



ACIP

Straughn High School

Covington County Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	10
Improvement Planning Process.....	11

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	17
Report Summary.....	18

ACIP Assurances

Introduction 20

ACIP Assurances 21

Plan for ACIP 2018-2019

Overview 23

Goals Summary 24

- Goal 1: Improve communication between school and community 25
- Goal 2: Teachers at Straughn High School will use strategic teaching strategies on a regular basis in classroom instruction. 26
- Goal 3: Improve Overall Student Attendance 27
- Goal 4: Continue to improve the graduation rate at Straughn High School. 28
- Goal 5: Continue to build upon the positive climate of the school. 31
- Goal 6: 11th grade students at Straughn High School will increase proficiency on the ACT exam. 32
- Goal 7: Increase percentage of students at Straughn High School that achieve College and Career Ready Status . . . 33
- Goal 8: Increase the effective use of technology in the classroom. 35
- Goal 9: Straughn High School teachers and leaders will become more effective in meeting the needs of English Language Learners 36

Activity Summary by Funding Source 38

Stakeholder Feedback Diagnostic

Introduction 45

Stakeholder Feedback Data 46

Evaluative Criteria and Rubrics 47

Areas of Notable Achievement 48

Areas in Need of Improvement 49

Report Summary 50

Title I Schoolwide Diagnostic

Introduction..... 52

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 53

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 55

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 68

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 69

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 70

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 71

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 75

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 76

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 79

Component 10: Evaluation (Sec.1114(b)(3))..... 80

Coordination of Resources - Comprehensive Budget

Introduction..... 83

FTE Teacher Units..... 84

Administrator Units..... 85

Assistant Principal..... 86

Counselor..... 87

Librarian..... 88

Career and Technical Education Administrator..... 89

Career and Technical Education Counselor..... 90

Technology..... 91

Professional Development..... 92

EL Teachers..... 93

Instructional Supplies..... 94

Library Enhancement..... 95

Title I..... 96

Title II..... 97

Title III..... 98

Title IV..... 99

Title V..... 100

Career and Technical Education-Perkins IV..... 101

Career and Technical Education-Perkins IV..... 102

Other..... 103

Local Funds..... 104

Parent and Family Engagement

Introduction..... 106

Parent and Family Engagement..... 107

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?

In 1886 the community once known as Haygood, but now known as Straughn, had a post office but no school. Prominent leaders in the area saw the need for educating the community's youngsters and combined their resources and Straughn School came into existence in 1887. From 1887-1920 Straughn grew from a handful of children meeting in a church building for a few weeks a year to a four room school house and educated students up through the ninth grade. In 1921 the need for a high school was recognized and on September 29, 1922 the County Board of Education voted to "make Straughn a vocational school on condition that the community erect a state-aid building (according to plans approved by the state), equip same, and levy a district 3-mill tax for the purpose of lengthening the school term". So Straughn High was established as a consolidated high school and its first Senior Class graduating in May of 1925.

The main building at Straughn has been destroyed by fire four times in its history, the most recent being in 1956. Through these tragedies Straughn has always emerged stronger and more determined to rebuild and grow stronger. Although Straughn High School, Straughn Middle School, and Straughn Elementary School are all separate schools, a strong sense of cohesion still exists. Straughn has always been a "community school". One of the major strengths of Straughn High School is the fierce loyalty and sense of pride that the community has in her. There has never been a town or any significant businesses to speak of near the school, so the school has served as the hub of the community for over a century. Straughn High School has exceptional support from citizens in the areas around the school. Visitors are often amazed at the facilities that have been made possible by the efforts of our parents and supporters.

Straughn High School is a rural public school located in Covington County in South Alabama. Covington County is located in south central Alabama and borders on the south with Florida. Covington County has a population of approximately 38,000 and is predominately rural. It is 84.7% white and 12.6% black and less than 2% Hispanic. 80.9 % of residents have a high school diploma, and 14.9% have a Bachelor's or higher degree. 74.7 percent of residents own their homes and the median household income is \$37,313.

The current High School building was constructed in 2006 and serves grades 9-12. The Fall 2017 enrollment was 386 students. Straughn High School is comprised of 51% male and 49 % female students. 96% are Caucasian, 3% are African American, and 1% are other ethnic groups. 43.65 % of the students receive free or reduced meals. Straughn High School became a Title I School during the 2013-2014 School Year.

