughout the community at locations such as the local library, senior citizen center, and elementary and middle schools. Parents are encouraged to visit through parent report days, open house, AP meetings, student scheduling conferences, club inductions, and sporting events. We keep lines of communications with stakeholders open through School Messenger phone calls, our Facebook page, school newsletters, school website, Remind 101, and teacher websites.

Notable Achievements and Areas of Improvement

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

In the last four years, Elmore County High School has realized improvements to both its academic programs and physical plant. Academically, we continue to have the highest graduation rate in the county and also have fewer graduates requiring remedial coursework at the college level than do our in-system counterparts. In an effort to reduce dropouts and curb failures, the faculty meets each grading period to review data and provide strategies and supports for struggling students. The 2017-18 school year marks the sixth year of implementation of our Panther Advisory program. Panther Advisory has been well-received by students and faculty alike. We look forward to the many positive results of this mentoring program. Our students continue to earn increasing scholarship awards which range from $942,000 in 2009 to over 2 million dollars in 2017. Approximately half of our graduates continue their education at a college and/or technical school. In 2010, we began offering Advanced Placement (AP) courses on campus in English and in 2012 we applied and received the A+ College Ready Grant. The grant was for three years and we are now a Partner School with 4 trained AP teachers who offer AP coursework in English, math, and science. In the spring of 2017, 31 qualifying scores were received on AP tests. We also offer several AP courses through ACCESS with a trained ACCESS facilitator who was the 2015 ACCESS Facilitator of the Year. The success of our ACCESS program was highlighted last spring when one of our seniors received the 2017 ACCESS Student of the Year award. AP and Pre-AP teachers are also trained in Laying the Foundation (LTF) strategies and have access to a plethora of NMSI/LTF curricular resources online.

The physical plant has also been enhanced. In 2008, the building housing the library was refurbished to provide internal access between the first and second levels. The lower level was transformed into a state of the art computer lab. In 2009, 12 classrooms were equipped with Smart boards, document cameras, airliners, and response systems. We have continued this upgrade and now have this equipment in nearly all classrooms. The auditorium received a total renovation including sound and lighting equipment in 2013. The remainder of the lower building has also been renovated, in addition to several campus-wide paving projects. Flooring upgrades, new carpeting and tile, have been made in both buildings. Athletic facilities, including the baseball field, softball field, and the boy's gym have also been improved. The baseball facilities were upgraded to include a locker room and a fencing project was completed in 2014. Softball improvements include the addition of a second field, dugouts, a press box, and concession stand. Air conditioning was added to the boy's gymnasium so that it can more comfortably accommodate student assemblies and programs as the current auditorium cannot seat the entire student body. In the summer of 2014, construction began on a state of the art fitness center and gymnasium which was completed in October 2015. This past summer painting and flooring projects brought another facelift to our upper building, which houses most junior and senior level classes. In addition, a county-wide technology refresh in August provided all of our teachers with new laptops and desktops for the classrooms. Furthermore, our lower building computer lab and library mobile lab cart were updated with new devices, and we added an additional computer lab in the main building.

ECHS clubs and organizations positively impact the community via various projects: the cheerleaders collect macaroni and cheese dinners in lieu of money to support the local food pantry; the Beta Club collect canned goods prior to Thanksgiving; the Key Club reads to pre-school students; the the Drama Club performs in elementary classrooms; FCCLA provides stuffed animals for neo-natal intensive care; the Student Council hosts a blood drive.

Athletics and extracurricular activities play an integral role in the lives of our students and promote academic success. Future Farmers of America (FFA) students have excelled in small engines, mechanics, construction, and safe tractor driving competition in the Central District consistently placing. FCCLA students have completed and placed in the Beef Cook-off. Drama students have consistently earned superior

ratings at Trumbauer. Additionally, the drama classes put on a play with day-time performances for students and evening performances for the public. The Marching Band has earned superior ratings, numerous Best in Class awards, and Most Entertaining Band awards, marched in the Inaugural Parade, and been invited to march in the Fourth of July Parade in Washington, DC. The volleyball team has enjoyed success winning the Area for the last seven years. The power-lifting and wrestling teams have earned several state titles and were pleased to accept national championship titles in 2007 and 2014. The softball team made the state tournament in 2008 and 2014, and the team continues to improve as demonstrated by the 2nd place finish in Area in the spring of 2017. Additionally, for the first time in school history, our boys' and girls' basketball teams both won Area in the spring of 2017. At the state meet in 2017, the Track and Field team brought home gold medals in the long jump and triple jumps as well as a silver medal in the 200m.

Despite the many accomplishments of our students, areas of physical improvement, and additions to the curriculum, there remain several areas of focus. In order to prepare our students for the challenges of college and the workforce, we need to increase rigor in all classes and provide appropriate professional development to our teachers on such. As course offerings continue to expand, we need to use data (ACT, WorkKeys, benchmarks, and grades), not student whims, to determine course placement. Parents are important stakeholders, and we need to always seek to communicate with them and encourage their participation in and support of school-related activities. ECHS is fortunate in that staff turnover is relatively low; however, when there is turnover or a unit is added, we need to insure staff participation in mentoring new teachers. Finally, in an effort to prepare our students for life in the technologically advanced world in which we live, we need to continually look for, learn about and integrate technology applications in the classroom.

Additional Information

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

Elmore County High School students participate in ACT testing throughout the year: 102 students in the Class of 2018 took the test in the Spring of 2017. The average ACT composite score for the Class of 2018 was 17. Furthermore, 40.2 percent of those students met ACT's college readiness benchmarks in English, 15.7 percent in mathematics, 18.6 percent in reading, and 14.7 percent in science.

TECHNOLOGY IMPROVEMENTS/ADVANCEMENTS Elmore County Public Schools is currently at 1.25Gbps. Elementary and Middle Schools possess 1 Gbps switch ports and 10 Gbps uplinks and the high schools have 100Mbps switch ports and 1Gbps uplinks. The District's wide area network (WAN) is comprised of 10 Gbps links between all sites and a 40 Gbps aggregate handoff to our ISP. Possessing a full fiber rich network means that upgrading to faster speeds will only involve endpoint upgrades. Elmore County reports that the district is currently able to provide students and staff with suitable access however with the sharp increase in online textbooks, assessments, collaboration tools, and social media, current speeds need to be bolstered. The District believes technology integration in learning is a priority; it is its goal to incrementally increase, over the next several years until the FCC requirements are reached. The increased bandwidth paired with rigorous professional development and "blended learning" strategies can help to enhance student achievement and retention as well as change the very notion of learning itself. July 2017 we began our second REFRESH of devices that include administrators, teachers, staff and student window devices and Chromebooks. This project will be completed by the end of September 2017.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process to engage a variety of stakeholders in the development of the Elmore County High School (ECHS) AdvancED Continuous Improvement Plan (ACIP) is one that requires forethought and planning. Faculty members, students, parents, and community leaders were chosen to represent a variety of backgrounds and perspectives. Selected members of the faculty were informed prior to the start of the school year that they would be a part of Elmore County High School's Leadership Team, the committee that reviews and writes the improvement plan. Stakeholders were asked to serve on the AdvancED Continuous Improvement Plan (ACIP) committee in August 2017. All stakeholders meet periodically to discuss, review or revise the plan. Meetings dates and times are planned and emailed well in advance so that all stakeholders have an opportunity to be present.

