



ACIP

Jackson High School Clarke County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Jackson High School is a public, rural high school. The school was built in 1980-81, and the initial enrollment was 716 students, compared to 521 in 2017-18. Jackson High School has been fully accredited by our regional accrediting association since 1992-93. It is anticipated that our area will continue to grow over the next few years with the employment at the steel mill in Washington and Mobile counties. The racial composition of the school is 67.37% black, 31.67% white, .19% American Indian and .77% Asian. We have 254 males and 267 females. The teachers and administration is comprised of 37 teachers. The racial composition of the faculty is 41% white female, 36% white male, 17% black female, and 6% black male.

The students of Jackson High School are primarily residents of Jackson with a population of 5,600. Our school also services the outlying communities of Alma, Barlow Bend, Carlton, Coffeerville, Gainestown, McVay, Salitpa, Walker Springs, and Winn. The 2010 census report for Clarke County reports the population of the county as 26,254. According to the latest available data (2010), the estimated median household income of Jackson is \$32,917. The county figures (2010) reported as being \$21,822. Per Capita Income offers a clear picture of the economic status of the school and county. In the previous year, Jackson High School received approximately \$25,000 from the city of Jackson. This money is used for maintenance of the building, copy machine maintenance, and salaries for various staff members. The community has a mix of service industry, manufacturing, and retail businesses. The largest single industrial employer is Packaging Corporation of America, with approximately 550 employees. The religious orientation of the community is varied, including the following: Baptist, Methodist, Presbyterian, Episcopalian, Catholic, Assembly of God, and Church of Christ. The community is comprised of 54.9% white, 42.9% black, and 2.2% other (Native American, Hispanic, etc).

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.

Clarke County Board of Education and Jackson High School are committed to providing all students a relevant, engaging, and challenging curriculum in a safe, positive learning environment. Jackson High School also provides relevance through the College and Career Readiness standards with the use of strategic teaching as on-going practices in the classroom. Students are challenged with curriculum-based standards that are rigorous. Striving for college and career readiness, Jackson High School prepares students for post secondary success. Students are offered a variety of diploma options including regular, career-tech endorsed, advanced career-tech endorsed and advanced academic endorsed diplomas. Seniors and Juniors enrolled in advanced classes are offered dual enrollment opportunities with Alabama Coastal Community College and the University of Alabama, as well as college credit through the advanced placement (AP) calculus class. Jackson High School has an updated safety plan which includes: frequent fire, tornado, and intruder/lockdown drills to make students better prepared in case of emergencies. Students are provided praise and reinforcement for achievements in academic performances as well as one-on-one mentoring for a "job well done."

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.

Jackson High School's faculty consists of 37 certified teachers and/or administrators. All teachers demonstrate deep knowledge of subject matter content and have ability to organize related facts, concepts, and skills. Teachers also design classroom organization and management system built upon sound, age-appropriate expectations, and research-based strategies for promoting positive behavior. Even though the 2017-2018 school year has three new faculty members, thirty-five faculty members have nine or more years experience, which comprises 94% of the faculty. After-school tutoring and remediation in all core classes are provided for students to increase the graduation rate. Of the 521 students who attended Jackson High School during the 2017-2018 school year, 78% of the students had no disciplinary referrals and 86% had fewer than twenty tardies. With the implementation of In-School Suspension (ISS), the overall totals for tardies have decreased. According to the CIP, the ELEOT student surveys, the results showed 93% of the students feel that they follow classroom rules and 91% of students say that they respect their teachers and classmates. According to the CIP, of the 108 parents who participated in the ELEOT survey, 86% felt that the leadership at Jackson High School appreciates diversity, including differences in culture, language, race and lifestyle, and 84% reported that Jackson High School strives continuously to improve instruction, student learning, and behavior.

Additional Information

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

Jackson High School offers a Freshmen and New Student orientation for these groups to learn about Jackson High School, its programs, and extra-curricular activities. Student handbooks are issued to new students, as well as returning students, and offer guidelines and suggestions about how to be successful. An annual College and Career Day is planned for seniors, juniors, and sophomores with student and parent participation encouraged. Financial workshops are held in order for parents and students to receive help in completing FAFSA on-line using the school's computer lab. JHS currently holds two Parent Nights during the school year - one each semester. Here teachers have opportunities to share important information with parents. JHS sponsors a web page where parents and students with Internet access can gain information. JHS also uses newsletters, the School Cast messenger system, the radio, and the local newspapers to communicate with parents. Parents and teachers are notified with updates and reminders through the Remind text messaging services.

