



## **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 599 in 2015-16. 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 construction of the steel mill in Washington and Mobile counties. The racial composition of the school is 68.1% black, 30.2% white, 1.0% Hispanic, less than 1.0% Asian, less than 1.0% Indian America, and less than 1.0% Multi-Race. We have 273 males and 326 females. The teachers and administration is comprised of 36 teachers. The racial composition of the faculty is 56% white female, 28% white male, 14% black female, and 3% black male. At the end of the school year 2011-12 Coffeerville High School was closed, and its students were merged with Clarke County High School and Jackson High School (according to district guidelines).

The students of Jackson High School are primarily residents of Jackson with a population of 9,941. 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 \$20,000 from the city of Jackson. This money is used for maintenance of the building, copy machine maintenance, and salaries for various staff members. The decrease in the amount from the city of Jackson is due to the allocation for the construction of the new Gilmore Elementary School.

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 English classes are offered dual enrollment opportunities with Alabama Southern 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 39 highly-qualified 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 2015-2016 school year has three new faculty members, twenty faculty members have nine or more years experience, which comprises 49% of the faculty. After-school tutoring and math/reading classes are provided for students to increase the graduation rate by providing remediation.

Of the 671 students who attended Jackson High School during the 2014-2015 school year, 51%% of the students had no disciplinary referrals and 90% had fewer than fifteen tardies. With the implementation of In-School Suspension (ISS), the overall totals for tardies have decreased. According to the CIP, the PRIDE student surveys, the results showed 85% of the students feel that cyberbullying has little or no impact on their classwork, and 75% of students say that teachers encourage them to stay in school.

According to the CIP, of the 93 parents who participated in the PRIDE 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. At the beginning of the 2010-2011 school year, Parent Teacher Organization (PTO) was established to open the lines of communication between parents and faculty. All parents and teachers are strongly encouraged to join the PTO program. 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, school counselors, core teachers from each department, a special education teacher, a parent, and a student. The principal is responsible for selecting team members. In order to be selected to participate in the development of the school improvement plan, a student must currently attend Jackson High, and the parent must have a child currently enrolled at Jackson High School. Student, teacher, and parent surveys were distributed to provide feedback for the CIP. These surveys consist of questions pertaining to the academic standards and overall culture of the school. Meetings were arranged during school hours and after school to accommodate the schedule of those participating in the development of the CIP.

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

The school's Continuous Improvement Plan team consists of a representative from the LEA, school administrators, school counselors, core teachers from each department, a special education teacher, a parent, and a student. 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 CIP
- conduct monthly walk-throughs

#### School Counselors

- provide feedback on testing information and the culture of the school (AHSGE results, Pride Survey, and etc).

#### Core 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.

**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 CIP 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 CIP. In addition to the brochure, the Parental Involvement portion of the CIP is also sent home to all parents. The Parental Involvement portion of the CIP explains various ways Jackson High School communicates with parents and describes how parents can seek assistance when needed. In addition to the above ways, the final CIP 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 Diagnostic

## 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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

Benchmark for Global Scholar has not been determined by the test administrator for 9th grade students. The expected levels of performance (benchmark) for the ACT for 11th graders was met in English composition with 39% meeting the benchmark score.

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

Global Scholar displays positive trends in 9th graders for mean reading score, reading vocabulary, fiction, and non-fiction. There were no positive trends for Global Scholar mathematics test. The ACT shows positive trends in performance in 11th graders for college readiness for English Composition, Math and Reading.

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

Reading vocabulary shows the highest performance score for 9th grade Global Scholar testing. The highest performance for 11th grade ACT is English composition.

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

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

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

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

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

No other data source was 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 the Global Scholar reading test is long passage reading. All areas were below expected level of performance on Global Scholar algebra test. The areas below expected level for 11th grade ACT were math and science.

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

Global Scholar showed negative trends in reading long passages and all math categories. ACT did not show any negative trends.

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

Global Scholar indicates the lowest performance in non-fiction reading and linear and exponential models in algebra. ACT indicates the lowest performance in science.