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

The Elmore County High School Leadership Team members from the school staff include the principal, assistant principal, instructional coach, guidance counselor, media specialist/technology coordinator, faculty representative/athletic director, support staff representative, and cafeteria manager. The Leadership Team also includes parent, community, and student representatives. Each team member is encouraged to voice their opinion and talk to others about the state of our school. The instructional coach meets with each subject area to review data, develop goals, and determine strategies/activities to meet said goals. All faculty and staff are given an opportunity to make changes or suggestions to the ACIP. Stakeholders are expected to gather information and help to make a positive impact on ECHS. Documentation of attendance and/or notification of meetings is maintained on site

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 stakeholders meet as necessary to address strengths and weaknesses in the ACIP.   The Elmore County High School (ECHS) ACIP is posted on the school website for viewing. A copy of the ACIP was sent through email to all stakeholders as well as distributed to faculty in a staff meeting. Copies of the ACIP are available at any time for viewing in both administrators' offices as well as in the instructional coach's office and media center. Teachers also have the goals in their classrooms, and share these goals with students during our Panther Advisory period. The ACIP is updated as new information becomes available. The ACIP never reaches a final version; it is a living document in which stakeholders are allowed to discuss its contents at any time.

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	Summary of ACT & Aspire Data Attached.	ECHS ACT & Aspire Data Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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?

On both the ACT Plus Writing administered to Juniors in the Spring of 2017, the school's average score for the writing portion of the test was 5.7 compared to the state average of 5.4. This is also an improvement over the school's average writing score from the Spring 2016 administration, which was 5.4 compared to the state average of 5.3. Writing is taught not only in our English classes, but across the curriculum, with an emphasis in science and social studies classes. All science and social studies teachers are required to include one graded writing component into their curriculum once per quarter.

Additionally, on the ACT Plus Writing, 41% of students benchmarked in English, compared to 16-19% benchmarks in the subjects of math, science, and reading. Although the school average did not meet or exceed the state average, when compared to other subject areas, ECHS Juniors did very well in English. Furthermore, on the ACT Aspire administered to sophomores at ECHS in the Spring of 2017, the school's average English score was a 430 and in the "Ready" range. Together, these indicate that ECHS students are stronger in the area of English than other core subjects.

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

On the ACT administered to Juniors every spring, the only area that showed a positive trend was Writing. In 2016, Juniors averaged a 5.4 on writing, a 2% increase over state average of 5.3. In 2017, Juniors averaged a 5.7 on writing, a 6% increase over state average of 5.4.

On the ACT Aspire administered to sophomores, English and Writing showed positive trends when comparing 2017-2016 results to 2015-2016 results. Average English score for the school increased from a school average of 428 to 430; average Writing score for the school increased from 421 to 423. In 2017, 28% of students benchmarked in writing, compared to 19% in 2016.

Which area(s) indicate the overall highest performance?

According to the ACT administered to Juniors in the Spring of 2017, the areas with the highest performances were Writing and English. No benchmark score is set for Writing, but it is the only area in which students at ECHS surpassed the state average. For English, 41% of ECHS students earned a benchmark score or higher.

According to the ACT Apire administered to Sophomores in the Spring of 2017, the area with the highest performance was English with 57% of students earning a benchmark score or higher. Although the class average for Reading and Writing were not in the benchmark range, they were in the "Close" range as determined by ACT. In reading, 37% of sophomores benchmarked; in writing, 28% benchmarked.

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

For the ACT Plus Writing, no subgroup showed a trend toward increasing performance. However, according to available ACT Aspire data for 2015-2016 and 2016-2017, Black/African American students showed increased on both the Reading and Mathematics subject tests. In Reading, 24% of Black/African American students benchmarked in 2017, compared to 21% in 2016. In Mathematics, 14% of Black/African American students benchmarked in 2017, compared to 7% in 2016. From 2016 to 2017, female students showed a trend toward increasing performance in English, Reading, Math, and Writing. Male students showed a trend toward increasing performance in Reading and Writing.

Between which subgroups is the achievement gap closing?

Data does not show any significant closing of the achievement gap.

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

Comparing ACT Plus Writing with ACT Aspire, it is evident that English Language Arts (Reading, English, Writing) is stronger than Science and Math.

Areas in Need of Improvement

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

According to 2016-2017 ACT data, only 16 percent of all 11th grade students tested scored at or above benchmark in Mathematics and Science. For the first time since 2013, the school average on ACT was below the state average in all four subject area tests (English, Mathematics, Reading, and Science). The composite score school average was 17.7 compared with 18.4 for the state average. Only 17 percent of students earned benchmark scores in three or four areas. Only 2% of the juniors earned a benchmark score (26) or higher for STEM Readiness (Mathematics and Science).

The ACT Aspire that was administered to sophomores in the spring of 2017 shows the same areas of weakness. Only 22% of students benchmarked on the Mathematics section, and only 25% of students benchmarked on the Science section.

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

After having three years of positive trends in all four subject areas tested on the ACT Plus Writing, the data for the 2017 spring administration showed a downward trend in all four subject areas. The only section that showed a positive trend was Writing.
On the ACT Aspire, Mathematics and Science both showed downward trends. The average Mathematics score for the school in 2017 was 424, compared to 428 in 2016. The average Science score for the school was 424 in 2017, compared to 426 in 2016.

Which area(s) indicate the overall lowest performance?

Results from the Spring Administration of the 2017 ACT Plus Writing taken by all Juniors indicate only 16% of the students scored at or above the benchmark in Mathematics and Science. ACT Aspire results indicate only 22% of students scored at or above the benchmark Mathematics and 25% in Science.

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

With respect to gender, on the ACT Aspire administered to 10th grade students, males showed a significant decrease in performance on the English section; only 45% benchmarked in 2017 compared to 54% in 2016. On the same test, decreasing performance for the Black/African American subgroup was evident in English (24% benchmarked in 2017 compared to 43% in 2016), Writing (5% benchmarked in 2017 compared to 14% in 2016), and Science (5% benchmarked in 2017 compared to 14% in 2016).

Between which subgroups is the achievement gap becoming greater?

Data does not show a significant closing or widening of the achievement gap.