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 school's Continuous Improvement Plan (CIP) team consists of a representative from the LEA, school administrators, teachers, parents and media specialist. The principal is responsible for selecting team members. Meetings were arranged before, during and after school hours to accommodate the schedule of those participating in the development of the plan.

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

The school's CIP team consists of a representative from the LEA, school administrators, teachers, parents and media specialist.

Responsibilities of team members:

LEA Representative

- collaborate with the school administrators to select and conduct seven reviews
- ensure that the school has a written CIP approved by school and state superintendents
- assist schools in the next steps after implementation, review, and monitoring of CIP

School Administrators

- select appropriate team members
- collaborate with the LEA to select and conduct seven reviews
- lead the team in the development and implementation of the plan
- conduct monthly walk-throughs

Teachers

- express concerns from their individual departments (This usually comes from things that are discussed in departmental meetings.)
- provide feedback of strategies previously used to engage students and increase knowledge. - help develop new strategies to improve the academic performance and culture of the school.

Parents

- express concerns about their child's education and the education of all students.
- provide feedback of the strategies expressed by the student community on how to increase academic performance and culture of the 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.

A brochure with an overview of the current school Continuous Improvement Plan is sent home to all parents during the month of October. This brochure provides parents with a quick overview of the current goals and strategies of the plan. In addition to the above ways, the final Continuous Improvement Plan is posted on the Jackson High School website for parents and community members to view.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

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?

In ACT Aspire no areas were above benchmark. However, in the areas of English, Reading and Writing the average scores were close to the state benchmark goals.

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

Scantron displays positive trends in 9th graders for arithmetic with polynomials with rational expressions and linear and exponential models. Positive trends for Scantron reading test was Vocabulary. ACT Aspire and ACT Workkeys showed no positive trends.

Which area(s) indicate the overall highest performance?

ACT Aspire in the area of Algebra showed the highest performance with 38% benchmarking. In the subject area of Reading, in the area of integration of knowledge and ideas, 27% met the benchmark score.

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

None of the documents provided for CIP were broken down into subgroups.

Between which subgroups is the achievement gap closing?

None of the documents provided for the CIP furnished data broken into subgroups.

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

Other data sources were not available for comparison since each grade level is tested separately by various tests.

Areas in Need of Improvement

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

The area that is below expected levels of performance on ACT Aspire was Math which is in Need of Support. Aspire for 10th graders showed all areas were below expected levels of performance. The area that is below expected levels of performance on the Global Scholar reading test is long passage reading. Creating equations was below the expected level of performance for 9th graders. The areas below expected level for 11th grade ACT were algebra, biology, and social science.

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

Scantron showed negative trend in reading long passages. The math category that showed a negative trend was creating equations. ACT showed negative trends in English, algebra, biology, and social science. ASPIRE for 10th grades and Work Keys for 12th graders have no data for comparison.

Which area(s) indicate the overall lowest performance?

Global Scholar for 9th grade indicates the lowest performance in long passage. The lowest performance in algebra was creating equations. ASPIRE 10th grade testing indicates the lowest performance in writing. ACT 11th grade testing indicates the lowest performance in biology.

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

None of the documents provided for CIP were broken down into subgroups.

Between which subgroups is the achievement gap becoming greater?