Straughn High School is part of the Covington County School System, which has its Central Office in Andalusia, Alabama. There are nine schools in the system; one K-12 school, two 7-12 schools, one K-8 school, three K-6 schools, one 6-8 school, and one 9-12 school. All schools in the Covington County System are rural and much like Straughn, serve as the social center of their communities.

Straughn High is located near the cities of Andalusia and Opp. Andalusia has a population of approximately 10,000 and is the County Seat. Lurleen B. Wallace Community College has its main campus in Andalusia and MacArthur Campus is located in Opp. Many of the students at Straughn High School are part of the Dual Enrollment Programs at these two institutions. Dual Enrollment students earn high school and college credit through their attendance in several areas of study.

There are 24 full-time teachers at Straughn High School. The school also employs one full-time principal, one full-time assistant principal.
SY 2018-2019

one full-time counselor, one full-time media specialist, a full-time secretary, a full-time bookkeeper, one part-time aide, one full-time aide that serves as JAG teacher, two full-time custodians, two cafeteria workers, and sixteen bus drivers. It is of note that there is a consistently low turnover rate of faculty and staff from year to year.

One striking characteristic of Straughn High School is its growth over the past thirty years. The enrollment has grown from 184 students in 1984 to its current number of 386. This growth may be attributed to improvements in curriculum offerings, extending athletic programs, and desirable properties sold in the school district.

One of the challenges for our school is its rural nature. Some of our students live thirty minutes or more from the school. This can make it difficult for some of our students to participate in after school activities such as athletics, and clubs. We provide a monthly activity period so that clubs can meet, minimizing after school meetings as much as possible. The distance gap can also make it tough for parents to attend events, so efforts are made to communicate in several other methods other than face-to-face meetings.

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.

Straughn High School's vision statement is aligned with the Covington County School System's overall vision.

MISSION STATEMENT

Our mission at Straughn High School is to provide students with the skills and knowledge to become respectful, responsible, and resourceful members of society.

OUR BELIEFS

- Students learn in many different ways and should be exposed to different forms of teaching.
- Students should be treated equally in all aspects of the education process.
- Learning should be a challenge as well as a means of motivation for students to strive for more meaningful knowledge.
- Students should demonstrate responsible behavior.
- Students should experience a feeling of security during the education process.
- Teachers should demonstrate good character and promote good moral behavior.
- Parents should aid the learning process.
- Unity between students, teachers, and parents is a "must" for a successful education.
- Positive encouragement should be the standard in the education process.

VISION

Respectful, Responsible, and Resourceful.

MOTTO

To seek, To find, To share.

IMMEDIATE GOALS

It is the ultimate goal of Straughn High School to graduate 100% of our students and to ensure all students are College and Career Ready (CCRS). Students will be classified as College and Career Ready when they achieve any of the following benchmarks:

- State benchmark score(s) on the ACT test.
- Approved Dual Enrollment credit while in high school.
- Benchmark level on the ACT WorkKeys.
- Approved industry credential.
- Acceptance into any branch of the U.S. military.

SHS expects all students to master objectives as outlined in the Alabama Course of Study in all disciplines.

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.

Straughn High School has a strong school and community partnership. Parents and other stakeholders view the school in a positive light and support programs and activities. Many of the improvements in facilities are due to parent volunteers and donations. We strive to have an "open door policy" for students, parents, and community members. This fosters good will between all stakeholders.

During the past three years many of our students have received scholarships to public and private colleges and universities. These scholarships are due to the rigorous academic programs in place. Last year our graduating seniors earned numerous scholarships that were awarded based on academic achievement, leadership, athletics, or military service. Many of our graduates currently attend four-year universities, community colleges, technical schools, or are serving in our military.

Our students have not only been successful in the classroom, but also in extracurricular activities. Our Straughn High School Band, the Sound of Gold, has won numerous awards on the state, local, and national level. The SHS Jobs for Alabama Graduates (JAG) students and teacher were recognized at the state level for being an exemplary program. In addition, our String Band won the regional competition and placed second at the state level.