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

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

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

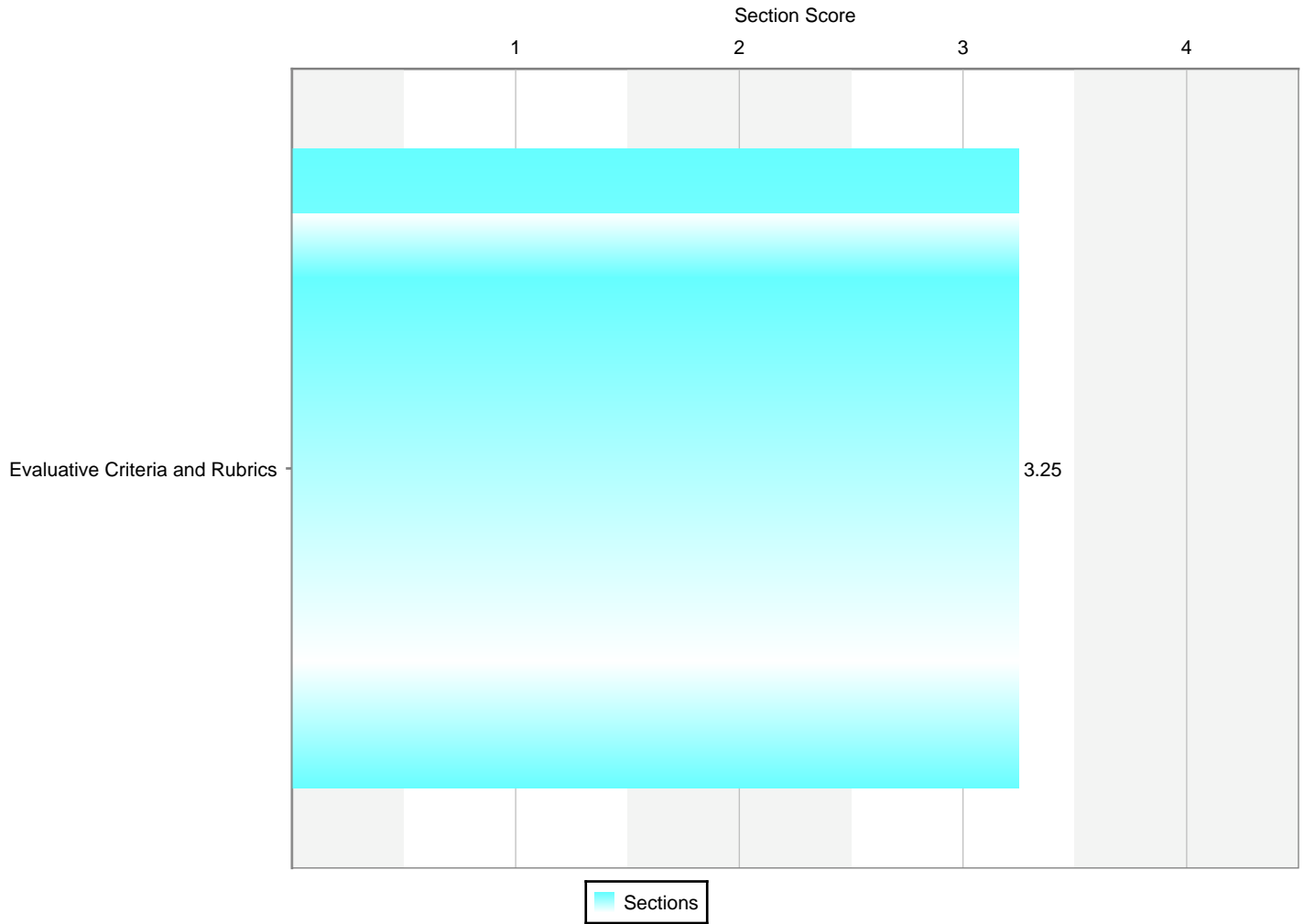
None of the documents provided for the CIP were broken down into subgroups.

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

No other data sources were available for analysis.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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	CIP Team 2015-2016	CIP Team 2015

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 P. O. Box 936 Grove Hill, AL 36451 251-275-3255	

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		Parental Involvement Plan 15-16



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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	No	Jackson High School is not a Title 1 school.	

