ACIP

Hatton High School

Lawrence County Board of Education

Mr. Brent Gillespie, Principal
6909 Alabama Highway 101
Town Creek, AL 35672

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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?

Hatton High is a 2A school located on Alabama Highway 101, two miles south of Alabama Highway 157 and 14 miles northwest of Moulton. Our school is part of the Lawrence County school system. We are a title I district. The school is located in a rural community and about 42% of students receive free and/or reduced lunches.

With an enrollment of about 420, Hatton High houses the seventh through twelfth grades. Hatton Elementary is located on the same campus and is a feeder school for Hatton High. Students from Mt. Hope School transfer to Hatton High at grade 7. There are 29 staff members which include 23 teachers and 6 support workers.

Since 1936 an addition of a library building with six classrooms and vocational building with classrooms for Agriscience and Family and Consumer Science were built. In 2002, a building with ten classrooms was built. The campus and facilities is located on 40 acres in the Hatton Community. A new building opened in Spring 2014 that houses a computer lab, science lab, administrative offices and 5 classrooms, replacing the 1936 building. It has been a goal of HHS over the past three years to enhance the quality and accessibility of technology throughout the school. The majority of the campus has Wi-fi capabilities and students are benefiting from the district's bring your own device policy.

Hatton is a strong community that appreciates the successes and traditions of our school. Parents, family, and friends are always nearby to lend a helping hand, cheer for a team, and provide financial assistance to our many athletic programs, school clubs, and organizations. The community is vital to the success of Hatton High. Our students give back to the community through our service.

School's Purpose

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

The Lawrence County School board has adopted the following as our district mission and vision statements.

Our Mission: "Excellent Instruction, Every Class, Every Child, Every Day

Our Vision: "Partnering with community to empower all students

                     to become self-learners by providing excellent instruction

                     in every classroom for every child everyday

                     developing responsible citizens

                     who are college and career ready."

Hatton High school supports the county's mission and vision and have chosen to implement a mission and vision at the school level. Below is our school's statements.

Mission Statement

Hatton High School, in partnership with parents and stakeholders, will provide a safe learning environment for students to develop the necessary skills to become independent and self-sufficient adults.

Vision Statement

At Hatton High School we will strive to prepare and motivate students to meet the challenges of a demanding and changing society. The faculty, staff, and stakeholders set high expectations for students. We strive to achieve a high standard of learning in our classrooms. We offer courses to fit the needs and interests of all students. Our goal is for each student to graduate ready for the next phase in their life whether they choose to start a career or to attend college.

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.

Hatton High School's moto is : Pride, Tradition, Excellence

The faculty and staff at Hatton High have committed to integrating the use of technology in our classrooms for the benefit of the students.

Our goals are established to improve our technology throughout the school including new wireless hubs for student and teacher access, new Google chromebooks and Apps for student learning, a new computer lab, and upgrading teacher's equipment in order to introduce students to technology that is available.

Academics:

Hatton High offers courses to fit the needs and interests of all students. AP courses are offered in English, History, Science, and Math.

Career and Technical courses are offered in Agricultural science and Business Management & Administration. Students may choose to attend the Lawrence County Technical School for additional coursework in career tech fields.

Athletics & Extracurricular:

Athletic success is a tradition at Hatton High. The school boasts 19 state championships in cross country, basketball, softball, and volleyball. All of our athletic teams are very competitive and very successful. Teams compete in the 2A AHSAA division.

Hatton High's award winning band has a continued history of success both on the field during football season and off the field during spring concert season. The band competes and travels across the southeast and is locally known for their entertaining and dynamic performances.

Additional Information

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

There are many opportunities for students and parents to be involved at Hatton High.

Jr. & Sr. Beta club

Chemistry Club

SADD

Athletic and Band booster clubs

Young Democrats

FCA

FBLA

Annual Staff

FFA

Junior Civitans

Leo Club

Library Club

Outdoor Adventure Club

Robotics

Middle School Madness

Scholar's Bowl

Spirit Club

Students at Hatton are dedicated to giving back to our local communities and helping one another. High school students provide tutoring to student at HES and volunteer to help with many programs at the elementary school. Our clubs and organizations participate in a variety of service projects. These include: canned food drive, blood drive, Christmas project for needy families in our area, campus clean up, landscaping services, and community fall festival. Many organizations also raise funds to support charities such as ALS, Breast cancer research, and March of Dimes.

Our faculty and staff has continued its mentor program for all students. Each faculty member has a group of students that they advise and guide students using Steven Covey's 7 habits of highly effective leaders. These mentor meeting occur quarterly and students are welcome at any time to meet with their mentor or other classroom teachers.

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 planning process began with CIP chairs and administrators in May 2015 to revise our plan. The school leadership team met to review the CIP plan from the prior school year to review the goals and strategies and to assess the degree to which the goals have been met. Parents from committees and students were involved in reviewing the school's progress. The administration and chairperson met twice over the summer to continue to gather data for the upcoming school year and plan. This information was shared with the faculty, stakeholders, and other personnel at the faculty meeting in August. The leadership and other teams met to dis-aggregate the data from standardized tests, Parent and student surveys, Educate Alabama data, and parental involvement documentation. The leadership team distributed information at the annual Title I meeting on August 25 concerning our strengths, weaknesses, and goals. All input from stakeholders was considered and recommendations were made for this plan. Upon review of the new test data the committees met and the faculty approved the goals for the year.

Follow up meetings were held to plan strategies and develop action plans to meet these goals and plans were discussed to align our PDP goals and budget to meet these needs of our students. The final plan will be signed off by the entire faculty and parents who are on the committees. All parents may review a copy of the CIP plan. The plan will be published and shared with any stakeholder who wishes to review the plan may do so. The final CIP will be sent to the school board for approval by the designated date .

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

A variety of teachers, parents and students were involved in the development of the schoolwide plan. The leadership teams met with an ALSDE regional specialist to analyze all test data from the state including but not limited to Plan data, Explore data ,Aspire data, and ACT, and AP exam data. The data from the Scantron Performance series test was also reviewed from the previous school year. The leadership team also used data from their feeder schools. All data was taken to schools for analysis at
department and grade level meetings. The committee teams met and analyzed the data to identify strengths and weaknesses. The committees decided on the goals and areas that we should focus on during this school year. The leadership team took all recommendations into account and decided on the main areas of concern for Hatton High School.

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

Once the final plan is approved by the LCBOE it will be published at www.hattonhigh.org for any one to access. A copy will also be available at the front desk of Hatton High school. At any time, we welcome feedback on any aspect of our school. All input is considered when planning for the future and the students of HHS.
The leadership team meets quarterly to update and edit progress of our goals. Parents may also request documentation to show how we as a school are working toward meeting our goals. Parent conferences, email, and any input is welcome from the stakeholders at Hatton High.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		student data15

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Rising 7th grade was 62% proficient on the Math & Science portion of the Aspire and are considered college and career ready.