At Straughn High School we believe that athletics are an integral part of the overall school program and instill values that help our students develop physically, emotionally, mentally, and socially. A large part of our community support is visible in our sports teams. Straughn High School fields teams for female students in Volleyball, Basketball, Softball, Cross-Country, Golf, and Track. Male students may participate in Football, Basketball, Baseball, Cross-Country, and Track. In addition to our multimember teams, we have one female student who comprises our swim team. Cheerleading is an athletics-related activity open to both male and female students. Our athletic teams have been quite successful. Our girls basketball team reached Sub-Regionals, cross country and track teams competed at the state level, and our swim team member made it to the state level.

It is our philosophy to offer a wide variety of clubs to students so that there is something for all students. Honor clubs include National Honor Society, Spanish Club, Mu Alpha Theta Math Club, and Sigma Sci Science Club. Others clubs are Chess Club, Art Guild, Future Business Leaders of America, Fellowship of Christian Students, Future Farmers of America, Straughn HOPE, Lamplighters, String Band, Yearbook Staff, Peer Helpers, SERVE, and Student Government Association.

Two areas that we are seeking to improve are attendance and drop-outs. Many of our students that drop-out of school are also students with attendance issues. Several methods are in place to address attendance issues; the Early Warning Program, School Cast, home visits, and attendance recovery through Saturday school.

Additional Information

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

Until the 2014-2015 school year, SHS offered three diploma options which were Standard, Advanced, and Honors. Beginning with the 2015-2016 school year, two diploma options are offered, Standard and Honors. The Honors program has been revised, and the curriculum has been rewritten to increase academic rigor. Our goal is to increase ACT scores, while better preparing all students to be College and Career Ready (CCRS).

Straughn High School encourages parental and community involvement. Effective communication strategies used by our school are Parent-teacher conferences, Open House, Freshman Preregistration and Orientation, progress reports, report cards, school website, iNow Parent Portal, local media outlets, and parent volunteer programs. These strategies ensure valuable collaboration between our school, community and all stakeholders.

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.

Stakeholders are established leaders in our community who have a vested interest in our school and community and maintain a good rapport with community leaders. These members were chosen from a pool of volunteers and were informed of their responsibilities by our leadership team. A 5-year planning team was formed to include all stakeholders in the development of the school's improvement plan. Meetings were scheduled in the evenings after school to allow all stakeholders to participate in discussions centered around ways to improve Straughn High School in regard to the opportunities that are available for our students.

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

The stakeholders represent the different facets of our student body. Our stakeholder group includes a twelfth grade student, former students who have recently graduated, local business owners, parents, teachers, administrators, and community and civic organization leaders. This group attends meetings where open conversation occurs about school improvement with a student-centered focus. Their input is valued and considered. This group is asked to relay information back to the community.

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

This plan is communicated to the community through the members. In addition, the document is permanently located on the school's website. This is updated as the need arises. Hard copies can also be found in the school office and in the library. Parents are informed about the location of these documents at the various orientations that are held before the beginning of school and also at the school's Open House. Additionally, updates are relayed to parents through quarterly memos posted on student report cards. A school Facebook page is utilized to inform parents on a very regular basis.

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	See attachment	Student Performance Data Document 2018-2019

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Test Administration	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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

On overall average, students at Straughn High School generally perform at or above national and state average scores. Last year our students had an average ACT score that was higher than the state average in every subtest. The area on the ACT where our students performed the highest was in Reading where our students had an average score of 19.6.

Our highest achievement on the PreACT was also in the area of Reading where our students reached an 18.9 average score.

More than 68% of all 9th grade students scored at or above the benchmark score for the STAR Math fall screening test.

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

Students taking the ACT last school year showed significant improvement from previous years. Average scores on the ACT improved on 3 out of 4 subtests and the composite score. There has been a steady increase in Reading subtest scores on the ACT over the last five years.

Which area(s) indicate the overall highest performance?

2018 ACT and PreACT results indicate the overall highest performance was in the area of Reading.

Our students' highest performance on the STAR assessment was in the area of math for the 9th grade.

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

No significant subgroup data trends to report.

Between which subgroups is the achievement gap closing?

On the ACT, the gap between white and multi-race subgroups is closing.

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

The highest average score for the 10th and 11th graders is in the area of Reading on both the PreACT and the ACT exams.

Areas in Need of Improvement

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

Only 44% of 9th grade students scored at or above the benchmark score in Reading on the STAR fall screening.