# **CIP 2015-2016**

## **Overview**

### **Plan Name**

CIP 2015-2016

### **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	All students at Jackson High School are familiar in the College and Career Readiness Standards.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$1400
2	The learning of all students at Jackson High School will increase by the implementation of the College and Career Readiness Standards in Science	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
3	A mentoring program for students and new teachers has been established at Jackson High School	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$1100
4	Jackson High School will promote academic success and perfect attendance for all students.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$300
5	The learning of all students at Jackson High School will increase by the implementation of literacy strategies	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$1500

## Goal 1: All students at Jackson High School are familiar in the College and Career Readiness Standards.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the practice standards of the College and Career Readiness Standards in Mathematics by 05/13/2016 as measured by monthly meetings of mathematics teachers using video analysis.

### Strategy 1:

Math PLT - Tri-county Math Profession Learning Team will meet quarterly at Jackson High School to focus on content improvement. Math teachers from each content area will attend training, and bring back for turn-around training to fellow teachers.

Category:

Activity - Math PLT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math PLT facilitator will train fellow math teachers on topics discussed at Community Learning Team meetings.	Professional Learning, Academic Support Program, Direct Instruction	08/10/2015	05/13/2016	\$900	Other	Jody Wade, Mirenda Hare, Melassand Hare, Laura Shelander, Benny Turberville

### Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in the CCRS Math Standards in Mathematics by 05/13/2016 as measured by Global Scholar and formative assessments.

### Strategy 1:

Math Collaboration - Math teachers will collaborate across grade levels.

Category: Develop/Implement College and Career Ready Standards

Activity - Math Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during school hours to ensure accuracy of content taught across grade levels.	Academic Support Program, Direct Instruction	08/10/2015	05/13/2016	\$500	Other	Jody Wade, Mirenda Hare, Melassand James, Laura Shelander, Benny Turberville

## Goal 2: The learning of all students at Jackson High School will increase by the implementation of the College and Career Readiness Standards in Science

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of standards in Science by 05/13/2016 as measured by evidence through teacher lesson plans, student work samples, and statewide testing scores.

### Strategy 1:

Strategic Teaching Implementation - All Science teachers will use a variety of strategic teaching strategies in their individual classes on a weekly basis to increase science and reading comprehension

Category:

Research Cited: Ellis, E. (2004). Q&A: What's the Big Deal about Graphic Organizers? [www.GraphicOrganizers.com](http://www.GraphicOrganizers.com)

Activity - Turn Around Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitators will turn around information to JHS faculty on In-service dates acquired at quarterly meetings of the college and career ready standards implementation team meetings.	Professional Learning	08/10/2015	05/13/2016	\$1000	Title II Part A	Facilitators: Emily Hodge Science Teachers: Marlon Beech, Veronica Etheredge, Tamiko Taylor

## Goal 3: 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 05/13/2016 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:

Activity - Mentor Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Individual teachers will follow their students' academic achievements, behavior and attendance. Senior mentor teacher will review transcripts, assist with college applications, and inform students of available scholarship applications and career opportunities.	Academic Support Program	08/10/2015	05/13/2016	\$600	General Fund	All teachers and administration
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**Strategy 2:**

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

Category:

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.	Career Preparation/Orientation, Academic Support Program	08/10/2015	05/13/2016	\$500	District Funding	Maggie Daily, Career Coach Crystal Stabler, Counselor

**Measurable Objective 2:**

collaborate to provide new teachers with a mentor teacher by 05/13/2016 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:

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	08/10/2015	05/13/2016	\$0	No Funding Required	Jody Wade, Laura Shelander Davey Moseley, John Carpenter Danny Powell, Jason Rowell

**Goal 4: 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 05/13/2016 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:

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	08/10/2015	05/13/2016	\$0	No Funding Required	All teachers and Administration

**Measurable Objective 2:**

collaborate to work with students and parents to ensure student academic success by 05/13/2016 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

Activity - Rtl Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl team will meet monthly to discuss updates to 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. Students who are failing single courses will be addressed through the teacher advocacy mentoring program. Student discipline reports are examined as well for focus on students who are struggling in the classroom based upon discipline only.	Academic Support Program	08/10/2015	05/13/2016	\$300	Other	Rtl Team: Stuart Etheredge, Richard Brown, Crystal Stabler, Jody Wade, Harla Barnes, Tomiko Taylor, Michelle Taylor All teachers will implement Rtl services



**Measurable Objective 3:**

collaborate to work with ELL students to ensure academic success by 05/13/2016 as measured by accurate grading reports through iNow and the ELL coordinator.