Enrollment in AP courses remained at about 20% of total students enrolled in grades 9-12.

Current seniors averaged an 18 on the English portion of the ACT which is the national benchmark for college readiness.

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

Reading scores are trending slightly up among the 7th and 8th graders on the ACT Aspire.

Steady enrollment in AP courses.

Which area(s) indicate the overall highest performance?

7th grade math scores are higher according the the Fall assessment of the scantron performance series. The 7th & 8th graders are at 45% ready on the reading portion of the ACT Aspire and another 36% are close to mastering those standards.

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

Students at Hatton High are primarily white or American Indian. There is not a sufficient enough population of special education students to make a subgroup.

Between which subgroups is the achievement gap closing?

One way we have looked at data is the student population who receive free and reduced lunch as compared to those who do not. The gap has certainly closed and the test scores are comparable to the students who do not receive this benefit.

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

All test reports, grades, and test prep reports have been reviewed. The data is consistent throughout all of the subject areas

Areas in Need of Improvement

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

One obvious issue with student learning at Hatton is the lack of technological awareness. Many students in grades 7-9 lack the computer knowledge to successfully complete assignments.
Only 10 % of current 9th grade students are considered college ready, 46% are in need of support and only 36 % of current 8th grade students are considered college ready according to the ACT Aspire.

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

Math scores have trended down in the past two years. The math composite score on the ACT is 17.1 and the national benchmark is 22.   A total of 46% of current 9th graders are in need of support in math according to ACT Aspire scores.

Which area(s) indicate the overall lowest performance?

Math scores

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

There is a trend developing among male students in the 7th and 8th grade. Those students make up about 70% of the students who are in need of intervention in reading, math, and writing.

Between which subgroups is the achievement gap becoming greater?

The males in the middle school age group are showing a much larger gap in test scores.

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

These findings are consistent among the class grades, Aspire scores, and the Scantron performance series test.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.25
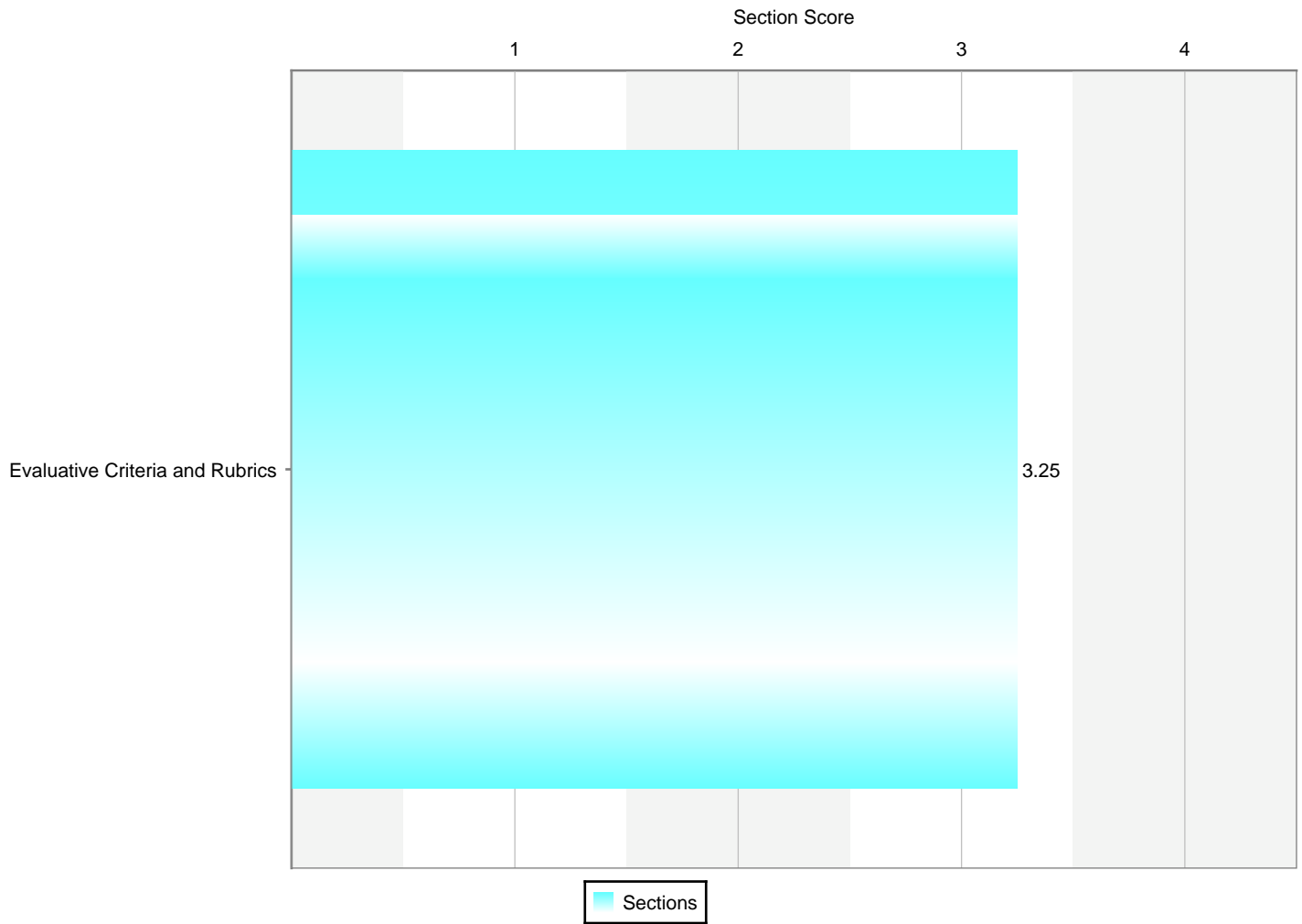
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Brent Gillespie Chasity Carroll Chasta Chamness John Hill Monja Parker Lee Roberts Lisa Johnson Jodie Patrick Harold Knighten Scott Steadman Chelsey Smith Preston Bassham	signatures

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	Donna Flannagan, LCBOE personnel director	nondiscriminatory practice

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	Donna Flannagan, LCBOE personnel director	non discriminatory

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Hatton High held an annual title 1 meeting August 25 for all parents. Parents were notified through a newsletter,announcements, public postings,web site,school cast system and newspaper. Parents will be notified of this meeting and any other pertinent school information through the use of the School Cast phone messaging system.Topics to be discussed include:parent involvement plan, parent survey, student and staff surveys,ACT,AP,& graduation results, school CIP plan,School parent compacts,questions and answers regarding curriculum and classes offered.	parental activities

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	School parent compacts are sent out during the first week of the school year. The compact was revised in July 2015 by the leadership committee. The compact includes a component for teachers, parents, and students. All students are given a compact for both the parents and students to sign and review. The compact is kept on file in each homeroom teacher's classroom. Teachers require these to be signed and returned by the parent. We encourage parents to be aware of their child's academics. Students and parents are also provided a copy of the Lawrence County Schools code of conduct.	compact15

Plan for CIP 2015

Overview

Plan Name

Plan for CIP 2015

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	Math	Objectives: 2 Strategies: 3 Activities: 3	Academic	$7721
2	Technology	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$47523

Goal 1: Math

Measurable Objective 1:

45% of All Students will achieve college and career readiness on the math portion of the ACT Apsire in Mathematics by 05/20/2016 as measured by Scores on the ACT Aspire and ACT scores in the Spring 2016 assessment.