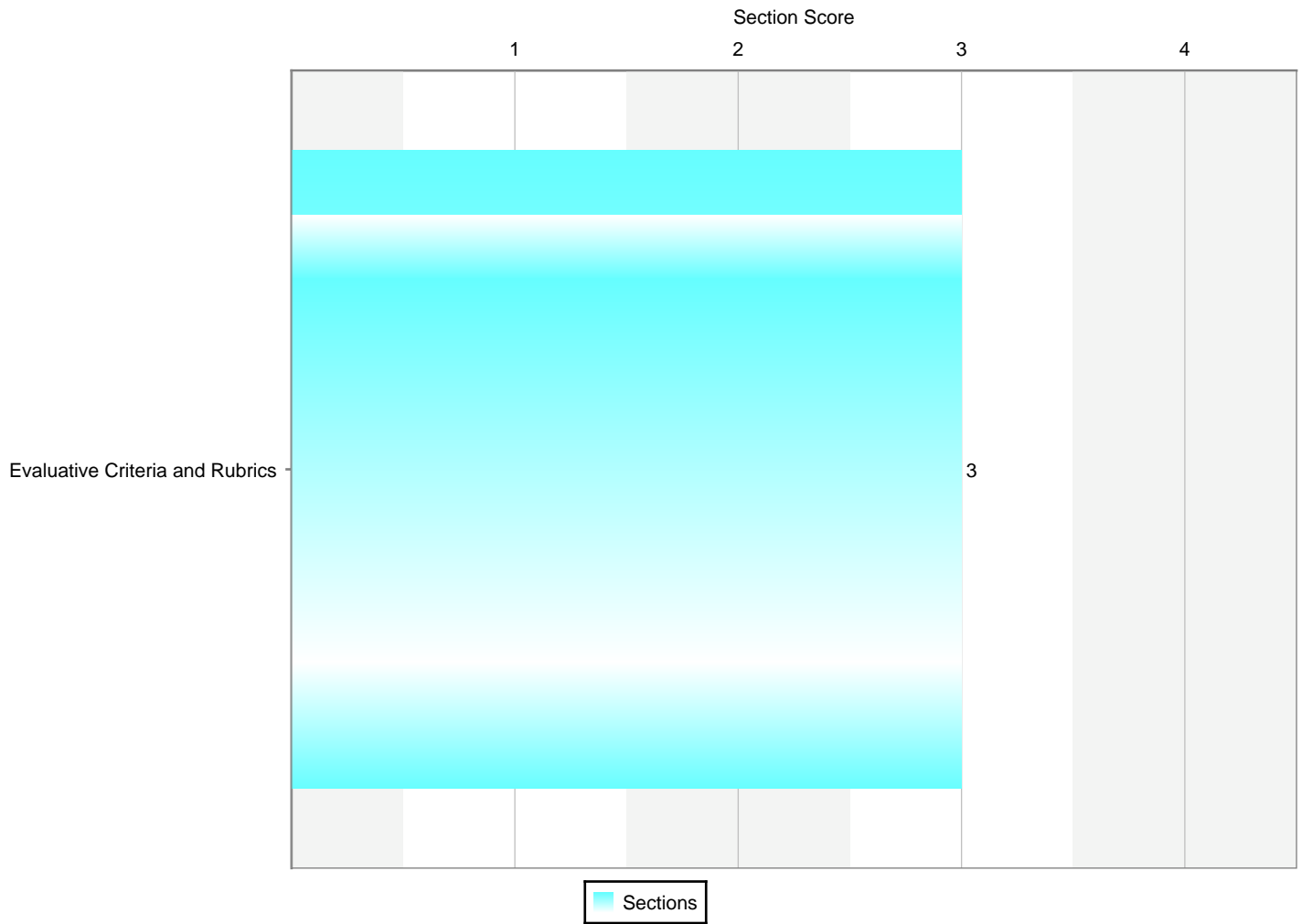
None of the documents provided for CIP were broken down into subgroups.

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

None of the documents provided for CIP were broken down into subgroups.

Report Summary

Scores By Section



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	CIP Team 2017-18	CIP Team Sign In

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		

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	Gwen Powell Federal Programs Director Clarke County BOE PO Box 936 Grove Hill, AL 36451 251-250-2155	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan

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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	Jackson High School is not a Title I school.	

JHS ACIP 2017-2018

Overview

Plan Name

JHS ACIP 2017-2018

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	A mentoring program for students and new teachers has been established at Jackson High School	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$1100
2	Jackson High School will promote academic success and perfect attendance for all students.	Objectives: 3 Strategies: 4 Activities: 4	Organizational	\$5300
3	All students will improve in Reading and Math as measured by state assessments.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$2700
4	Students who are enrolled at Jackson High School in Career Technical Education classes will earn College and Career Readiness Indicator credentials	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: A mentoring program for students and new teachers has been established at Jackson High School

Measurable Objective 1:

collaborate to provide all students with an adult advocate by 05/18/2018 as measured by mentoring meetings.

Strategy 1:

Mentoring Class - All students will be assigned a mentor class to meet weekly where teachers will be an advocate for their students.