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

Comparing the ACT Aspire Summative data to the ACT Plus Writing data, Mathematics and Science deficiencies are consistent from source to source. Also, our Advanced Placement test results for Calculus are consistent with this finding. Very few students (1 or 2) are achieving qualifying scores each year.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3
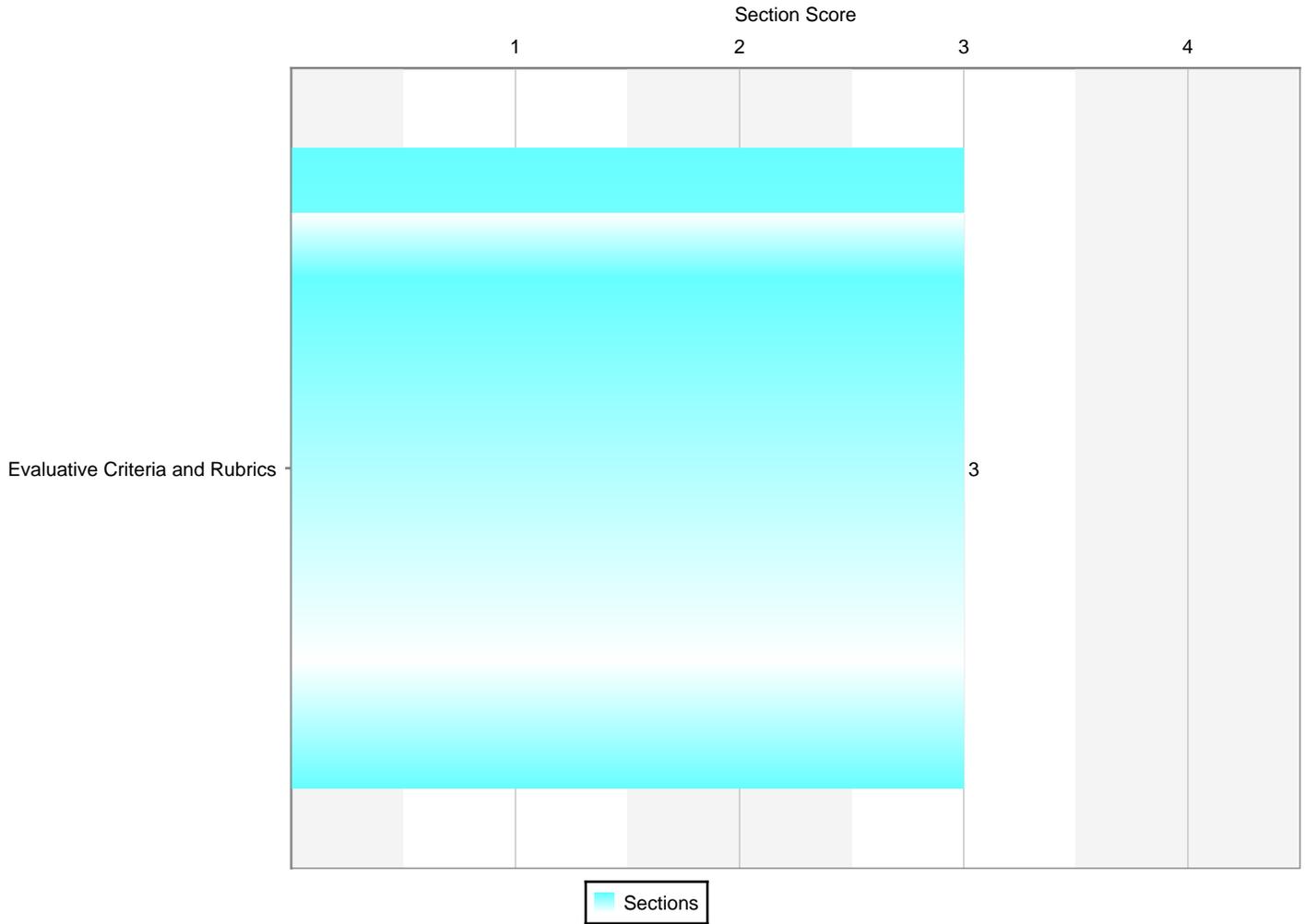
Sections

2017-2018 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	Sign-in sheets, agenda/notes are maintained on-site. Signature sheet is attached.	Leadership Team 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	Document is attached.	ACIP Signature Sheet

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	Document is attached.	ACIP Signature Sheet

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	Document is available in eGAP Document Library.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Not a Title I School	

Plan for 2017-2018 ACIP

Overview

Plan Name

Plan for 2017-2018 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	ELL Goal AMAO A	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
2	EELL Goal AMAO B	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
3	Strengthen the Panther Advisory program in order to meet the physical, mental/emotional, and academic needs of students at ECHS.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	$0
4	Increase the percentage of 11th grade students benchmarking on the Reading section of the ACT.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
5	Increase the percentage of 11th grade students benchmarking on the Mathematics section of the ACT.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$0
6	Increase the percentage of 11th grade students benchmarking on the Science section of the ACT.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0

Goal 1: ELL Goal AMAO A

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency with a .5 gain or higher on the Composite Proficiency Level in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs assessment.

Strategy 1:

WIDA ESL Training - Teachers of English Learners will attend annual WIDA ESL training.

Category: Develop/Implement Professional Learning and Support

Activity - WIDA ESI training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend annual WIDA ESL training.	Professional Learning	08/08/2016	05/25/2017	$0	Title III	All Teachers

Strategy 2:

Model Performance Indicator (Can Dos) - Teachers of English Learners will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on and are not limited to, the language domains of reading, writing, and listening.

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

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	$0	No Funding Required	EL Coordinator

Activity - IELP for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL committee will write an IELP for identified EL students that were not proficient to make sure they have appropriate accommodations in reading, writing, listening, and speaking.	Academic Support Program	08/08/2016	05/25/2017	$0	No Funding Required	IELP Team

Goal 2: EELL Goal AMAO B

Measurable Objective 1:

22% of English Learners students will demonstrate a proficiency level of 4.8 or higher in English Language Arts by 05/25/2017 as measured by ACCESS for ELL Assessment.

Strategy 1:

WIDA ESL Training - Teachers of English Learners will attend annual WIDA ESL Training.

Category: Develop/Implement Professional Learning and Support

Activity - WIDA ESL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of English Learners will attend annual WIDA ESL Training	Professional Learning	08/08/2016	05/25/2017	$0	No Funding Required	All Teachers

Strategy 2:

Model Performance Indicators (Can Do's) - Teachers of English Learners will use Model Performance Indicators (Can Do's) as guidance for developing language

objectives that focus on and are not limited to, the language domains of reading, writing, and listening.

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

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	$0	No Funding Required	EL Coordinator

Goal 3: Strengthen the Panther Advisory program in order to meet the physical, mental/emotional, and academic needs of students at ECHS.

Measurable Objective 1:

collaborate to expand opportunities offered through Panther Advisory in order to nurture students physically, mentally/emotionally, and academically by 05/26/2017 as measured by student and faculty surveys.

Strategy 1:

Provide Each Student with Adult Advocates - Elmore County High School (ECHS) has a Panther Advisory program that provides each student on campus with an adult advocate that they meet with weekly. Students are assigned an advisor as incoming freshmen and keep the same advisor until they graduate. All certified personnel on campus are involved in the Panther Advisory program and meet with their advisees every Friday during an advisement period for grade monitoring, character education, career exploration, test taking skills, etc.