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

There are no negative trends to report.

Which area(s) indicate the overall lowest performance?

Only 44% of 9th grade students scored at or above the benchmark score on the STAR Reading fall screening.

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

No subgroups showing a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

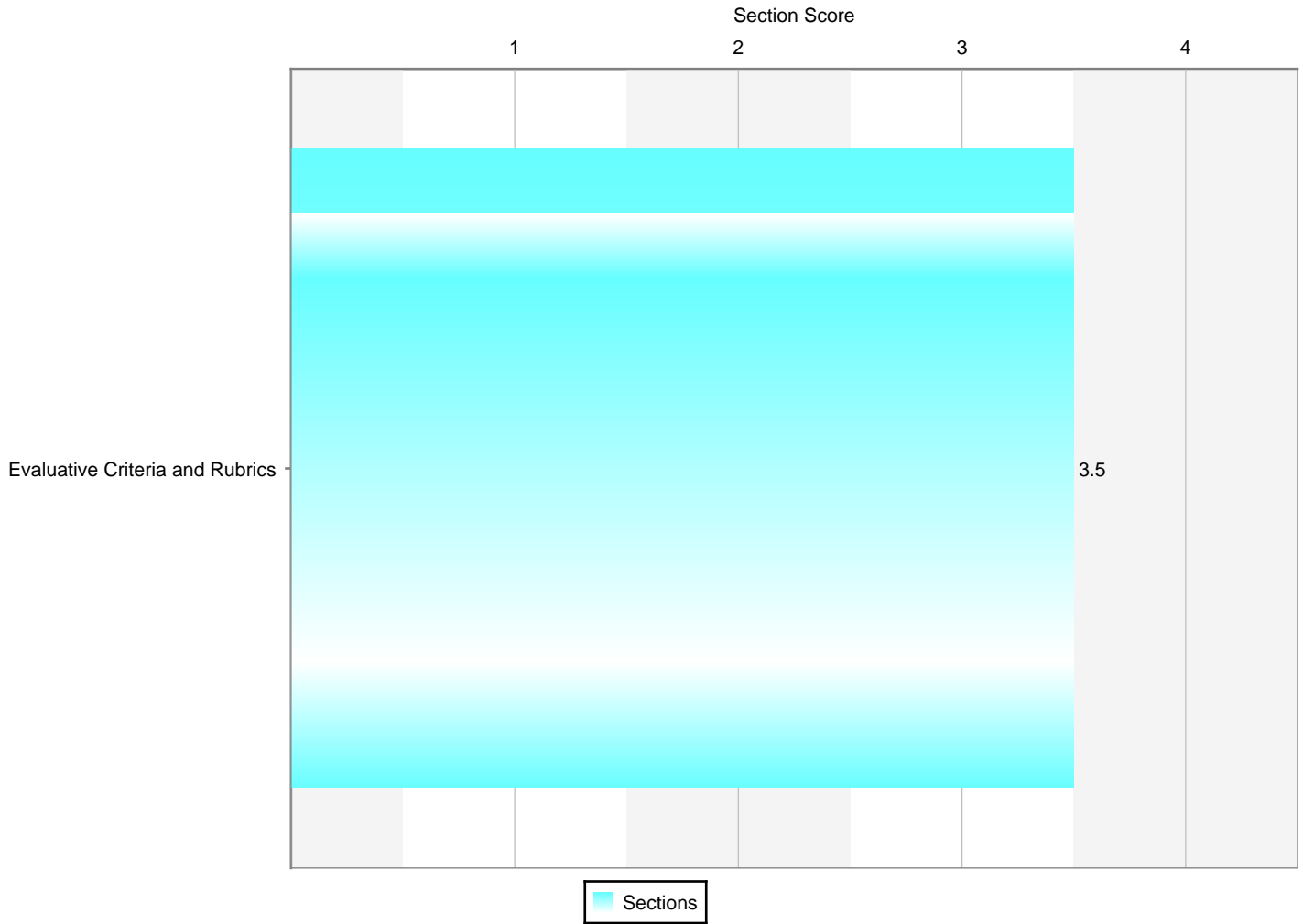
On the ACT, the achievement gap between the Black/African American students subgroup and the White or Multi-race subgroups has increased slightly over the last couple of years.

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

There are no additional data sources that support the findings above.