Strategy 1:

Scantron Performance - The scantron performance series test will be given three times per year, followed by departmental data meetings. These data meetings will determine what areas need to be focused on for intervention and reteaching of students. This data will be analyzed to support those who are in need of support.

Research Cited: Continuous data review and identifying students in need of support at earlier age.

Activity - Data meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will be held three times per year to review scantron series assessments on a class by class level using the perfomance bands to help determine those students at risk for below average performance on ACT and ASPIRE	Policy and Process	08/31/2015	05/20/2016	$0	Title I Schoolwide	Brent Gillespie Miranda Stephens

Strategy 2:

enrichment classes - All 7th & 8th grade students have an enrichment period where they will focus on standards that have been identified as difficult for students to master. Activities will be planned based on test data and cover those areas where scores are low.

Research Cited: Data review and re-teaching standards

Activity - Test prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in enrichment class will use test prep materials to prepare for Aspire and use data from scantron to determine what standards need to be reviewed. New calculators will be purchased for student use as they review materials and other materials for math classrooms.	Academic Support Program	08/31/2015	05/20/2016	$5221	Title I Schoolwide	Brent Gillespie and entire staff of math teachers

Measurable Objective 2:

A total of 74 Eleventh grade students will increase student growth by increasing at least 1 point on math portion of ACT in Mathematics by 05/20/2016 as measured by ACT scores.

Strategy 1:

ACT prep - Students will use software and other resources to prepare for the ACT. This will be implemented in math classes, during extra sessions for math tutoring, and in their study hall courses (if applicable).

Research Cited: ACT test preperation

Activity - Software/Test prep/Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize math software and ACT prep software to enhance study skills and preparation for the ACT. Also using data from Scantron series and analyzing data from all tests, grades, etc. to identify students who are close and in need of support	Academic Support Program	08/31/2015	04/29/2016	$2500	Title I Schoolwide	Math department

Goal 2: Technology

Measurable Objective 1:

achieve college and career readiness By using technology in all classrooms for portfolios, projects, test preparation, remediation, data review, and other classroom uses. by 05/20/2016 as measured by increased use of technology in every classroom and improvement of test scores in all areas..

Strategy 1:

Increase technology - Increase technology - There is a lack of enough computers to serve all of our students. 75% of our desktop computers are over 5 years old.

These PCs are using Windows XP operating system which will soon be obsolete. We have purchased about 70 chromebooks to date for student and teacher use. We

plan to use funds to purchase an additional 100 chromebooks and charging cart stations to enhance access for all students. To support the increasing number of

chromebooks and mobile devices we will also be purchasing and installing four more wireless routers for students to gain wi-fi access.

Research Cited: Technology in the classroom

Activity - Chromebooks/Wireless campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school plans to purchase chromebooks with Title 1 funds for the students to use. These will be used to replace the old PCs that are outdated. Students will utilize these with classroom assignments. The campus will also be wireless by utilizing new access points throughout the school. This will be through purchase of supplies and computers.	Technology	10/01/2015	05/20/2016	$28350	Title I Schoolwide	Brent Gillespie Chasity Carroll

Activity - Access DL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hatton High will continue to support the Access DL lab by paying for an onsite facilitator through our Title funds, not only does this offer more classes, it allows students to be exposed to online learning.	Academic Support Program	08/31/2015	05/20/2016	$16867	Title I Schoolwide	Lana Terry Brent Gillespie

Activity - Teacher PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize professional development dealing with training on specific technologies that teachers can use to increase their use of technology in the classroom. Training on google apps and google drive. Training on INOW, Prezi, wikispaces, and other Internet based programs that are more specific to the curriculum and designed for classroom enhancement.	Professional Learning	10/01/2015	09/30/2016	$1500	Title I Schoolwide	Brent Gillespie

Activity - Parent training & mailers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Money is set aside to get parents more involved and keep them informed in the child's academic career. We will use a variety of ways to contact parents including mailers for reports and notifications and information as to how to keep up with student progress utilizing the INOW home portal .	Community Engagement	10/01/2015	09/30/2016	$806	Title I Schoolwide	Brent Gillespie

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Chromebooks/Wireless campus	The school plans to purchase chromebooks with Title 1 funds for the students to use. These will be used to replace the old PCs that are outdated. Students will utilize these with classroom assignments. The campus will also be wireless by utilizing new access points throughout the school. This will be through purchase of supplies and computers.	Technology	10/01/2015	05/20/2016	$28350	Brent Gillespie Chasity Carroll
Software/Test prep/Data	Utilize math software and ACT prep software to enhance study skills and preparation for the ACT. Also using data from Scantron series and analyzing data from all tests, grades, etc. to identify students who are close and in need of support	Academic Support Program	08/31/2015	04/29/2016	$2500	Math department
Parent training & mailers	Money is set aside to get parents more involved and keep them informed in the child's academic career. We will use a variety of ways to contact parents including mailers for reports and notifications and information as to how to keep up with student progress utilizing the INOW home portal .	Community Engagement	10/01/2015	09/30/2016	$806	Brent Gillespie
Teacher PD	Utilize professional development dealing with training on specific technologies that teachers can use to increase their use of technology in the classroom. Training on google apps and google drive. Training on INOW, Prezi, wikispaces, and other Internet based programs that are more specific to the curriculum and designed for classroom enhancement.	Professional Learning	10/01/2015	09/30/2016	$1500	Brent Gillespie
Test prep	Students in enrichment class will use test prep materials to prepare for Aspire and use data from scantron to determine what standards need to be reviewed. New calculators will be purchased for student use as they review materials and other materials for math classrooms.	Academic Support Program	08/31/2015	05/20/2016	$5221	Brent Gillespie and entire staff of math teachers
Data meeting	Data meetings will be held three times per year to review scantron series assessments on a class by class level using the perfomance bands to help determine those students at risk for below average performance on ACT and ASPIRE	Policy and Process	08/31/2015	05/20/2016	$0	Brent Gillespie Miranda Stephens

Access DL	Hatton High will continue to support the Access DL lab by paying for an onsite facilitator through our Title funds, not only does this offer more classes, it allows students to be exposed to online learning.	Academic Support Program	08/31/2015	05/20/2016	$16867	Lana Terry Brent Gillespie
				Total	$55244	

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		stakeholder15

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The students surveyed ranked the school's purpose and direction as a 3.81, The staff of HHS also agrees that the purpose and direction is a strong suit and the average score was 4.55, this area was ranked highest by parents as well scoring a 3.88.