Category: Develop/Implement Student and School Culture Program

Activity - Mentor Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual teachers will follow their students' academic achievements, behavior, and attendance. Senior and junior mentor teachers will assist the counselor when needed to review transcripts, assist with college applications, and inform students of available scholarship applications and career opportunities.	Academic Support Program	08/07/2017	05/18/2018	\$600	General Fund	All teachers and administration

Strategy 2:

Career Coach - The career coach will come weekly to meet with students.

Category: Develop/Implement Student and School Culture Program

Activity - Career Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The career coach will meet weekly with specified students to use the Kuder software to establish their Alabama College Planning System account. All students take the interest inventory test. Seniors will begin preparing for college application week by researching top three colleges. Juniors will begin ACT preparation. Sophomores and Juniors will attend the Career Expo. Freshmen will prepare their four-year plan in the spring. All students update their four-year plans annually.	Academic Support Program, Career Preparation/Orientation	08/07/2017	05/18/2018	\$500	District Funding	Maggie Daily, Career Coach Crystal Stabler, Counselor

Measurable Objective 2:

collaborate to provide new teachers with a mentor teacher by 05/18/2018 as measured by documentation of one-on-one teacher mentoring.

Strategy 1:

New Teacher Mentor - Veteran teachers will assist new teachers in routine and academic procedures for the first three years of employment.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Teacher Mentor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discuss school policies, grading procedures, INow training, and content pacing guides.	Recruitment and Retention	08/07/2017	05/18/2018	\$0	No Funding Required	Mirenda Hare, Melassand James, Marlon Beech, Tamiko Taylor, Crystal Tarleton, Emily Hodge and Audra Raybon

Goal 2: Jackson High School will promote academic success and perfect attendance for all students.

Measurable Objective 1:

collaborate to work with students and parents to ensure student attendance by 05/18/2018 as measured by accurate daily attendance through INOW.

Strategy 1:

Increase Student Attendance - Jackson High School will follow the Clarke County Board of Education Policy concerning truancy. Any unexcused absences beyond 7 days will result in failure of the course enrolled.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Truancy Law

Activity - Promote Perfect Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administration will encourage perfect attendance by all students.	Academic Support Program, Policy and Process	08/07/2017	05/18/2018	\$0	No Funding Required	All teachers and administration

Measurable Objective 2:

collaborate to work with students and parents to ensure student academic success by 05/18/2018 as measured by accurate grading reports through INow.

Strategy 1:

Rtl - The Response to Instruction (Rtl) team will meet to discuss students who are failing courses according to the district Rtl plan.

Category: Develop/Implement Learning Supports

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Activity - Rtl Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl team will meet monthly to discuss updates on the students receiving Rtl support. Students who are failing multiple courses and/or repeating course or grade levels will receive specific Tier III instruction and remediation. Rtl facilitating teachers meet with identified students weekly during 1A. Students who are failing single courses will be addressed through the teacher advocacy mentoring program. Student discipline reports are examined also for focus on students who are struggling in the classroom based upon discipline only.	Academic Support Program	08/07/2017	05/18/2018	\$300	Other	Rtl Team: Ken Harbuck, Melassand James, Marlon Beech, Tamika Taylor, Crystal Tarleton, Emily Hodge, Audra Raybon

Strategy 2:

After School Tutoring - After school tutoring will be available for students who need reinforcement.

Category: Develop/Implement Learning Supports

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide after school tutoring when needed.	Academic Support Program	08/07/2017	05/18/2018	\$5000	Other	Teachers

Measurable Objective 3:

collaborate to work with ELL students to ensure academic success by 05/18/2018 as measured by accurate grading reports through INow and the ELL coordinator.

Strategy 1:

ELL Instruction - The ELL coordinator, Ana Carlisle, will meet with any English Language Learners to ensure academic and social success in their current environment.

Category: Develop/Implement Learning Supports

Activity - ELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL coordinator, Ana Carlisle, will meet with any English Language Learners to ensure academic and social success in their current environment.	Academic Support Program	08/07/2017	05/18/2018	\$0	No Funding Required	JHS Teachers of ELL students ELL Coordinator, Ana Carlisle

Goal 3: All students will improve in Reading and Math as measured by state assessments.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency in all subject areas in Reading by 05/18/2018 as measured by evidence through teacher made tests, student work samples, formative assessments and state assessments..