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, 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	See attachment	ACIP Assurance Signatures 2018-2019

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	See attachment	Equal Opportunity Policy

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	See attachment	Equal Opportunity Policy

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	See attachment	Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attached	School Parent Compact

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

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	Improve communication between school and community	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
2	Teachers at Straughn High School will use strategic teaching strategies on a regular basis in classroom instruction.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Improve Overall Student Attendance	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1000
4	Continue to improve the graduation rate at Straughn High School.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$500
5	Continue to build upon the positive climate of the school.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$1450
6	11th grade students at Straughn High School will increase proficiency on the ACT exam.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$500
7	Increase percentage of students at Straughn High School that achieve College and Career Ready Status	Objectives: 1 Strategies: 6 Activities: 6	Organizational	\$0
8	Increase the effective use of technology in the classroom.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$25000
9	Straughn High School teachers and leaders will become more effective in meeting the needs of English Language Learners	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Improve communication between school and community

Measurable Objective 1:

demonstrate a behavior that is more consistent with communication between our school and the community by 05/24/2019 as measured by stakeholders surveys and feedback from parents and community..

Strategy 1:

Remind App Texting program - Remind App offers teachers a free, safe, and simple way to instantly text students and parents. Teachers can send reminders, assignments, homework, assessments, or motivational messages directly to students' and parents' phones. Messages are safe because phone numbers are kept private. A Remind App provides an easier way to stay informed outside the classroom. This strategy will be implemented as needed. Instructions for downloading the Remind App will be presented to students during orientation of each class in which it is utilized. Additionally, parents will be informed during Open House.

Category: Other - Communication with Parents/Stakeholders

Research Cited: .

Activity - Remind App Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be reminded of the importance of using the Remind App for announcements and upcoming events. Teachers will be given instructions on how to set this application up for beneficial use on an as needed basis and especially for new teachers. Parents will also be informed of the advantages of using the Remind App during the SHS Open House in October.	Parent Involvement, Community Engagement	08/13/2018	05/23/2019	\$0	Other	Principal Donny Powell, Assistant Principal Matt Cobb, and faculty of SHS

Strategy 2:

Straughn High School/CCS Facebook Page - Continue to develop and utilize the Straughn High School/CCS Facebook page to post announcements and upcoming events. This page will continue to be a read only page.

Category: Other - Parent Communication

Research Cited: The research used to support this strategy is positive feedback from parents..... Parent survey.

Activity - Straughn High School/CCS Facebook Page	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SHS administration will continue to develop, update and monitor the Straughn High School/CCS Facebook page to make announcements and notify the community of upcoming events. This is a no post or comment page.	Parent Involvement, Community Engagement	08/13/2018	05/23/2019	\$0	Other	Principal Donny Powell, Assistant Principal Matt Cobb

Strategy 3:

SHS Parent Communication - SHS will continue to provide Open House for parents during the first quarter. We will also continue to use 9th grade orientation, report cards, progress reports, iNow Parent Portal, automated calling, Straughn High School/CCS Facebook page, and the school web page to communicate with parents and stakeholders.

Category: Implement Community Based Support and Intervention System

Research Cited: .

Activity - Continue Current Involvement Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SHS will continue to use methods that engage and communicate with parents and community using sources such as Open House, report cards, progress reports, iNow Parent Portal, school web page, Straughn High School/CCS Facebook page and School CAST automated call system.	Parent Involvement, Community Engagement	08/13/2018	05/23/2019	\$0	Other	Principal Donny Powell, Assistant Principal Matt Cobb, and School Counselor Stephanie Bryan

Goal 2: Teachers at Straughn High School will use strategic teaching strategies on a regular basis in classroom instruction.

Measurable Objective 1:

demonstrate a behavior : Teachers will effectively use strategic teaching strategies to increase student academic achievement by 05/23/2019 as measured by the local spring formative assessment (STAR) and results from the ACT and Workkeys tests.

Strategy 1:

Professional Development - An Instructional Specialist will be made available by the LEA to provide teachers with guidance and professional development in using strategic teaching strategies on an individual and as needed basis. The Instructional Specialist will also work to provide specific resources for teachers and students to use in the classroom to increase academic performance. Administrators will make routine observations of teachers noting their use of strategic teaching strategies.