All areas scored above a 3.5.

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

The area of purpose and direction remains the strongest. Students and parents rate HHS as highly successful in providing a quality education, available service, and having a clear purpose and direction.

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

The surveys conducted are consistent across most areas. The parents, students, and staff agree that the purpose and direction are the strengths of Hatton high.

Areas in Need of Improvement

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

The students realize that technology needs to be used in and out of the classroom and needs to be more available. The staff was concerned they were not getting enough feedback from the test data (throughout the year) to know what standards need to be focused on. Parents also rated standard 3 as the lowest, still with a 3.5, and showed concerns with our counseling and career support services.

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

Students believe they need to be more involved when planning ways to improve the school. The staff is concerned there is no formal process in place to support new staff members at the school level.

What are the implications for these stakeholder perceptions?

Students need to feel they are valued and that we want their input for improving and planning. All students may not realize that there are some students involved in the plan. The new staff members need to have support at all levels to help retain great teachers.

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

All of the surveys are fairly consistent with the rating being similar in all areas.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4
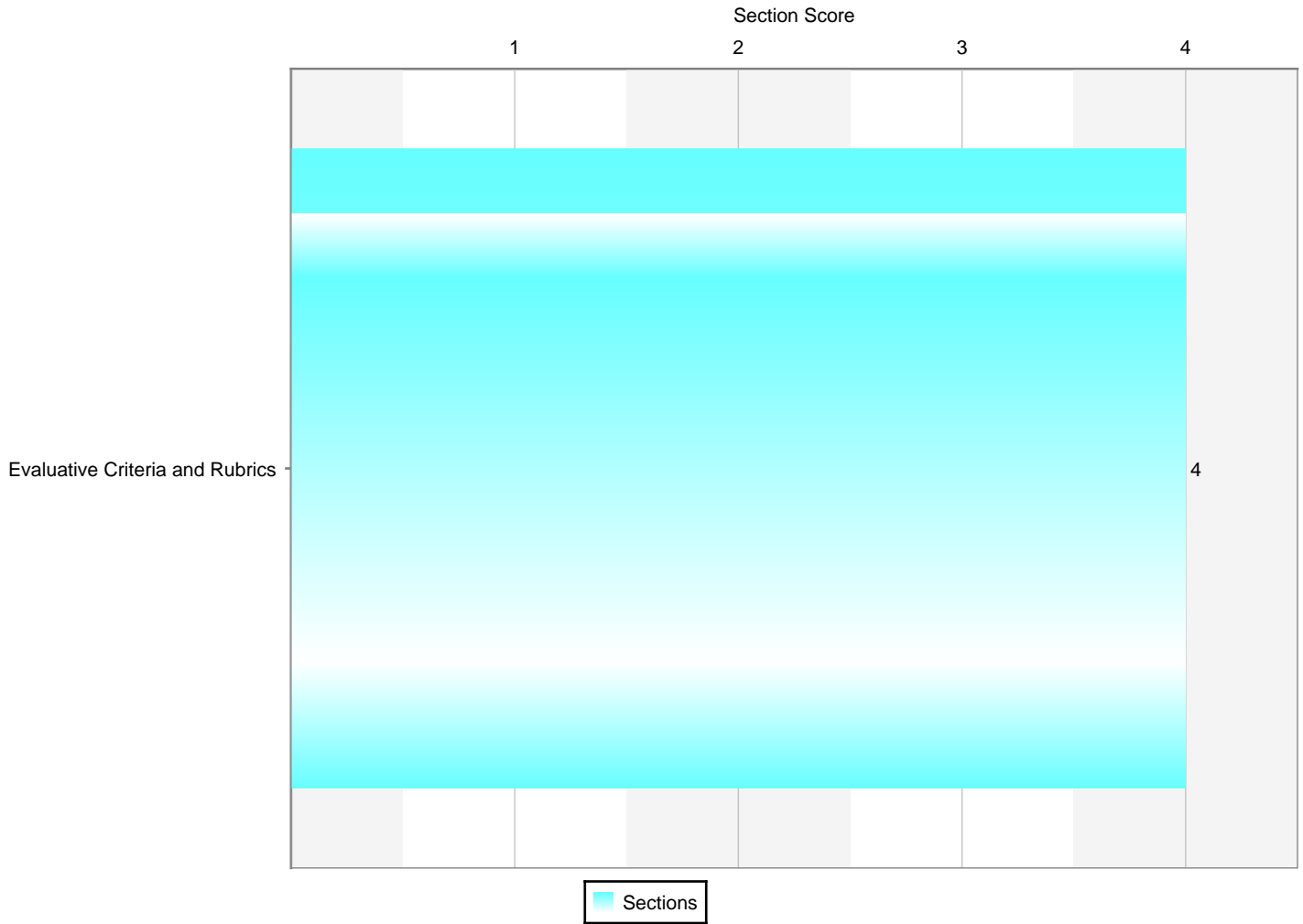
Sections

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The leadership teams met with an ALSDE regional specialist to analyze all test data from the state including but not limited to ACT data, Plan and Explore, Aspire, and AP data. The leadership team also used data from their feeder schools. All data was taken to schools for analysis at department and grade level meetings. The committee teams met and analyzed the

data to identify strengths and weaknesses. The committees decided on the goals and areas that we should focus on during this school year. The leadership team took all recommendations into account and decided on the main areas of concern for Hatton High School.

2. What were the results of the comprehensive needs assessment?

The school is lacking in technology available to all students.

As a whole, math scores are the lowest.

3. What conclusions were drawn from the results?

The school will focus on increasing technology and improving math scores.

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

Students believe expectations are high at Hatton high. Teachers are being trained to engage students and lead them to become college and career ready. Staff is focusing on areas to reach all students for them to become college and career ready.

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

The goals are directly connected to the data and the needs assessed. Goals were created based on these assessments.

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

The goals focus on the weaknesses of our school and student population. The areas we have chosen to concentrate on are those that need improvement.

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

Technology can be used by each and every student regardless of age, ability, and race. Improving our use and access to technology will increase students academic success.

We will utilize math scores to identify all students in need regardless of age, race, ability, etc.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Math

Measurable Objective 1:

A total of 74 Eleventh grade students will increase student growth by increasing at least 1 point on math portion of ACT in Mathematics by 05/20/2016 as measured by ACT scores.

Strategy1:

ACT prep - Students will use software and other resources to prepare for the ACT. This will be implemented in math classes, during extra sessions for math tutoring, and in their study hall courses (if applicable).

Research Cited: ACT test preperation

Activity - Software/Test prep/Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize math software and ACT prep software to enhance study skills and preparation for the ACT. Also using data from Scantron series and analyzing data from all tests, grades, etc. to identify students who are close and in need of support	Academic Support Program			08/31/2015	04/29/2016	$3360 - Title I Schoolwide	Math department

Measurable Objective 2:

45% of All Students will achieve college and career readiness on the math portion of the ACT Apsire in Mathematics by 05/20/2016 as measured by Scores on the ACT Aspire and ACT scores in the Spring 2016 assessment.