**Strategy 1:**

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

Category:

Activity - ELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL coordinator, Ana Carlisle, will meet weekly with any English Language Learners to ensure academic and social success in their current environment.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	JHS Teachers of ELL students ELL Coordinator, Ana Carlisle

## Goal 5: The learning of all students at Jackson High School will increase by the implementation of literacy strategies

**Measurable Objective 1:**

10% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/13/2016 as measured by evidence through teacher lesson plans, student work samples, and statewide testing scores.

**Strategy 1:**

Strategic Teaching - Teachers will use a variety of strategic teaching methods in their individual classes on a weekly basis to increase reading comprehension.

Category:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During departmental collaborative meetings, professional development will be implemented to further the knowledge of strategic teaching methods.	Professional Learning, Direct Instruction	08/10/2015	05/13/2016	\$500	Other	All Teachers

**Measurable Objective 2:**

10% of All Students will demonstrate a proficiency by improving solutions to constructed response questions in Writing by 05/13/2016 as measured by evidence through student work samples and statewide testing scores.

**Strategy 1:**

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

Category:

Activity - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become more familiar with answering constructed response questions in daily assignments and weekly assessments.	Direct Instruction	08/10/2015	05/13/2016	\$0	No Funding Required	All Teachers
Activity - Depth of Knowledge	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 ASPIRE and ACT testing.	Professional Learning, Direct Instruction	08/10/2015	05/13/2016	\$1000	Other	All 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	08/10/2015	05/13/2016	\$0	Jody Wade, Laura Shelander Davey Moseley, John Carpenter Danny Powell, Jason Rowell
Constructed Response	Students will become more familiar with answering constructed response questions in daily assignments and weekly assessments.	Direct Instruction	08/10/2015	05/13/2016	\$0	All Teachers
Promote Perfect Attendance	Teachers and Administration will encourage perfect attendance by all students.	Academic Support Program, Policy and Process	08/10/2015	05/13/2016	\$0	All teachers and Administration
ELL	The ELL coordinator, Ana Carlisle, will meet weekly with any English Language Learners to ensure academic and social success in their current environment.	Academic Support Program	08/10/2015	05/13/2016	\$0	JHS Teachers of ELL students ELL Coordinator, Ana Carlisle
<b>Total</b>					<b>\$0</b>	

### 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 mentor teacher will review transcripts, assist with college applications, and inform students of available scholarship applications and career opportunities.	Academic Support Program	08/10/2015	05/13/2016	\$600	All teachers and administration
<b>Total</b>					<b>\$600</b>	

## Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Turn Around Training	Facilitators will turn around information to JHS faculty on In-service dates acquired at quarterly meetings of the college and career ready standards implementation team meetings.	Professional Learning	08/10/2015	05/13/2016	\$1000	Facilitators: Emily Hodge Science Teachers: Marlon Beech, Veronica Etheredge, Tamiko Taylor
					<b>Total</b>	\$1000

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Collaboration	Teachers will collaborate during school hours to ensure accuracy of content taught across grade levels.	Academic Support Program, Direct Instruction	08/10/2015	05/13/2016	\$500	Jody Wade, Mirenda Hare, Melassand James, Laura Shelander, Benny Turberville
Strategic Teaching	During departmental collaborative meetings, professional development will be implemented to further the knowledge of strategic teaching methods.	Professional Learning, Direct Instruction	08/10/2015	05/13/2016	\$500	All Teachers
Depth of Knowledge	Teachers will receive professional development and implement into classroom instruction on depth of knowledge questions for ASPIRE and ACT testing.	Professional Learning, Direct Instruction	08/10/2015	05/13/2016	\$1000	All teachers
Math PLT	Math PLT facilitator will train fellow math teachers on topics discussed at Community Learning Team meetings.	Professional Learning, Academic Support Program, Direct Instruction	08/10/2015	05/13/2016	\$900	Jody Wade, Mirenda Hare, Melassand Hare, Laura Shelander, Benny Turberville

**ACIP**

Jackson High School

Rtl Meetings	Rtl team will meet monthly to discuss updates to 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. Students who are failing single courses will be addressed through the teacher advocacy mentoring program. Student discipline reports are examined as well for focus on students who are struggling in the classroom based upon discipline only.	Academic Support Program	08/10/2015	05/13/2016	\$300	Rtl Team: Stuart Etheredge, Richard Brown, Crystal Stabler, Jody Wade, Harla Barnes, Tomiko Taylor, Michelle Taylor All teachers will implement Rtl services
<b>Total</b>					\$3200	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Career Preparation/Orientation, Academic Support Program	08/10/2015	05/13/2016	\$500	Maggie Daily, Career Coach Crystal Stabler, Counselor
<b>Total</b>					\$500	

# 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?

The staff and parents agree that at Jackson High School the purpose statement has a clear focus on student success and establishes goals and plans for improving student learning.