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

Research Cited: Silver, H., Strong, R., & Perini, M. (2007). *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. Thoughtful Education Press.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Instructional Specialist will provide individualized teacher training in the use of strategic teaching strategies in the classroom on an as needed basis and especially for new teachers. The Instructional Specialist will also provide assistance with the use of new technology resources and other classroom resources to enhance classroom instruction and academic achievement.	Professional Learning	08/13/2018	05/23/2019	\$0	No Funding Required	Nikki Guilford - Curriculum coordinator Dee Dee Holland - Instructional specialist School Administrator s

Strategy 2:

Implement Strategic Teaching Strategies - Administrators will provide teachers with information on strategic teaching strategies. Teachers will implement these strategies in their classroom to increase student engagement and achievement. Administrators will perform regular walk-throughs and classroom observations noting the use of strategic teaching strategies.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate strategic teaching strategies in their classroom instruction as much as possible. Administrators will monitor teacher use of strategic teaching strategies. Teachers will provide documentation of these strategies in their lesson plans. Administrators will keep records of the use of strategic teaching strategies observed during walk-throughs utilizing Google Forms.	Direct Instruction	08/13/2018	05/23/2019	\$0	No Funding Required	School Administrator s and Teachers

Goal 3: Improve Overall Student Attendance**Measurable Objective 1:**

demonstrate a behavior Percentage of chronic absentees as defined by the State Board of Education will decrease by 3% by 05/23/2019 as measured by end of year attendance reports.

Strategy 1:

Positive Attendance Support - Students with excellent and/or perfect attendance will be rewarded each grading period. Also, students with overall excellent and/or perfect attendance for the entire school year will be rewarded at the end of the school year.

Category: Other - Attendance Improvement

Activity - Attendance Reward Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Straughn High School

Each 9 week grading period, students with excellent and/or perfect attendance will be identified and rewarded with attendance reward incentives, including but not limited to, extended break time and/or gift cards/monetary awards. Students will also be recognized among their peers.	Behavioral Support Program	08/20/2018	05/24/2019	\$500	General Fund	School Administrators
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Activity - Excellent Attendance Field Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Near the end of the school year, during the 4th nine weeks, students with excellent attendance will be rewarded with a field trip. Students will be aware that this is a possibility from the beginning of the school year.	Behavioral Support Program	08/20/2018	05/24/2019	\$500	General Fund	School Administrators and Teachers

Strategy 2:

Monitor Truancy/Attendance - Administrators will frequently monitor student absences using reports from INOW. Administrators will follow Alabama State Attendance law in handling unexcused absences.

Category: Other - Attendance Monitoring

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor student absences frequently. Letters will be sent home to notify parents when students reach the limit of absences allowed in a semester identified in the Covington County Schools Code of Conduct. Students that exceed this limit will be required to attend Saturday School for attendance recovery. Administrators will follow Alabama Attendance Laws in regard to students who accumulate unexcused absences. At 4 unexcused absences a warning letter will be sent to parents. Unexcused absences after the fourth will result in referral to Early Warning Court. At this time a parent meeting will also be requested. When/if a student reaches 7 unexcused absences, a complaint will be filed with the juvenile court system.	Behavioral Support Program	08/20/2018	05/24/2019	\$0	No Funding Required	School Administrators

Activity - School CAST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School CAST phone messaging system will be utilized to contact and inform parents when students are posted absent from school or tardy to school.	Behavioral Support Program	08/20/2018	05/24/2019	\$0	District Funding	Central Office and School Administration and Staff

Goal 4: Continue to improve the graduation rate at Straughn High School.**Measurable Objective 1:**

improve graduation rate The percentage of students in Grade 12 achieving the credits to earn a high school diploma will increase by 2% by 05/23/2019 as measured by the graduation rate percentage .

Strategy 1:

Attendance Monitoring/Support - Attendance will be consistently monitored by administrators. Students with excellent attendance will be rewarded each grading period. Parents of students who are at-risk due to attendance concerns will be contacted and warned of possible consequences for their students continued absence.

Covington County Board of Education policy concerning attendance will be followed.