The Panther Advisory program was brainstormed and developed by faculty members at ECHS in in-service meetings conducted by administration and consultants. During the first year of the program, meetings were not weekly and the program was more informal in nature. However, with the second year of the program, Panther Advisory became a fixed period on the schedule and a more formal process was established whereby teachers could follow-up with their students in a more consistent manner.

Category: Implement Guidance and Counseling Plan

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

As a ninth grader, each student is assigned to an advisor within the school; the student keeps the same advisor throughout his/her high school career. This allows teachers to develop a strong rapport with students and to identify and track the needs and interests of the student in regards to post-high school plans, extra-curricular activities, areas of strengths and weaknesses, etc. Throughout the school year, students meet with their advisors each Friday during Panther Advisory period. Within the advisory period, teachers monitor grades, monitor attendance/make-up work, provide career coaching, cover test-taking skills, discuss character education issues, and determine the best way to advocate for each of their advisees. Common lessons and activities are distributed to teachers to cover during advisory as needed by the administration and/or counselor. Students may also report to their advisor throughout the week when a need arises. At Elmore County High School, Panther Advisory period is also utilized for extra-curricular meetings in order to preserve instructional time and limit interruptions. This gives students the opportunity to participate in club activities and planned grade-level activities during the school day; the activities become inclusive rather than exclusive. a. As an incoming freshman, each student is assigned to an advisor for Panther Advisory by the school counselor. Advisory groups are limited to approximately 18-20 students. Students keep the same advisor until they graduate. b. Advisors can review list of advisees using iNow. Advisors receive transcripts for each advisee as well to determine student progress and strengths/weaknesses. c. Students meet with advisors each Friday during Panther Advisory (period 8). At the beginning of the year, the principal meets with each ninth grade advisory class to communicate the purpose and goals of the advisory program. d. All report cards/progress reports are distributed by advisor to ensure grade monitoring by student advocate is taking place. e. Students may meet with advisor on days other than Friday as the need arises.	Academic Support Program	08/09/2017	05/25/2018	$0	No Funding Required	Instructional Coach; Staff Members who serve as Advisors

Strategy 2:

Student Involvement/Team Building - Through Panther Advisory, students will have the opportunity to network with each other, complete team building exercises, and find opportunities to get involved in the school/community.

Category: Develop/Implement Student and School Culture Program

Activity - Team Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within Panther Advisory, students will participate in team building exercises to encourage collaboration and community within advisory families. Students may participate in the Marshmallow Challenge, Breakout EDU sessions, Parachute challenge, etc. Teamm building activities will be planned school-wide by the Instructional Coach or individually by teachers.	Behavioral Support Program	08/09/2017	05/25/2018	$0	No Funding Required	Instructional Coach; Administrators; Faculty Advisors

Activity - Get Involved Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extracurricular activities, such as clubs, sports, band and other non-academic pursuits can be a big part of school for a teenager. Although there is the argument that extracurricular activities distract from academic study, there is more and more evidence that extracurricular activities actually enhance academic learning. There are numerous benefits to participating in extracurricular activities, not the least of which is developing good teamwork skills and discovering a personal passion. One of the major benefits of participating in extracurricular activities is how it helps adolescents develop socially. Engaging in non-academic pursuits helps encourage teamwork, leadership skills, cooperation and social development that students don't get to the same degree from working in the classroom. Extracurricular activities can give students a purpose for attending school and provide them with an incentive for good academic performance and behavior. Extracurricular activities help develop areas of the brain that may not be fully utilized by strictly academic work, as well as developing important skills that can transfer into academic performance, such as creative problem solving and teamwork. The way students choose to spend their free time can have a huge impact on their academics, and extracurricular activities are a good way to encourage positive use of free time. Another major benefit of participating in extracurricular activities is how they can foster a life-long passion. By giving students the opportunity to experiment with various extracurricular activities outside of their academic life, you open the door for a potential future in arts, music, sports or theater that may not have been sparked by strictly academic work. Many times, being involved in extracurricular activities also helps to raise the self esteem of teens. During Panther Advisory in September, all students will attend ECHS's Get Involved! Fair. Student representative from school and community clubs, sports, groups, and activities will set up tables and recruit students for membership. The fair will make students more aware of extra-curricular activities that they can participate in and provide student recruiters with leadership experience.	Extra Curricular	09/29/2017	09/29/2017	$0	No Funding Required	Instructional Coach; Extra-Curricular Advisors; Athletic Coaches

Activity - Class Breakfasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Panther Advisory, breakfasts are held for each grade level. This provides an informal opportunity for students to meet with their peers, parents, and community members. The breakfasts often are used to distribute important information (graduation information, ring order information) to parents and students. However; the benefits extend well past the communication factor.	Behavioral Support Program, Community Engagement, Parent Involvement	08/09/2017	05/25/2018	$0	No Funding Required	Class Sponsors; Administrators

Strategy 3:

College/Career Readiness - During Panther Advisory, opportunities will be provided for students to explore college and career options.

Category: Implement Guidance and Counseling Plan

Activity - Career Interest Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Career Interest Surveys during the first quarter in order to assist our faculty with identifying student needs and goals. The surveys will also us to better plan advisory activities and guest speakers.	Career Preparation/Orientation	08/09/2017	10/13/2017	$0	No Funding Required	Instructional Coach; Guidance Counselor; Faculty Advisors

Activity - College & Military Recruiters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Panther Advisory, students will have the opportunity to explore college and career options by meeting with college representatives and military recruiters.	Career Preparation/Orientation, Community Engagement	08/09/2017	05/25/2018	$0	No Funding Required	Guidance Counselor

Activity - College Application Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

During College Application Week, various activities, field trips, dress up days will be held to encourage students to apply to or seek information from colleges, technical schools, or branches of the military.	Career Preparation/Orientation	10/30/2017	11/03/2017	$0	No Funding Required	Guidance Counselor; Administrators; Instructional Coach; Faculty Advisors

Goal 4: Increase the percentage of 11th grade students benchmarking on the Reading section of the ACT.

Measurable Objective 1:

A 3% increase of Eleventh grade students will achieve college and career readiness as demonstrated by earning a benchmark score (22) in Reading by 04/30/2018 as measured by ACT Spring Administration Scores. We will increase from 18.6% of students benchmarking on the reading section of the Spring 2017 ACT to 21.6% on the Spring 2018 test..

Strategy 1:

Instructional Focus: Integration of Knowledge and Ideas - Based on the 2017 Spring administration of the ACT Aspire to this year's current juniors, Integration of Knowledge and Ideas was Elmore County High School's weakest area in the subject of reading. According to the data, only 32% of this year's juniors had a score in the Integration of Knowledge and Ideas category that fell within the ACT Readiness Range. By focusing on this deficiency, ECHS seeks to improve the number of students benchmarking (score of 22 or above) on the Reading section of the ACT from 18.6% to 21.6%.