Strategy1:

Scantron Performance - The scantron performance series test will be given three times per year, followed by departmental data meetings. These data meetings will determine what areas need to be focused on for intervention and reteaching of students. This data will be analyzed to support those who are in need of support.

Research Cited: Continuous data review and identifying students in need of support at earlier age.

ACIP

Hatton High School

Activity - Data meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held three times per year to review scantron series assessments on a class by class level using the perfomance bands to help determine those students at risk for below average performance on ACT and ASPIRE	Policy and Process			08/31/2015	05/20/2016	$0 - Title I Schoolwide	Brent Gillespie Miranda Stephens

Strategy2:

enrichment classes - All 7th & 8th grade students have an enrichment period where they will focus on standards that have been identified as difficult for students to master. Activities will be planned based on test data and cover those areas where scores are low.

Research Cited: Data review and re-teaching standards

Activity - Test prep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in enrichment class will use test prep materials to prepare for Aspire and use data from scantron to determine what standards need to be reviewed. New calculators will be purchased for student use as they review materials.	Academic Support Program			08/31/2015	05/20/2016	$1000 - Title I Schoolwide	Brent Gillespie and entire staff of math teachers

Goal 2:

Technology

Measurable Objective 1:

achieve college and career readiness By using technology in all classrooms for portfolios, projects, test preparation, remediation, data review, and other classroom uses. by 05/20/2016 as measured by increased use of technology in every classroom and improvement of test scores in all areas..

Strategy1:

Increase technology - Increase technology - There is a lack of enough computers to serve all of our students. 75% of our desktop computers are over 5 years old. These PCs are using Windows XP operating system which will soon be obsolete. We have purchased about 70 chromebooks to date for student and teacher use. We plan to use funds to purchase an additional 100 chromebooks and charging cart stations to enhance access for all students. To support the increasing number of chromebooks and mobile devices we will also be purchasing and installing four more wireless routers for students to gain wi-fi access.

Research Cited: Technology in the classroom

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The school plans to purchase chromebooks with Title 1 funds for the students to use. These will be used to replace the old PCs that are outdated. Students will utilize these with classroom assignments. The campus will also be wireless by utilizing new access points throughout the school. This will be through purchase of supplies and computers.	Technology			10/01/2015	05/20/2016	$30906 - Title I Schoolwide	Brent Gillespie Chasity Carroll

Activity - Parent training & mailers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Money is set aside to get parents more involved and keep them informed in the child's academic career. We will use a variety of ways to contact parents including mailers for reports and notifications and information as to how to keep up with student progress utilizing the INOW home portal .	Community Engagement			10/01/2015	09/30/2016	$806 - Title I Schoolwide	Brent Gillespie

Activity - Teacher PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize professional development dealing with training on specific technologies that teachers can use to increase their use of technology in the classroom. Training on google apps and google drive. Training on INOW, Prezi, wikispaces, and other Internet based programs that are more specific to the curriculum and designed for classroom enhancement.	Professional Learning			10/01/2015	09/30/2016	$1464 - Title I Schoolwide	Brent Gillespie

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Math

Measurable Objective 1:

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Strategy1:

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Measurable Objective 2:

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Strategy1:

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Goal 2:

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Activity - Parent training & mailers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Money is set aside to get parents more involved and keep them informed in the child's academic career. We will use a variety of ways to contact parents including mailers for reports and notifications and information as to how to keep up with student progress utilizing the INOW home portal .	Community Engagement			10/01/2015	09/30/2016	$806 - Title I Schoolwide	Brent Gillespie

Activity - Chromebooks/Wireless campus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Math

Measurable Objective 1:

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Strategy2:

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Measurable Objective 2:

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Strategy1:

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Goal 2:

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Math

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Measurable Objective 2:

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Strategy1:

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Research Cited: Data review and re-teaching standards

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Strategy2:

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Goal 2:

Technology

Measurable Objective 1:

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5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Math

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Goal 2:

Technology

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6. English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

Technology

Measurable Objective 1:

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7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Math

Measurable Objective 1:

A total of 74 Eleventh grade students will increase student growth by increasing at least 1 point on math portion of ACT in Mathematics by 05/20/2016 as measured by ACT scores.

Strategy1:

ACT prep - Students will use software and other resources to prepare for the ACT. This will be implemented in math classes, during extra sessions for math tutoring, and in their study hall courses (if applicable).

Research Cited: ACT test preperation

Activity - Software/Test prep/Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize math software and ACT prep software to enhance study skills and preparation for the ACT. Also using data from Scantron series and analyzing data from all tests, grades, etc. to identify students who are close and in need of support	Academic Support Program			08/31/2015	04/29/2016	$3360 - Title I Schoolwide	Math department

Measurable Objective 2:

45% of All Students will achieve college and career readiness on the math portion of the ACT Apsire in Mathematics by 05/20/2016 as measured by Scores on the ACT Aspire and ACT scores in the Spring 2016 assessment.

Strategy1:

enrichment classes - All 7th & 8th grade students have an enrichment period where they will focus on standards that have been identified as difficult for students to master. Activities will be planned based on test data and cover those areas where scores are low.

Research Cited: Data review and re-teaching standards

Activity - Test prep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in enrichment class will use test prep materials to prepare for Aspire and use data from scantron to determine what standards need to be reviewed. New calculators will be purchased for student use as they review materials.	Academic Support Program			08/31/2015	05/20/2016	$1000 - Title I Schoolwide	Brent Gillespie and entire staff of math teachers

Strategy2:

Scantron Performance - The scantron performance series test will be given three times per year, followed by departmental data meetings. These data meetings will determine what areas need to be focused on for intervention and reteaching of students. This data will be analyzed to support those who are in need of support.

Research Cited: Continuous data review and identifying students in need of support at earlier age.

Activity - Data meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held three times per year to review scantron series assessments on a class by class level using the perfomance bands to help determine those students at risk for below average performance on ACT and ASPIRE	Policy and Process			08/31/2015	05/20/2016	$0 - Title I Schoolwide	Brent Gillespie Miranda Stephens

Goal 2:

Technology

Measurable Objective 1:

achieve college and career readiness By using technology in all classrooms for portfolios, projects, test preparation, remediation, data review, and other classroom uses. by 05/20/2016 as measured by increased use of technology in every classroom and improvement of test scores in all areas..

Strategy1:

Increase technology - Increase technology - There is a lack of enough computers to serve all of our students. 75% of our desktop computers are over 5 years old. These PCs are using Windows XP operating system which will soon be obsolete. We have purchased about 70 chromebooks to date for student and teacher use. We plan to use funds to purchase an additional 100 chromebooks and charging cart stations to enhance access for all students. To support the increasing number of chromebooks and mobile devices we will also be purchasing and installing four more wireless routers for students to gain wi-fi access.