The students at JHS feel they are receiving a quality education and that the programs and services are available to help them succeed. All stakeholders feel the teachers and principals hold high expectations for learning and behavior for students to be successful. All teachers feel that staff members participate in continuous professional development.

JHS uses multiple assessments to check understanding of items that are taught by providing challenging curriculum and learning experiences. Teachers and parents agree that all teachers at JHS personalize instructional strategies and interventions to address individual needs of students. All stakeholders feel that teachers provide multiple types of assessments such as: tests, projects, presentations, and portfolios to measure students' understanding. Teachers feel that all teachers at JHS use student data to address unique learning needs of all students. All teachers and students feel that teachers evaluate fairly and provide students information regarding their grades. Teachers are also evaluated regularly by administration.

JHS also offers counseling, career planning, and other programs and activities of interest to students that help them succeed at the next level. Parents feel that their children have at least one adult advocate at JHS.

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

Stakeholders feel that the responsibility of student learning is with all of its stakeholders. JHS is trying to offer more opportunities for stakeholders to become involved in the school.

Stakeholders feel that all teachers at JHS work as a team to help students to learn and parents to understand their children's progress. Stakeholders feel also that the administrators and teachers monitor and inform them of their students' progress.

### 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?

Students feel that adults at JHS are not treated with respect. Students feel that the building grounds are not safe, or clean and healthy enough to provide a place for learning. Students also feel that rules are not applied equally to all students. They feel that fellow students will not help other students who are not their friends. Students also believe that the school does not take into consideration students' opinions when planning ways to improve the school.

Staff members and parents at JHS feel that during the previous county administration, the governing body did not maintain a distinction between roles and responsibilities and those of school leadership. Parents believe that the support services (e.g. counseling and/or career planning) need to be improved.

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

Parents believe that JHS needs more up-to-date computers and technology. However, a Title VI Federal Funds grant provided a rolling computer lab which is housed in the library. Parents feel that JHS does not inform them regularly of their children's grades. However, all parents are given access to iNow Home portals for viewing their children's progress. Progress reports are also sent every four weeks and report cards sent every nine weeks. Passwords and codes for iNow Home are sent home with each student at the beginning of school year.