Category: Other - Attendance Improvement Initiatives

Activity - Attendance Reward Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with excellent attendance will be identified and rewarded each grading period. Awards may include gift cards/monetary rewards and/or extended break time. Students with excellent attendance at the end of the school year will be rewarded with a school field trip.	Behavioral Support Program	08/13/2018	05/24/2019	\$500	General Fund	School Administrators and Lead Teachers

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will hold conferences with parents of students who are at-risk due to poor attendance. The Covington County Board of Education policy will be followed concerning attendance. Parents will be warned of consequences of student truancy and excessive absences. When students reach 7 unexcused absences, a complaint will be filed with the juvenile court system.	Behavioral Support Program	08/13/2018	05/24/2019	\$0	No Funding Required	School Administrators

Strategy 2:

Assistance for At-Risk Students - Students who are at risk due too poor classroom grades or students who have been identified as needing extra assistance will be placed in an Enrichment class for the purpose of credit recovery and to gain the help they need on an individual basis.

Category: Develop/Implement Learning Supports

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind in the number of credits to graduate or are failing one or more subjects in grade 12 coursework will be placed in an Enrichment class for credit recovery. The PLATO Courseware will be utilized to meet the credit recovery needs of individual students.	Academic Support Program	08/13/2018	05/24/2019	\$0	District Funding	School Administrators, Counselor, and Lead Teachers

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at-risk or in need of extra academic assistance will be placed in an Enrichment class for the purpose of small group and individualized instruction.	Academic Support Program	08/13/2018	05/23/2019	\$0	No Funding Required	School Administrators, Lead Teachers, and Support Personnel

Strategy 3:

Alternative Programs/Opportunities - Several alternative programs and opportunities will be provided especially for at-risk students to help and encourage them to complete all requirements and earn a high school diploma. These programs will provide them different avenues for earning credits and will help prepare them for college and/or work.

Category: Implement Guidance and Counseling Plan

Activity - ACCESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use ACCESS Distance Learning as needed to complete credit requirements to enable them to earn a high school diploma.	Academic Support Program	08/13/2018	05/24/2019	\$0	District Funding	School Administrator s, Counselor, Lead Teachers
Activity - Career Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A career coach will be employed to advise and prepare students for college and employment. The career coach will work closely with students on both a whole group and individual basis as needed to aid students in making future plans for when they receive their diploma. The career coach will also enlist outside speakers to meet with students to discuss plans for college, etc. Students in grade 12 will participate in a county wide career expo organized by local career coaches that is held each year in January at the Kiwanis center.	Career Preparation/Orientation	08/13/2018	05/24/2019	\$0	District Funding	School Administrator s, Teachers, and Beth Dean, Career Coach for Covington County Schools
Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Straughn High School will partner with LBW Community College to provide dual enrollment classes for students who are interested in earning college credits or learning trade skills. Students who participate in dual enrollment also earn credits toward their high school diploma. Currently students are earning college credits for English 101/102, and some students are participating in welding, industrial electronics, diesel mechanics, etc.	Career Preparation/Orientation	08/13/2018	05/24/2019	\$0	District Funding	School Administrator s, Counselor
Activity - JAG	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jobs for America's Graduates is a grant funded program focused on addressing the needs of students in the area of career preparation. This program focuses on students who are at-risk to drop out of high school. Students identified for the program are instructed in areas such as creating a budget, developing resumes, applying for college etc.	Career Preparation/Orientation	08/13/2018	05/24/2019	\$0	Other	School Administrator s, JAG teacher Whitney Geohagan

Strategy 4:

Parent Communication - Administrators and teachers will be in contact with parents of at-risk students on a regular basis concerning student attendance and grades to make an effort to avoid failures or drop-outs.

Category: Develop/Implement Learning Supports

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Administrators and teachers will hold conferences with parents of potential drop-outs or students in grade 12 who are at risk of failing due to attendance or grades. Plans will be developed that best meets the needs of these students and gives them the best opportunity to earn a diploma.	Parent Involvement	08/13/2018	05/24/2019	\$0	No Funding Required	School Administrator s, Counselor, and Teachers

Goal 5: Continue to build upon the positive climate of the school.**Measurable Objective 1:**

demonstrate a behavior Students will demonstrate behaviors conducive to the positive overall school climate by 05/23/2019 as measured by feedback from students and teachers as well as documented reports of positive behaviors and end of year attendance reports.

Strategy 1:

Positive Behavioral Support - Students will be recognized for exhibiting behaviors that go above and beyond to foster a positive school climate. Teachers and administrators will recognize and award students for these behaviors when observed.