Research Cited: Technology in the classroom

Activity - Access DL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hatton High will continue to support the Access DL lab by paying for an onsite facilitator through our Title funds, not only does this offer more classes, it allows students to be exposed to online learning.	Academic Support Program			08/31/2015	05/20/2016	$16902 - Title I Schoolwide	Lana Terry Brent Gillespie

Activity - Chromebooks/Wireless campus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school plans to purchase chromebooks with Title 1 funds for the students to use. These will be used to replace the old PCs that are outdated. Students will utilize these with classroom assignments. The campus will also be wireless by utilizing new access points throughout the school. This will be through purchase of supplies and computers.	Technology			10/01/2015	05/20/2016	$30906 - Title I Schoolwide	Brent Gillespie Chasity Carroll

Activity - Parent training & mailers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Money is set aside to get parents more involved and keep them informed in the child's academic career. We will use a variety of ways to contact parents including mailers for reports and notifications and information as to how to keep up with student progress utilizing the INOW home portal .	Community Engagement			10/01/2015	09/30/2016	$806 - Title I Schoolwide	Brent Gillespie

Activity - Teacher PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize professional development dealing with training on specific technologies that teachers can use to increase their use of technology in the classroom. Training on google apps and google drive. Training on INOW, Prezi, wikispaces, and other Internet based programs that are more specific to the curriculum and designed for classroom enhancement.	Professional Learning			10/01/2015	09/30/2016	$1464 - Title I Schoolwide	Brent Gillespie

Component 3: Instruction by Highly Qualified Staff

| Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All teachers are highly qualified	attest

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All teachers are highly qualified.	attest

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

The Central office ensures that all teachers are highly qualified and well trained by verifying their certificate and assigned schedule match their certification as reported in LEAPS. This processe is monitored throughout the hiring procedures per board policy and highly qualified and certficication status is checked by the personnel department through the ALSDE website:

htto://tcert.alsde.edu

All teachers at Hatton high are highly qualified.
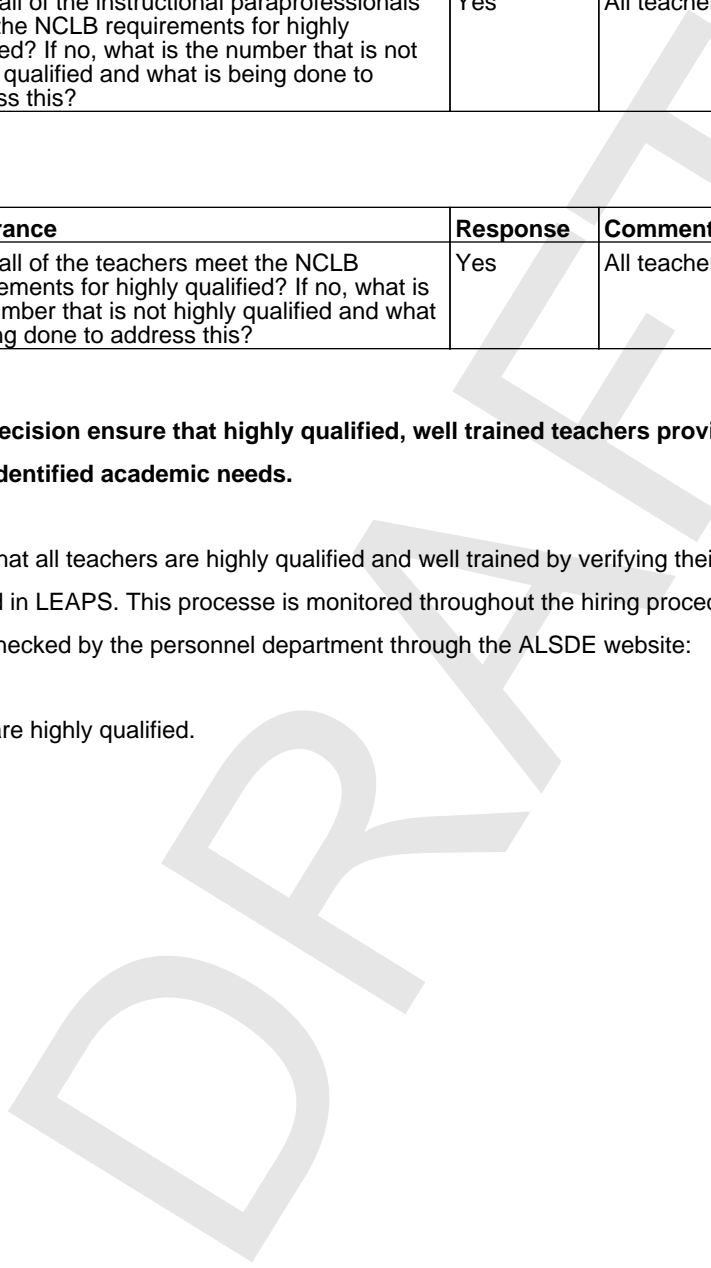
Component 4: Strategies to Attract Highly Qualified Teachers

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

97% of teachers returned to Hatton High from the previous year.

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

90% of faculty has at least 3 or more years teaching experience. Almost 80% has 10 or more years experience.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Teachers are hired based on the subjects they are certified in. The staff at Hatton high welcomes new employees and collaborates with them across all subject areas.
The LCBOE provides new employees with teacher orientation training.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The Lawrence County school system uses their web site along with the Alabama State Department of
Education website (Teach in Alabama) program to allow prospective teachers to fill out the same application for a number of positions that may be available in the state. The school board uses Search soft and background checks to make hiring decisions. The decision of hiring highly qualified staff is made by the local school. In order to retain highly qualified teachers, new teachers are assigned a mentor for the first three years and monitored by the principal and central office. All teachers are required to participate in professional development activities organized by the administration.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not an issue of a high turnover rate at Hatton High.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Technology in education. Teachers are trained in using technology and how to share with students.

Project Based learning

ACT and Aspire test prep utilizing Scantron performance series.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Technology PD

Content specific PD and utilizing software

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

New teachers are given a mentor in their subject area (usually the department head) who will assist them with any issues that may arise. Also an Instructional partner has been assigned to Hatton to assist new teachers with classroom strategies.

4. Describe how this professional development is "sustained and ongoing."

Professional development is offered throughout the year. Technology training is ongoing throughout the school year and is led by other teachers and administrative staff. These sessions are presented during our 1/2 day PD workdays.

Component 6: Transition Strategies

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

Current 6th grade students from the Hatton and Mt. Hope elementary school visit the high school in the spring. They tour the school with the counselor and other high school student volunteers. They are introduced to their 7th and 8th grade teachers and learn about the courses offered.

In the summer students come and pick up their schedules, rent their lockers, and pick up their books. This allows students to be better prepared for class on the first day of school.