The Integration of Knowledge and Ideas category on the ACT corresponds to the Integration of Knowledge and Ideas College & Career Readiness Standards for English 9, 10, 11, & 12. In order to address the noted weakness, English teachers at ECHS will place a focus on understanding arguments in the study and analysis of somewhat challenging texts (complexity level) and on integration of ideas when multiple texts are present. According to ACT's College & Career Readiness Standards document for Reading, to benchmark in this category, students need to demonstrate the following knowledge and skills:

ARG 401. Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim.
ARG 402. Identify a clear central claim in somewhat challenging passages.
SYN 401. Draw logical conclusions using information from two literary narratives.

These knowledge and skills are found in the following anchor standard for English Language Arts at the high school level:

CCSS.ELA-LITERACY.CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

In order to arm students with the skills necessary for achieving a benchmark score, all English teachers at ECHS will focus instruction on evaluating argumentative texts and paired passages throughout the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Educational Policy Improvement Center (2011b)

Reaching the Goal: The Applicability and Importance of the Common Core State Standards to

College and Career

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphic organizers with argumentative texts to identify the claim of an argument and trace how a writer supports his or her claim with reasons and evidence.	Direct Instruction	08/09/2017	05/25/2018	$0	No Funding Required	English teachers, instructional coach

Activity - Acronyms for Analysis of Arguments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will utilize acronyms to analyze arguments in order to assist them in identifying the author's claim and reasoning. English teachers may utilize one of the following or choose another one appropriate to the task: 1. SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that you must first ask yourself in order to fully understand the speech you're studying. The basic premise of a speech is that a speaker wishes to take a stand concerning a given topic. The speaker's goal is to introduce the topic, describe a particular way a listener should respond to the topic, and finally, encourage the listener to adopt the speaker's philosophy or pursue the speaker's intended course of action. The degree to which a speaker is effective depends in a large way on the choices made in the six features analyzed using SOAPSTone. If you know or can make inferences about the Speaker, Occasion, Audience, Purpose, Subject, and Tone of the text, you can reach educated conclusions based on how the text was planned. 2. S.M.E.L.L. – Evaluating argumentation and persuasion (with rhetorical appeals) Sender/receiver relationship: Who is the speaker? Who is the audience? What is the tone directed from one to the other? Message: What is the content and/or claim? Evidence: What kind of evidence is given and to what extent? Logic: What is the quality of the reasoning? What types of appeals are being used? Language: What stylistic and rhetorical devices are being employed?	Direct Instruction	08/09/2017	05/25/2018	$0	No Funding Required	English teachers, instructional coach

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NMSI's Laying the Foundation Program equips teachers with the training, support and resources they need to drive student achievement. The program helps teachers of grades 3–12 raise expectations and shift students to advanced levels of thinking and learning. Developed by experienced teachers and content experts, the program provides classroom-ready materials and resources and instructional best practices for increasing academic rigor and building college and career readiness. HAving already participated in LTF training previously, English teachers will utilize LTF lessons that focus on the analysis of arguments, identification of claim, and evaluation of evidence and reasoning.	Direct Instruction	08/09/2017	05/25/2018	$0	No Funding Required	English teachers, instructional coach

Activity - Practice ACT Passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will utilize ACT practice passages (especially ones with claims or paired texts) with students using simulated ACT timing. Teachers will review multiple choice questions and correct answers with students to address weaknesses and clarify any misconceptions about claims and/or comparing texts.	Direct Instruction	08/09/2017	04/20/2018	$0	No Funding Required	English teachers, instructional coach

Goal 5: Increase the percentage of 11th grade students benchmarking on the Mathematics section of the ACT.

Measurable Objective 1:

A 3% increase of Eleventh grade students will achieve college and career readiness as indicated by earning a benchmark score (22) or higher on the mathematics section of the Spring 2018 ACT test in Mathematics by 04/30/2018 as measured by ACT Spring Administration Scores. We will increase from 15.7% of students benchmarking on the mathematics section of the Spring 2017 ACT to 18.7% on the Spring 2018 test..

Strategy 1:

Instructional Focus: Number & Quantity; Functions - Based on the 2017 Spring administration of the ACT Aspire to this year's current juniors, Number & Quantity and Functions were Elmore County High School's weakest areas in the subject of mathematics. According to the data, only 24% of juniors had a score in the Functions category that fell within the ACT Readiness Range. By focusing on these deficiencies, ECHS seeks to improve the percentage of students benchmarking (score of 22 or above) on the mathematics section of the ACT from 15.7% to 18.7%.

The Functions categories on the ACT corresponds to the Functions categories in the Alabama College & Career Readiness Standards for High School Mathematics. In order to address the noted weakness, math teachers at ECHS will place a focus these categories in all high school math courses. According to ACT's College & Career Readiness Standards document for mathematics, to benchmark in this category, students need to demonstrate the following knowledge and skill:

F 401. Evaluate linear and quadratic functions, expressed in function notation, at integer values

In order to equip students to be more successful in this category on the ACT, all math teachers at ECHS will place an instructional focus on functions.

Category: Develop/Implement College and Career Ready Standards

Activity - ACT Style Warmups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete ACT Style Warm-ups that focus on knowledge and skills from the Functions category on the ACT and in the College and Career Readiness Standards for Mathematics.	Academic Support Program, Direct Instruction	08/09/2017	05/25/2018	$0	No Funding Required	Math Teachers; Instructional Coach

Activity - Cooperative Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete activities on linear and quadratic equations in small groups, working collaboratively.	Academic Support Program, Direct Instruction	08/09/2017	05/25/2018	$0	No Funding Required	Math Teachers

Strategy 2:

Tutoring - Math tutoring is available to all students at ECHS throughout the school year either before or after school by teachers and/or peers.

Category: Develop/Implement Learning Supports

Activity - MAT Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of Mu Alpha Theta, our math honor society, provide tutoring to all students at ECHS after school one-day per week. Tutoring is under the supervision of our Math Department Head and MAT sponsors.	Academic Support Program, Extra Curricular	08/09/2017	05/25/2018	$0	No Funding Required	Mu Alpha Theta Sponsors

Activity - Morning Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th Grade math teacher provides tutoring to any student in math before school several times per week.	Academic Support Program	08/09/2017	05/25/2018	$0	No Funding Required	Math Teachers

Strategy 3:

Math Prep Sessions - Prep Sessions for the Mathematics section of the ACT will be provided to students during Panther Advisory period.

Category: Develop/Implement Learning Supports

Activity - ACT Math Prep Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will hold ACT Math Prep Sessions in the second semester for Juniors during Panther Advisory period.	Academic Support Program, Direct Instruction	01/08/2018	04/27/2018	$0	No Funding Required	Math Teachers; Instructional Coach

Goal 6: Increase the percentage of 11th grade students benchmarking on the Science section of the ACT.

Measurable Objective 1:

A 3% increase of Eleventh grade students will achieve college and career readiness as indicated by earning a benchmark score (23) or higher on the science section of the Spring 2018 ACT test in Science by 04/30/2018 as measured by ACT Spring Administration Scores. We will increase from 14.7% of students benchmarking on the science section of the Spring 2017 ACT to 17.7% on the Spring 2018 test..