Strategy 1:

Strategic Teaching - Teachers will create daily outcomes that will reflect the formative assessments given. Teachers will use a variety of strategic teaching instructional strategies in their individual classes to increase reading comprehension. Re-teaching will be done when the need arises.

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During collaborative meetings, professional development will be implemented to further the knowledge of strategic teaching methods including students showing dyslexic tendencies.	Professional Learning, Direct Instruction	08/07/2017	05/18/2018	\$1700	Other, District Funding	All Teachers

Strategy 2:

Technology - Students will have access to a rolling computer lab for use in all content areas. Technology upgrades are also implemented yearly as funds allow.

Category: Develop/Implement Learning Supports

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A rolling computer lab is available for utilization in all content area classrooms.	Technology	08/07/2017	05/18/2018	\$0	No Funding Required	All teachers and media specialist

Measurable Objective 2:

10% of All Students will demonstrate a proficiency with computation and problem solving in Mathematics by 05/18/2018 as measured by evidence through teacher made tests, student work samples, formative assessments and state assessments..

Strategy 1:

Writing - All teachers will use formative assessments including a variety of constructed response questions.

Category:

Activity - Foundation Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work daily and weekly on foundation skills such as multiplication and division.	Direct Instruction	08/07/2017	05/18/2018	\$0	No Funding Required	All Teachers
Activity - ACT Accountability	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development and implement into classroom instruction on depth of knowledge questions for ACT testing. Students will receive direct instruction on ACT practice problems and practice tests.	Professional Learning, Direct Instruction	08/07/2017	05/18/2018	\$1000	Other	All teachers

Goal 4: Students who are enrolled at Jackson High School in Career Technical Education classes will earn College and Career Readiness Indicator credentials

Measurable Objective 1:

3% of Ninth, Tenth, Eleventh and Twelfth grade students will achieve college and career readiness credentials in Career & Technical by 05/18/2018 as measured by successful completion of and earning a Career Technical Education credential.

Strategy 1:

CTE Enrollment - Enroll students in appropriate CTE classes - Students at Jackson High School will be enrolled in appropriate Career Technical Education classes based on student requests, four-year plans, and course availability.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Department of Education College and Career Ready Standards

Activity - Progress Monitoring Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have monthly meetings with School Principal, Career Technical Education Director, and Career Technical Education Teachers to monitor student progress as they prepare for the credential examination and/or performance activities	Academic Support Program, Career Preparation/Orientation	08/07/2017	05/18/2018	\$0	No Funding Required	School Principal, Career Technical Education Director, and Career Technical Education Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Mentor	Discuss school policies, grading procedures, INow training, and content pacing guides.	Recruitment and Retention	08/07/2017	05/18/2018	\$0	Mirenda Hare, Melassand James, Marlon Beech, Tamiko Taylor, Crystal Tarleton, Emily Hodge and Audra Raybon
Progress Monitoring Activity	Have monthly meetings with School Principal, Career Technical Education Director, and Career Technical Education Teachers to monitor student progress as they prepare for the credential examination and/or performance activities	Academic Support Program, Career Preparation/Orientation	08/07/2017	05/18/2018	\$0	School Principal, Career Technical Education Director, and Career Technical Education Teachers
Technology Integration	A rolling computer lab is available for utilization in all content area classrooms.	Technology	08/07/2017	05/18/2018	\$0	All teachers and media specialist
Promote Perfect Attendance	Teachers and Administration will encourage perfect attendance by all students.	Academic Support Program, Policy and Process	08/07/2017	05/18/2018	\$0	All teachers and administration
Foundation Skills	Students will work daily and weekly on foundation skills such as multiplication and division.	Direct Instruction	08/07/2017	05/18/2018	\$0	All Teachers