When a student transfers to Hatton High school, they are given a tour of the school by a student, they arrange their schedule with a counselor, and they are introduced to their teachers.

When in the eighth grade, students have an orientation with the counselor. This allows them to learn about graduation requirements, classes offered, and scheduling. Students then meet with their parents and there is an annual 9th grade parent night for all students and parents. This meeting is to discuss the four year plans and getting parent approval on the graduation path that the student is seeking.

To prepare students for life after high school, the senior sponsors, administration, and counselors host a senior parent night along with personnel from NWSCC to give detailed information about options after high school, events and expenditures for seniors as well as helpful information for financial aid forms.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers are given data and the chance to review and present their concerns to the leadership team. Every teacher has access to any data they would like to review.

Data meetings are held three times per year for math and language teachers to review scantron data.

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

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

Faculty meetings are held on an as needed basis usually about one to two times per grading period. The PST team meets every 4-5 weeks in collaboration with referring teachers. The teachers use various methods of RTI to ensure students are being reinforced in subjects they may be struggling with. The media specialist will use results from scantron testing and classroom grades to determine who needs intervention.

Teachers work together in core subjects and cross curriculum teaching. This is especially evident in English, history, and computer classes. Teachers work together and offer tutoring for various subjects. Teachers collaborate for test taking techniques and tactics. The faculty studies and uses the disaggregated data and results of state assessments.

Teacher representation and input is included on the school budget committee, Advance-ed/ACIP plan, policy committees, textbook selection committees, technology committees, capital projects, PD leave committee, and calendar committee.

The faculty has also begun having quarterly departmental meetings to ensure teachers are collaborating within their subject areas.

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

Students will be tutored and referred to the PST team for interventions and new strategies for learning. This process will start by using Scantron testing within the first 4 weeks of school and the results along with grades and teacher referrals will start to identify those students who need intervention. Math tutoring activity periods are scheduled once a week for students who have been identified as below average in math.   Data meetings are held with the media specialist to identify standards that are not being mastered.

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

Teachers are using a variety of teaching strategies to reach all students. We have added an instructional coach who will help students and teachers with different strategies. Teachers are also using Project based learning and increasing the use of technology. Our district has a personal device policy that allows students to use the school network.

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

 Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be

accomplished by:

-Offering credit recovery programs for students who failed all or a portion of a credit course. This will be implemented through ACCESS

distance learning courses.

-Collaboration with students' former teachers to discuss learning styles or recommendations for motivating the student.

-Providing small group instruction led by the teacher for students who experience difficulty with the subject or objective.

-Offering one on one peer instruction

-Encouraging parental involvement in student education through conferences, email, telephone conversations, and notes.

-Provide At-risk program services

-Students may utilize services form both NWSCC and Calhoun Community College for ACT testing. We also have special testing links on our web site.

-Many students participate in Talent Search programs.

-Dual enrollment classes are offered through NWSCC for juniors and seniors.

-Use of RTi or tiered instruction in each classroom to increase student's comprehension of the subject.

PST team has identified students with math weaknesses, they are tutored for an additional 40 minutes once a week.

AP classes have been implemented for those students who are willing to accept the challenge of a more rigorous course.

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

All students in Lawrence County Schools have access to all services and programs available including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, Credit Recovery, Migrant, Homeless, 21st Century and counseling services. Also, Lawrence County uses the various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education.
The counselor and assistant identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language
Learner (ELL) program. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL, pull-out for individual support, and content-based ESL. An ELL teacher and an instructional aide provide services to all ELL students. The ELL instructional aide also serves as an interpreter to communicate with the parents of ELL students if the need
arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually.
If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of evaluations and concerns of parents. The counselor and assistant identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey to determine who is eligible for the
program. Migrant students automatically qualify for free breakfast and lunch.
Lawrence County school system provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Referral Coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the
Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom.

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

School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. Schools in the Lawrence County School system are contacted by the Department of Human Resources, Social Services, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, At-Risk, and Reading Recovery. Lawrence County School system uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, school fees, and other items to ensure they are successful in school.

Neglected/delinquent students are identified in the Lawrence County School system when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Attendance Officer, juvenile court, delinquent facility, counselor, transition coordinator, or parent. The school counselor and administrator identify possible needed services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that neglected/delinquent students have access to additional services as needed, including school supplies, tutoring, and researched based strategies including software and web based programs. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible funding or other needs.

Neglected/delinquent students are eligible for all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, At-Risk, and Credit Recovery. Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The focus is on student success. All programs are aligned to help students graduate and be career and college ready.

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

Hatton High is a part of a Title 1 school district. The funds are used in accordance with the federal and state regulations and they are spent on items that directly relate to our goals.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

There is a staff member at the district level who maintains the funds for programs such as Head start, adult ed, homeless, migrant, etc. at the school level we distribute only the Title 1 funds allocated to Hatton high.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

The goals and strategies are reviewed and the principal approves all purchases and changes to the plan. Walk throughs are conducted on a weekly basis.

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

The teachers and leadership team review data, discuss test scores, and evaluate the grades of all students. Once results are evaluated there will be adjustments made to the teaching strategies to improve student learning. Data meetings are being held three times per year to evaluate scantron test data for weaknesses.

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

By looking at data and determining if the goal was achieved or if we were on track to improve the area of concern. The students will be referred to PST, tutoring, or other activities that will assist them.

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

The leadership team meets on a quarterly basis to review data and determine if the strategies and activities are effective.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes, we are continuing to increase access and availability of technology. We will continue to upgrade both the equipment and the access to wi-fi.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We modified the math goal based on new data to focus on middle school age students and to prepare students for the ACT. We have succeeded in increasing enrollment for AP courses and it has remained steady. The AP goal was deleted.

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Hatton High held an annual meeting August 25 for all parents. Parents were notified through a newsletter, announcements, public postings, web site, school cast system and newspaper announcements. Parents will be notified of this meeting and any other pertinent school information through the use of the School Cast phone messaging system.

Topics to be discussed include:

School CIP plan

Parental involvement plan

Parent survey

ACT results, Plan and explore results,graduation rate results

Questions and answers regarding curriculum and classes offered

School parent compacts are available

Summary of test scores and data

Also list of goals that are included in schools plan were discussed along with the Title funding allocated toward those goals.

The faculty and staff believe it is important for parents to be involved in their children's education. To ensure that more parents can attend the meeting. It will be held after school hours and childcare is provided. Parents will be involved in the implementation of the school wide plan. The parents are given the opportunity to review the plan, and their input will be considered. All

parents will be given a survey at the end of the school year to seek their input on training, activities, and materials that the school should offer parents in the future. Each year this plan is reviewed and evaluated. Changes are made to improve and increase parental involvement. A copy of the parental involvement plan will be made available to all parents in the

following forms of media:

1) Hatton High School student handbook

2) Hatton High School website

3) Lawrence County Schools website

4) Printed copies that will be available in the administrative and counselor's offices for public viewing.