Strategy 1:

Instructional Focus: Scientific Investigation - Based on the 2017 Spring administration of the ACT Aspire to this year's current juniors, Scientific Investigation was

Elmore County High School's weakest area in the subject of Science. According to the data, only 20% of this year's juniors had a score in the Scientific Investigation

category that fell within the ACT Readiness Range. By focusing on this deficiency, ECHS seeks to improve the number of students benchmarking (score of 23 or above) on the Science section of the ACT from 14.7% to 17.7%.

The skills in the Scientific Investigation category on the ACT can be taught and practiced in any science class. According to the Alabama College & Career Readiness standards in Science, the instructional environment of the science classroom should be student-centered, allowing individuals to participate in inquiry-based learning. All science courses in Grades 9-12 should include a laboratory-based component that encourages students to apply investigation and reasoning skills to develop explanations and propose solutions. In order to address the noted weakness, Science teachers at ECHS will place a focus on scientific investigation in all science courses by including labs, practice ACT passages, and LTF materials as appropriate. According to ACT's College & Career Readiness Standards document for Science, to benchmark in the Scientific Investigation category, students need to demonstrate the following knowledge and skills:

SIN 401. Understand a simple experimental design
SIN 402. Understand the methods used in a complex experiment
SIN 403. Identify a control in an experiment
SIN 404. Identify similarities and differences between experiments
SIN 405. Determine which experiments utilized a given tool, method, or aspect of design

These skills are echoed in the literacy standards for science and technical subjects as well:
CCSS.ELA-LITERACY.RST.9-10.3
Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
CCSS.ELA-LITERACY.RST.11-12.3
Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

In order to arm students with the skills necessary for achieving a benchmark score, all Science teachers at ECHS will provide students with instruction throughout the year that addresses the noted weakness in the Scientific Investigation category.
Category: Develop/Implement College and Career Ready Standards

Activity - Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will incorporate labs and/or experiments into their instruction and address the following topics: experimental design, methods, controls, and tools.	Direct Instruction	08/09/2017	05/25/2018	$0	No Funding Required	Science teachers

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NMSI's Laying the Foundation Program equips teachers with the training, support and resources they need to drive student achievement. The program helps teachers of grades 3–12 raise expectations and shift students to advanced levels of thinking and learning. Developed by experienced teachers and content experts, the program provides classroom-ready materials and resources and instructional best practices for increasing academic rigor and building college and career readiness. Having already participated in LTF training previously, Science teachers will utilize LTF lessons that focus on experimental design and/or scientific investigation.	Direct Instruction	08/09/2017	05/25/2018	$0	No Funding Required	Science teachers

Activity - Decoding the ACT/Practice Passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the second semester of the 2016-2017 school year, all Science teachers received professional development on Decoding the ACT by Mastery Prep. Teachers will instruct students on learned strategies regarding time mastery, test mastery and content mastery. Teachers will also utilize ACT passages with students to practice test-taking and content strategies.	Direct Instruction	08/09/2017	04/27/2018	$0	No Funding Required	Science 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
Practice ACT Passages	All English teachers will utilize ACT practice passages (especially ones with claims or paired texts) with students using simulated ACT timing. Teachers will review multiple choice questions and correct answers with students to address weaknesses and clarify any misconceptions about claims and/or comparing texts.	Direct Instruction	08/09/2017	04/20/2018	$0	English teachers, instructional coach
WIDA ESL Training	Teachers of English Learners will attend annual WIDA ESL Training	Professional Learning	08/08/2016	05/25/2017	$0	All Teachers
IELP for EL Students	The ESL committee will write an IELP for identified EL students that were not proficient to make sure they have appropriate accommodations in reading, writing, listening, and speaking.	Academic Support Program	08/08/2016	05/25/2017	$0	IELP Team
Language Acquisition	A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	$0	EL Coordinator
College Application Week	During College Application Week, various activities, field trips, dress up days will be held to encourage students to apply to or seek information from colleges, technical schools, or branches of the military.	Career Preparation/Orientation	10/30/2017	11/03/2017	$0	Guidance Counselor; Administrators; Instructional Coach; Faculty Advisors
College & Military Recruiters	During Panther Advisory, students will have the opportunity to explore college and career options by meeting with college representatives and military recruiters.	Career Preparation/Orientation, Community Engagement	08/09/2017	05/25/2018	$0	Guidance Counselor
Decoding the ACT/Practice Passages	In the second semester of the 2016-2017 school year, all Science teachers received professional development on Decoding the ACT by Mastery Prep. Teachers will instruct students on learned strategies regarding time mastery, test mastery and content mastery. Teachers will also utilize ACT passages with students to practice test-taking and content strategies.	Direct Instruction	08/09/2017	04/27/2018	$0	Science teachers

Class Breakfasts	During Panther Advisory, breakfasts are held for each grade level. This provides an informal opportunity for students to meet with their peers, parents, and community members. The breakfasts often are used to distribute important information (graduation information, ring order information) to parents and students. However; the benefits extend well past the communication factor.	Behavioral Support Program, Community Engagement, Parent Involvement	08/09/2017	05/25/2018	$0	Class Sponsors; Administrators
MAT Tutoring	Members of Mu Alpha Theta, our math honor society, provide tutoring to all students at ECHS after school one-day per week. Tutoring is under the supervision of our Math Department Head and MAT sponsors.	Academic Support Program, Extra Curricular	08/09/2017	05/25/2018	$0	Mu Alpha Theta Sponsors
Career Interest Surveys	Students will complete Career Interest Surveys during the first quarter in order to assist our faculty with identifying student needs and goals. The surveys will also us to better plan advisory activities and guest speakers.	Career Preparation/Orientation	08/09/2017	10/13/2017	$0	Instructional Coach; Guidance Counselor; Faculty Advisors
Language Acquisition	A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	$0	EL Coordinator
Labs	All Science teachers will incorporate labs and/or experiments into their instruction and address the following topics: experimental design, methods, controls, and tools.	Direct Instruction	08/09/2017	05/25/2018	$0	Science teachers
Laying the Foundation	NMSI's Laying the Foundation Program equips teachers with the training, support and resources they need to drive student achievement. The program helps teachers of grades 3–12 raise expectations and shift students to advanced levels of thinking and learning. Developed by experienced teachers and content experts, the program provides classroom-ready materials and resources and instructional best practices for increasing academic rigor and building college and career readiness. HAving already participated in LTF training previously, English teachers will utilize LTF lessons that focus on the analysis of arguments, identification of claim, and evaluation of evidence and reasoning.	Direct Instruction	08/09/2017	05/25/2018	$0	English teachers, instructional coach
Morning Tutoring	9th Grade math teacher provides tutoring to any student in math before school several times per week.	Academic Support Program	08/09/2017	05/25/2018	$0	Math Teachers