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ELL	The ELL coordinator, Ana Carlisle, will meet with any English Language Learners to ensure academic and social success in their current environment.	Academic Support Program	08/07/2017	05/18/2018	\$0	JHS Teachers of ELL students ELL Coordinator, Ana Carlisle
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl Meetings	Rtl team will meet monthly to discuss updates on the students receiving Rtl support. Students who are failing multiple courses and/or repeating course or grade levels will receive specific Tier III instruction and remediation. Rtl facilitating teachers meet with identified students weekly during 1A. Students who are failing single courses will be addressed through the teacher advocacy mentoring program. Student discipline reports are examined also for focus on students who are struggling in the classroom based upon discipline only.	Academic Support Program	08/07/2017	05/18/2018	\$300	Rtl Team: Ken Harbuck, Melassand James, Marlon Beech, Tamika Taylor, Crystal Tarleton, Emily Hodge, Audra Raybon
ACT Accountability	Teachers will receive professional development and implement into classroom instruction on depth of knowledge questions for ACT testing. Students will receive direct instruction on ACT practice problems and practice tests.	Professional Learning, Direct Instruction	08/07/2017	05/18/2018	\$1000	All teachers
Professional Development	During collaborative meetings, professional development will be implemented to further the knowledge of strategic teaching methods including students showing dyslexic tendencies.	Professional Learning, Direct Instruction	08/07/2017	05/18/2018	\$1000	All Teachers
After School Tutoring	Teachers will provide after school tutoring when needed.	Academic Support Program	08/07/2017	05/18/2018	\$5000	Teachers
Total					\$7300	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	During collaborative meetings, professional development will be implemented to further the knowledge of strategic teaching methods including students showing dyslexic tendencies.	Professional Learning, Direct Instruction	08/07/2017	05/18/2018	\$700	All Teachers

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Career Planning	The career coach will meet weekly with specified students to use the Kuder software to establish their Alabama College Planning System account. All students take the interest inventory test. Seniors will begin preparing for college application week by researching top three colleges. Juniors will begin ACT preparation. Sophomores and Juniors will attend the Career Expo. Freshmen will prepare their four-year plan in the spring. All students update their four-year plans annually.	Academic Support Program, Career Preparation/Orientation	08/07/2017	05/18/2018	\$500	Maggie Daily, Career Coach Crystal Stabler, Counselor
Total					\$1200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentor Block	Individual teachers will follow their students' academic achievements, behavior, and attendance. Senior and junior mentor teachers will assist the counselor when needed to review transcripts, assist with college applications, and inform students of available scholarship applications and career opportunities.	Academic Support Program	08/07/2017	05/18/2018	\$600	All teachers and administration
Total					\$600	

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		Stakeholder Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

- our school's purpose statement is clearly focused on student success
- my child knows the expectations for learning in all classes

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

All areas show a trend toward increasing stakeholder satisfaction except:

- all of my student's teachers provide an equitable curriculum that meets his/her learning needs
- all of my child's teachers use a variety of teaching strategies and learning activities
- all of my child's teachers meet his/her learning needs by individualizing instruction
- my child is given multiple assessments to measure his/her understanding of what was taught

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

According to the survey used for the CIP, it was found that parents agree that the faculty works hard to help every student. They encourage parents to be involved, and the teachers continually work to improve student learning and behavior. Parents feel that grades and behavior are shared with them through Information Now Home, parent conferences, and progress reports. Teachers feel that the school's policies and procedures are clearly communicated, and they are understood by both students and faculty members. The school's administration also communicates expectations to all students, parents, and faculty members to increase student achievement.

Areas in Need of Improvement

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

- all of my child's teachers meet his/her learning needs by individualizing instruction
- all of my child's teachers keep me informed regularly of how my child is being graded

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

- all of my student's teachers provide an equitable curriculum that meets his/her learning needs
- all of my child's teachers use a variety of teaching strategies and learning activities
- all of my child's teachers meet his/her learning needs by individualizing instruction
- my child is given multiple assessments to measure his/her understanding of what was taught

What are the implications for these stakeholder perceptions?