To complete the school year, an additional survey will be sent out in May to determine ideas and suggestions for changes in the parental involvement program. Parents will be allowed to express their concerns and tell us what activities they want to be a part of. These parents will be contacted when help is needed.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Parents were ask to attend Open House in August to meet teachers and ask any questions about the classes taught. At the annual meeting information will be presented about the curriculum, the school CIP plan, state assessment results, and the school parent compact. Parents will learn about how to contact teachers, schedule conferences, and how they can participate in decisions relating to their child's education.One percent of the title budget is set aside for parental involvement. Parents who

cannot attend the meeting are encouraged to come by the school, call, or email at any time with questions or concerns. A copy of the plan is

available on the web site.Parents will be informed about the web site and other resources for school information. In May of each year the leadership team will meet to review the school plan and the parent's surveys are used to revise the plan. There are two parents on the leadership committee and at least one parent on each subcommittee.

During the review and planning process all parents are notified of the meeting and plan. If a parent finds a portion of the plan to be unsatisfactory they may contact the administration or submit a complaint in writing. Each complaint will be addressed.

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

School parent compacts are sent out during the first week of the school year. The compact was revised in July 2015 by the leadership committee. The compact includes a component for teachers, parents, and students. All students are given a compact to take home for both the parents and students to sign and review. The compact is kept on file in each homeroom teacher's classroom. Teachers require these to be signed and returned by the parent.

We encourage parents to be aware of their child's academic status. Students and parents are also provided a copy of the Lawrence County Schools code of conduct, promotion standards, and Hatton High handbook. Parents were also mailed a copy of the new attendance policy along with their students password information to INOW. This allows parents to check grades in each of their students classes.

At the annual Title I meeting, parents were presented summaries of test scores. These scores show how we choose what academic areas we will focus on at Hatton High. The data was also presented for AP scores and research. Parents were given a chance to provide feedback on the plan. The parents were also given information as to how the Title funds will be spent: upgrading technology, more computers and math scores improvement.

Parents were given a schedule of testing dates and advised on how the Aspire, Plan, Explore, and ACT are all aligned.

Throughout the year students will be tested using the Scantron performance series to evaluate growth throughout the year and identify areas that need more attention. These results along with student's grades will help staff support students learning.

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

Referring to section A, each form of media will contain a section detailing how parents may submit comments of dissatisfaction concerning the school improvement plan. Thus, each form of the media will contain the postal and email addresses of the school's administrators and counselor and the system superintendent. Also a final annual survey is conducted online by parents in April or May to review and give feedback about parental involvement activities, availability of information, and materials for parents. These surveys are reviewed and given serious consideration when the plan is reviewed and updated. Parents are allowed to submit written feedback regarding the plan at any time throughout the school year.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

The faculty and staff of Hatton High School recognizes the importance of parental involvement in the cognitive, physical, and social growth of

children. In the development and implementation of this plan, a new and stronger alliance will be formed between parents, students, and teachers with the intended goal of fostering greater academic achievement. Through this partnership,

the following goals will be accomplished through the following prescribed methods:

Communication will be increased between the parents and teachers. Teachers can be contacted through email at any time. Students were sent home Information cards so there address and other important information can be kept up to date in INOW. This information will include home phone numbers, work phone numbers, cell phone numbers, and e-mail addresses.

Teachers will be strongly urged to use e-mail to contact parents concerning class assignments, grades, and behavioral problems.

Monthly,teachers will keep a log of all parental contact ----emails, phone calls, conferences, incidental meetings.

Parent-teacher conferences will provide less stressful situations for all parties through the following means:

1. All conferences will begin and end with positive statements being made about the student.

2. All conferences will be attended by the student as well as the parent/guardian.

3. The purpose of all conferences will be to address problems and to jointly find solutions for students who are being challenged in academic, social, or behavior areas.

4. Students will be encouraged to attend Parent-Teacher Conference Day with their parents.

Discipline will be administered in a fair, consistent manner.

Each parent will receive a copy of the school handbook and the school system's Code of Conduct. The students are given a copy of the classroom rules for each teacher included with their syllabus.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Parents will be given a summary of all the results of state assessments. Hatton High will accomplish much of this through the annual parent meeting at the beginning of the school year. At this meeting the parents will receive an overview of the state's academic content standards, achievement standards, and objectives. The parents will be encouraged to attend parent teacher conference day which is held each October and additional time by parent request.

Parents will be involved in the development and implementation of the CIP plan. The school will send report cards go out the week following each six week grading period. The parents are provided with copies of the promotion standards and code of conduct. At any time a parent may request a meeting or contact a teacher. Teachers can be emailed by accessing the school web site.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as

literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The school will use the web site as a tool to provide parents with information regarding the school and any event that is school related. The CIP committee works to ensure that parent material is aligned with our school goals. A monthly newsletter has been created to keep parents involved. There are library resources, materials, and supplies that both parents and children may check out. The school system offers an excellent Pre-K program for four year olds who will be entering the system the following year. The system offers Head Start programs for young mothers and community education classes for all citizens.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Hatton High will work with its teachers and staff through in-service, faculty meetings, and grade level and subject meetings in understanding the importance of parents being a partner in education. Parents will be invited to attend workshops offered at the school especially related to student involvement. The leadership team will be working with teachers and the leadership
committee to include parents in all aspects of academics, sports, clubs, and service organizations.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

 Hatton High coordinates parental involvement for all parents. October is the kick off month for parental involvement, we offer opportunities for parents to volunteer to help with various organizations and special days such as awards day, homecoming, tournaments, field trips, band contests and performances, Beta club projects and initiations, service projects, and other
assemblies. Parents are an integral part of booster clubs that are set up for the volleyball, cross country, football, basketball, baseball, band,and softball programs.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

The Lawrence County school board and Hatton high has begun utilizing the School Cast system to notify all parents, students, faculty, and staff of any emergency or other important information. The system helps to ensure parents are informed of any pertinent incidents or important upcoming events. Parents are sent acknowledgement forms for the code of conduct and Internet use, a parents right to know letter for HQ teachers, and the school compact. They also participate in parent surveys. The school has worked to update all student and parent contact information including email addresses in order to keep parents informed.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.) To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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

Hatton High makes every effort to work with parents in meeting their requests related to their involvement in their child's education. Parents may attend any event or request materials from teacher or counselor on drug awareness, Internet safety, school and county policies, parenting teens, graduation requirements, and graduation status.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

All buildings and athletic grounds on campus are handicapped accessible with the main administrative building containing a wheelchair ramp. Several teachers and paraprofessionals have been trained to handle the problems and concerns of the physically challenged, and they will be available to assist parents, if necessary.

For Spanish-speaking parents, the Spanish teacher will be available for communication and interpretation. All school information will be translated into the necessary appropriate foreign language for distribution to ELL parents. The school and school system will cultivate a list of persons, agencies, and resources for each diverse population.