Advisory Period	As a ninth grader, each student is assigned to an advisor within the school; the student keeps the same advisor throughout his/her high school career. This allows teachers to develop a strong rapport with students and to identify and track the needs and interests of the student in regards to post-high school plans, extra-curricular activities, areas of strengths and weaknesses, etc. Throughout the school year, students meet with their advisors each Friday during Panther Advisory period. Within the advisory period, teachers monitor grades, monitor attendance/make-up work, provide career coaching, cover test-taking skills, discuss character education issues, and determine the best way to advocate for each of their advisees. Common lessons and activities are distributed to teachers to cover during advisory as needed by the administration and/or counselor. Students may also report to their advisor throughout the week when a need arises. At Elmore County High School, Panther Advisory period is also utilized for extra-curricular meetings in order to preserve instructional time and limit interruptions. This gives students the opportunity to participate in club activities and planned grade-level activities during the school day; the activities become inclusive rather than exclusive. a. As an incoming freshman, each student is assigned to an advisor for Panther Advisory by the school counselor. Advisory groups are limited to approximately 18-20 students. Students keep the same advisor until they graduate. b. Advisors can review list of advisees using iNow. Advisors receive transcripts for each advisee as well to determine student progress and strengths/weaknesses. c. Students meet with advisors each Friday during Panther Advisory (period 8). At the beginning of the year, the principal meets with each ninth grade advisory class to communicate the purpose and goals of the advisory program. d. All report cards/progress reports are distributed by advisor to ensure grade monitoring by student advocate is taking place. e. Students may meet with advisor on days other than Friday as the need arises.	Academic Support Program	08/09/2017	05/25/2018	$0	Instructional Coach; Staff Members who serve as Advisors
Graphic Organizers	Students will use graphic organizers with argumentative texts to identify the claim of an argument and trace how a writer supports his or her claim with reasons and evidence.	Direct Instruction	08/09/2017	05/25/2018	$0	English teachers, instructional coach

Acronyms for Analysis of Arguments	Students will utilize acronyms to analyze arguments in order to assist them in identifying the author's claim and reasoning. English teachers may utilize one of the following or choose another one appropriate to the task: 1. SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that you must first ask yourself in order to fully understand the speech you're studying. The basic premise of a speech is that a speaker wishes to take a stand concerning a given topic. The speaker's goal is to introduce the topic, describe a particular way a listener should respond to the topic, and finally, encourage the listener to adopt the speaker's philosophy or pursue the speaker's intended course of action. The degree to which a speaker is effective depends in a large way on the choices made in the six features analyzed using SOAPSTone. If you know or can make inferences about the Speaker, Occasion, Audience, Purpose, Subject, and Tone of the text, you can reach educated conclusions based on how the text was planned. 2. S.M.E.L.L. – Evaluating argumentation and persuasion (with rhetorical appeals) Sender/receiver relationship: Who is the speaker? Who is the audience? What is the tone directed from one to the other? Message: What is the content and/or claim? Evidence: What kind of evidence is given and to what extent? Logic: What is the quality of the reasoning? What types of appeals are being used? Language: What stylistic and rhetorical devices are being employed?	Direct Instruction	08/09/2017	05/25/2018	$0	English teachers, instructional coach
ACT Math Prep Sessions	Math teachers will hold ACT Math Prep Sessions in the second semester for Juniors during Panther Advisory period.	Academic Support Program, Direct Instruction	01/08/2018	04/27/2018	$0	Math Teachers; Instructional Coach
Team Building	Within Panther Advisory, students will participate in team building exercises to encourage collaboration and community within advisory families. Students may participate in the Marshmallow Challenge, Breakout EDU sessions, Parachute challenge, etc. Teamm building activities will be planned school-wide by the Instructional Coach or individually by teachers.	Behavioral Support Program	08/09/2017	05/25/2018	$0	Instructional Coach; Administrators; Faculty Advisors

| Get Involved Fair | Extracurricular activities, such as clubs, sports, band and other non-academic pursuits can be a big part of school for a teenager. Although there is the argument that extracurricular activities distract from academic study, there is more and more evidence that extracurricular activities actually enhance academic learning. There are numerous benefits to participating in extracurricular activities, not the least of which is developing good teamwork skills and discovering a personal passion. One of the major benefits of participating in extracurricular activities is how it helps adolescents develop socially. Engaging in non-academic pursuits helps encourage teamwork, leadership skills, cooperation and social development that students don't get to the same degree from working in the classroom. Extracurricular activities can give students a purpose for attending school and provide them with an incentive for good academic performance and behavior. Extracurricular activities help develop areas of the brain that may not be fully utilized by strictly academic work, as well as developing important skills that can transfer into academic performance, such as creative problem solving and teamwork. The way students choose to spend their free time can have a huge impact on their academics, and extracurricular activities are a good way to encourage positive use of free time. Another major benefit of participating in extracurricular activities is how they can foster a life-long passion. By giving students the opportunity to experiment with various extracurricular activities outside of their academic life, you open the door for a potential future in arts, music, sports or theater that may not have been sparked by strictly academic work. Many times, being involved in extracurricular activities also helps to raise the self esteem of teens.

During Panther Advisory in September, all students will attend ECHS's Get Involved! Fair. Student representative from school and community clubs, sports, groups, and activities will set up tables and recruit students for membership. The fair will make students more aware of extra-curricular activities that they can participate in and provide student recruiters with leadership experience. | Extra Curricular | 09/29/2017 | 09/29/2017 | $0 | | Instructional Coach; Extra-Curricular Advisors; Athletic Coaches |

Laying the Foundation	NMSI's Laying the Foundation Program equips teachers with the training, support and resources they need to drive student achievement. The program helps teachers of grades 3–12 raise expectations and shift students to advanced levels of thinking and learning. Developed by experienced teachers and content experts, the program provides classroom-ready materials and resources and instructional best practices for increasing academic rigor and building college and career readiness. Having already participated in LTF training previously, Science teachers will utilize LTF lessons that focus on experimental design and/or scientific investigation.	Direct Instruction	08/09/2017	05/25/2018	$0	Science teachers
ACT Style Warmups	Students will complete ACT Style Warm-ups that focus on knowledge and skills from the Functions category on the ACT and in the College and Career Readiness Standards for Mathematics.	Academic Support Program, Direct Instruction	08/09/2017	05/25/2018	$0	Math Teachers; Instructional Coach
Cooperative Activity	Students will complete activities on linear and quadratic equations in small groups, working collaboratively.	Academic Support Program, Direct Instruction	08/09/2017	05/25/2018	$0	Math Teachers
				Total	$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIDA ESI training	Teachers will attend annual WIDA ESL training.	Professional Learning	08/08/2016	05/25/2017	$0	All Teachers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

By scoring question C2 as a 3.84 out of 4, teachers firmly believe their actions, in and out of the classroom, are aligned to the strategic direction of the school. Furthermore, they scored question C1 a 3.76 out of 4 indicating that they base decisions in the classroom on the strategic direction of my school.

By scoring question F1 as a 3.54 out of 4.0, students indicated that they feel safe while at Elmore County High School. Also, by scoring question F2 as a 3.51 out of 4, students believe they have the materials, supplies, and technology to be successful at school.