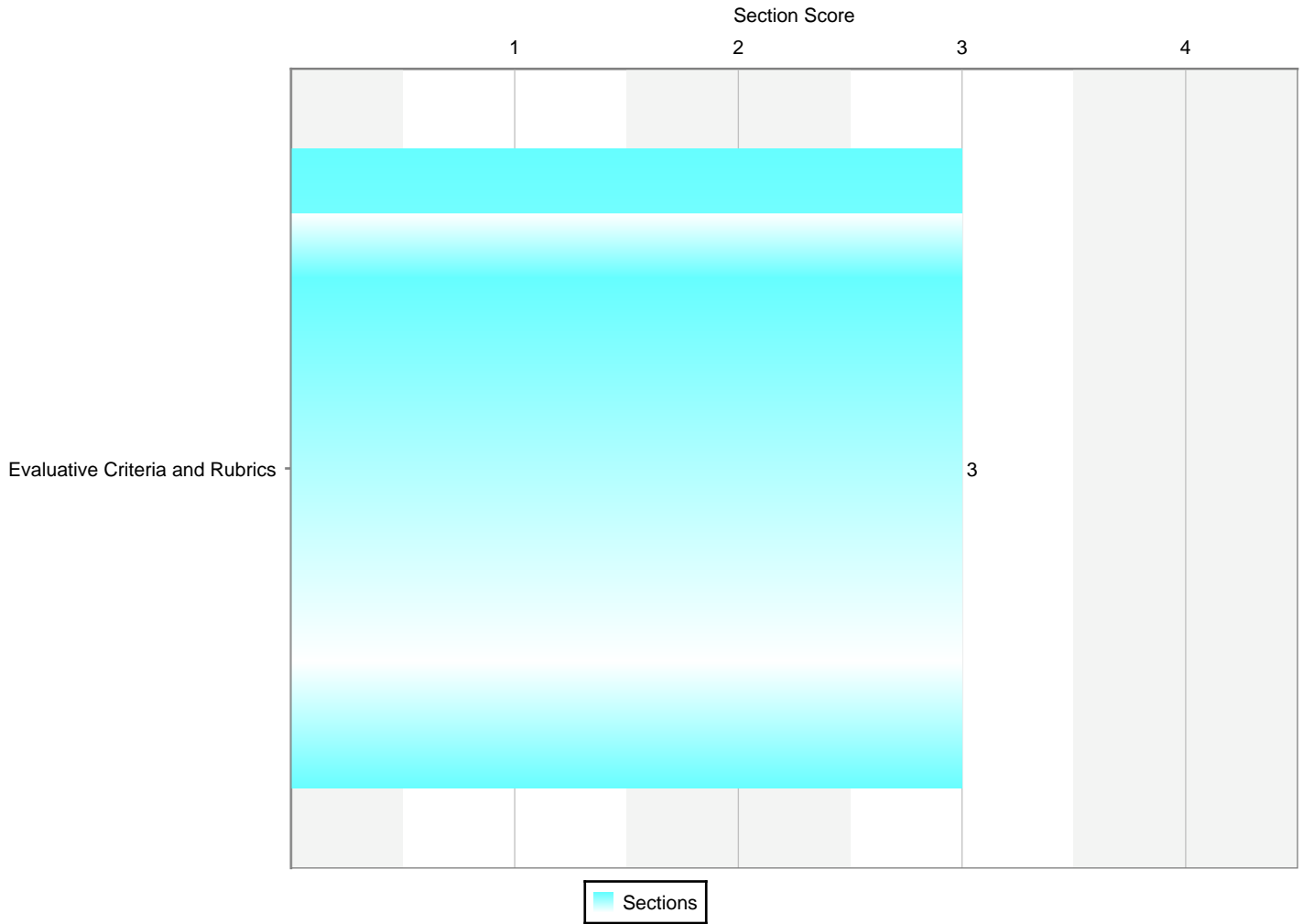
Any negative responses by parents may be a result of many of JHS students being raised by someone other than their natural parents (e.g. grandparents, aunts/uncles, guardians). Many negative results come from parents/guardians who do not take the time to invest in their children's education.

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

According to the CIP survey, students believe that teachers do not call home and share information about grades and behavior. However, many students do not provide accurate telephone numbers and contact information for parents. Parents do not believe that they are encouraged to participate at JHS and are not communicated with on a regular basis.

Report Summary

Scores By Section



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.	31.18

Provide the number of classroom teachers.

31.68

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1603619.0

Total

1,603,619.00

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.	100591.0

Total

100,591.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	57139.0

Total

57,139.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	69450.0

Total

69,450.00

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.	56119.0

Total

56,119.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	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.	7549.0

Total

7,549.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2768.0

Total

2,768.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	15044.0

Total

15,044.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1086.0

Total

1,086.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	31930.0

Provide a brief explanation and a breakdown of expenses.

.4 Teacher-28,430

Professional Development-3,500

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	25268.0

Provide a brief explanation and breakdown of expenses.

Instructional Equipment & Supplies-19,268

Professional Development-6,000

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