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

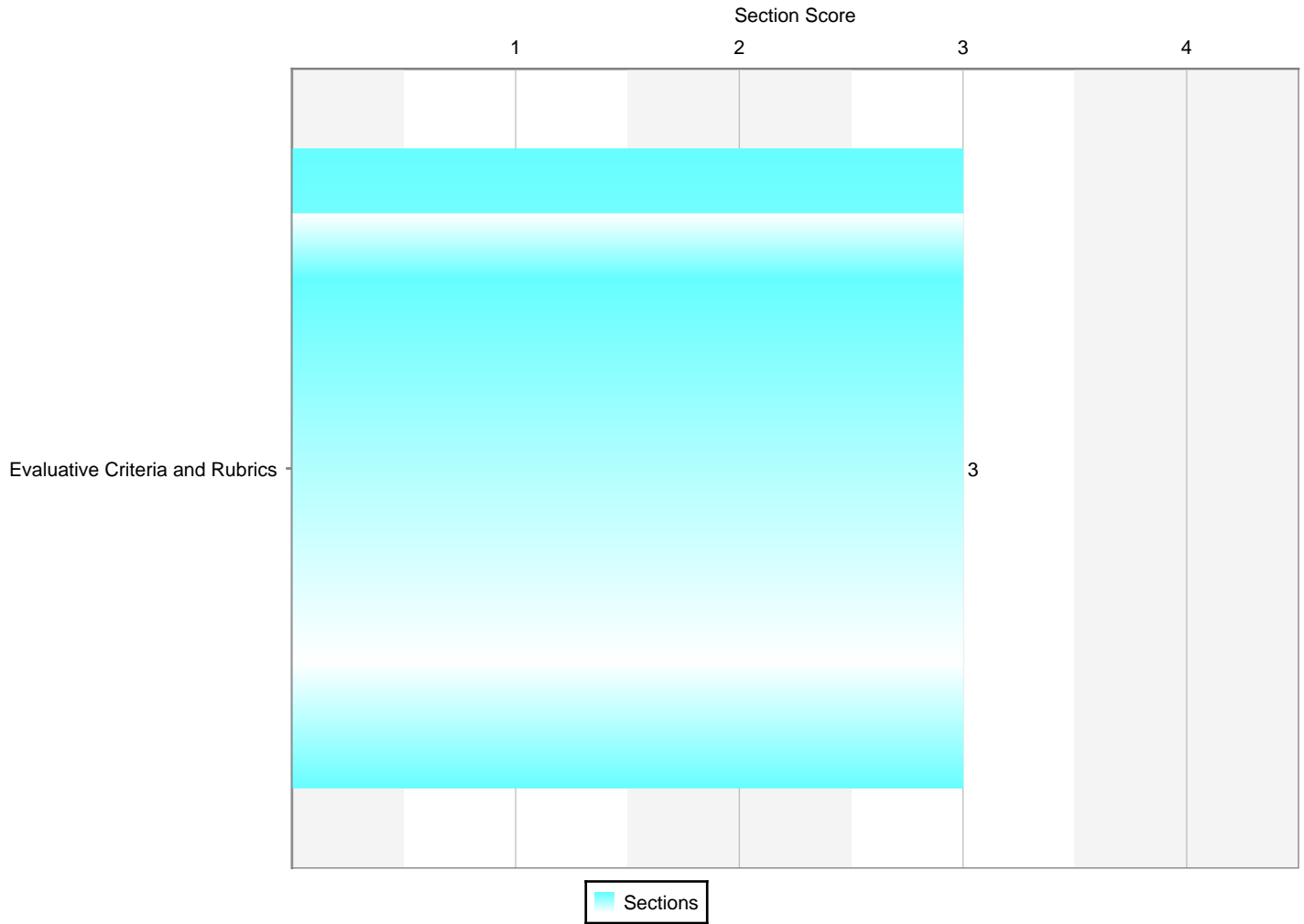
Any negative responses by parents may be a result of many of JHS students being raised by someone other than their natural parents (e.g. grandparents, aunts/uncles, guardians). Many negative results come from parents/guardians who do not take the time to invest in their children's education.

### 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. Students do not feel they can talk to the adults at the school anytime.

## Report Summary

### Scores By Section



# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	33.81	33.81	1,639,213.00
Administrator Units	1.00	1	90,987.00
Assistant Principal	1.00	1	53,793.00
Counselor	1.50	2	117,302.00
Librarian	1.00	1	41,426.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	2,444.00
Professional Development	0.00	0	2,444.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	14,320.00
Library Enhancement	0.00	0	815.00
<b>Totals</b>			<b>1,962,744.00</b>

**Title I**

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

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

N/A

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

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

N/A



**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	45560.0

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

Salary & Benefits: \$40,560.00

Professional Development for Teachers & Administrators - \$5,000.00

**Title III**

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

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

N/A

**Title IV**

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

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

N/A

**Title VI**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	35808.93

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

Technology \$20,000.00  
Materials & Supplies \$4,826.43  
Travel/PD \$5,000.00  
Tutoring \$5,982.50

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	28000.0

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

Equipment: \$8,000

Materials and Supplies: \$12,000

Professional Development: \$8,000

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

# 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.**

Jackson High School is not a Title I school.

**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.**

Jackson High School is not a Title I school.

**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.**

Jackson High School is not a Title I school.

**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).**

Jackson High School is not a Title I school.

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

Jackson High School is not a Title I school.

**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)**

Jackson High School is not a Title I school.

**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)**

Jackson High School is not a Title I school.

**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)**

Jackson High School is not a Title I school.

**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)**

Jackson High School is not a Title I school.

**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)**

Jackson High School is not a Title I school.

**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)**

Jackson High School is not a Title I school.

**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.**

Jackson High School is not a Title I school.