Another remarkable area was noted on the Climate and Culture Staff Survey when teachers were asked how they describe their colleagues and interactions with their colleagues. Question C4 scored a 1.0 out of 1.0 as teachers most frequently described their peers as caring, active, fun, and interesting. Furthermore, on question C6, a score of .93 out of 1.0 was recorded when teachers describes interactions with peers as supportive, helpful, collaborative, and respectful. The responses to these questions reveal the family-like nature of the ECHS Faculty and Staff.

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

Due to the utilization of different surveys this year compared to the previous years' surveys, it is not possible to determine trending data.

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

Elmore County High School does not have another data source with which to make a comparison. That lack of appropriate data is indicative of a need for additional, appropriately aligned survey opportunities for the stakeholders.

Areas in Need of Improvement

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

For question C9, students were asked to select four words that indicated how they felt while at school. By scoring question C9 a .42 out of 1.0, the students at Elmore County High School indicate that they are most often bored, challenged, happy, or pressured. On the same survey, students responded to question C5 by selecting four words that described what they most often did at school. The top four responses were as follows: listen to teachers, complete worksheets, think, and write; the question scored a .42 out of 1.0 as well.

Furthermore, the lowest level of satisfaction or approval on the student inventory was on question C2 regarding the counseling office which scored a 1.62 out of 4.0 indicating that the majority of students are not utilizing the services of the counseling office.

On the teacher inventory survey, the staff rated question E1 the lowest (2.6 out of 4.0) which indicated a need to plan lessons that increase students' awareness of and appreciation for other cultures. Also, question C8 on the same survey was rated low (2.72 out of 4.0) indicating a need for teachers to structure lessons, tasks and activities that require students' use of digital tools for learning.

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

Due to the utilization of different surveys this year compared to the previous years' surveys, it is not possible to determine trending data.

What are the implications for these stakeholder perceptions?

Elmore County High School continuously works toward improving. Due to these noted areas of weakness, Elmore County High School will strive to create more student-centered classrooms that create active learning environments that engage students with relevant and strategic instructional practices. Teachers will strive more frequently to incorporate student use of technology and to utilize materials and resources that increase appreciation and awareness of other cultures.

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

Elmore County High School does not have another data source with which to make a comparison. That lack of appropriate data is indicative of a need for additional, appropriately aligned survey opportunities for the stakeholders.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3

Sections
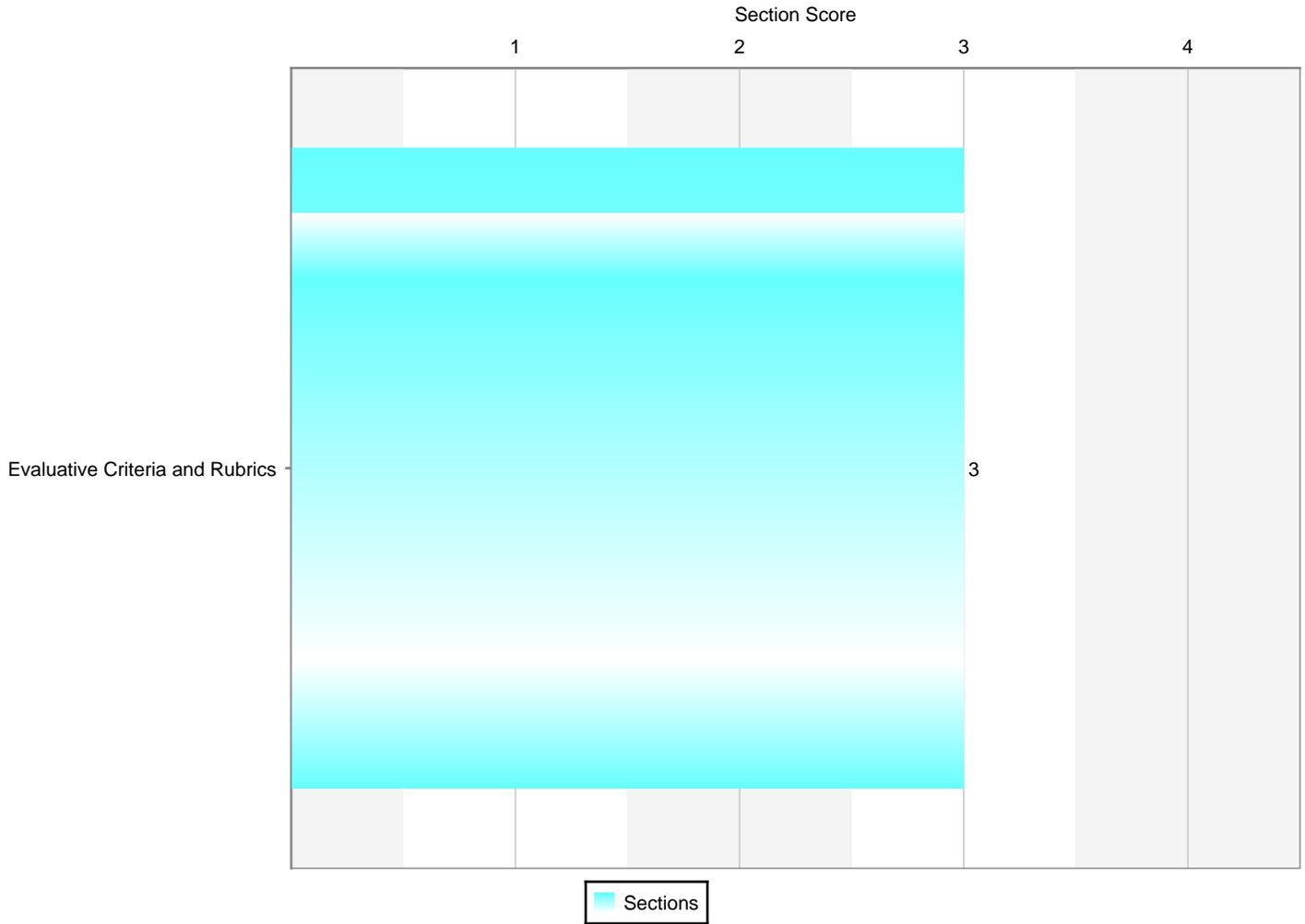
2017-2018 Coordination of Resources - Comprehensive Budget

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.	27.62

Provide the number of classroom teachers.

26

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1298161.0

Total   1,298,161.00

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.	86206.85

Total   86,206.85

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	64939.31

Total   64,939.31

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	70898.0

Total   70,898.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	52232.0

Total   52,232.00

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 Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6582.28

Total   6,582.28

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2413.36

Total   2,413.36

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13117.52

Total 13,117.52

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	947.28

Total   947.28

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.

N/A

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	73307.3

Provide a brief explanation and a breakdown of expenses.

Title II funds for professional development activities and related expenses, such as registration fees, travel, and/or substitutes, are allocated from the Central Office

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	34490.0

Provide a brief explanation and a breakdown of expenses.

Title III funds are distributed from the district level.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

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