Category: Develop/Implement Student and School Culture Program

Activity - Character in Action	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will recognize and award students who exhibit exceptional behavior. In conjunction with the Children's Policy Council, we will implement the Character In Action program. Students who go above and beyond what is expected of them in their conduct and character will be identified by teachers and submitted to the office for consideration on a monthly basis. Each month an exceptional student will be awarded \$50 for their positive character and will be interviewed by the local newspaper.	Behavioral Support Program	08/13/2018	05/24/2019	\$450	Other	School Administrator s and Teachers

Strategy 2:

Positive Attendance Support - Students with excellent and/or perfect attendance will be rewarded each grading period. Also, students with overall excellent attendance at the end of the school year will be rewarded with a field trip and/or monetary awards.

Category: Other - Attendance Improvement

Activity - Attendance Reward Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each 9 week grading period students with excellent and/or perfect attendance will be identified and rewarded with attendance reward incentives, including but not limited to, extended break time or gift cards/monetary awards.	Behavioral Support Program	08/13/2018	05/24/2019	\$500	General Fund	School Administrators
Activity - Excellent Attendance Field Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Near the end of the school year, during the 4th nine weeks, students with excellent attendance will be rewarded with a field trip. Students will be aware that this is a possibility from the beginning of the school year.	Behavioral Support Program	08/13/2018	05/23/2019	\$500	General Fund	School Administrators and Lead Teachers

Goal 6: 11th grade students at Straughn High School will increase proficiency on the ACT exam.

Measurable Objective 1:

increase student growth The percent of students achieving a benchmark score on any part of the ACT will increase by 2% by 05/23/2019 as measured by the 2019 ACT results.

Strategy 1:

ACT Preparation - Teachers will be trained in the use of online ACT preparatory resources such as ACT Academy. Students and teachers will use these programs to become more familiar with and prepared for the ACT exam. ACT Bootcamps will be offered to students on an as needed and individual basis.

Category: Develop/Implement Learning Supports

Activity - ACT Bootcamps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An LEA Instructional Specialist and a Career Coach will perform some Mini ACT Bootcamp meetings to give students some individualized preparation and tips for performing well on the ACT.	Academic Support Program	08/13/2018	05/23/2019	\$0	No Funding Required	School Administrators and School Counselor
Activity - ACT Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Instructional Specialist will set up student accounts and train teachers to use the ACT Academy program to prepare for the ACT exam. Students will use ACT Academy to prepare for each subtest of the ACT. Teachers will be designated to use ACT Academy in their classroom to prepare students for a particular subtest.	Academic Support Program	08/13/2018	05/23/2019	\$0	District Funding	Instructional Specialist, Administrators and Teachers
Activity - Practice ACT Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will give students practice ACT exams and ACT style tests during the course of the school year. The results of these mock ACT exams will be evaluated, and feedback will be given to the students. Students will also be given tips and strategies to improve their scores on the ACT.	Academic Support Program	08/13/2018	05/23/2019	\$0	No Funding Required	Teachers and Administrators
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Strategy 2:

Strategic Teaching - Teachers will receive professional development on strategic teaching strategies and will incorporate these strategies into classroom instruction.

Category: Develop /Implement Leader Effectiveness Plan

Activity - Strategic Teaching Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will provide teachers with information on strategic teaching strategies as needed. Teachers will implement these strategies in their classroom to increase student engagement and achievement. Administrators will monitor teacher use of strategic teaching strategies and document their use utilizing Google Forms. Teachers will provide documentation of these strategies in their lesson plans.	Academic Support Program, Direct Instruction	08/13/2018	05/23/2019	\$0	No Funding Required	School Administrators and Teachers

Strategy 3:

Vocabulary Enhancement - English classes in all grades will participate in a vocabulary enhancement program. Workbooks and resources will be provided for every student, and teachers will incorporate vocabulary enhancement into regular classroom instruction to increase student knowledge and academic achievement as well as to improve scores on the ACT.

Category: Develop/Implement Learning Supports

Activity - Vocabulary Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary Workshop workbooks and materials will be purchased and provided for every teacher and student. English classes in all grade levels will incorporate vocabulary enhancement into classroom instruction on a regular basis in order to supplement student learning and increase test scores on portions of the ACT and other standardized tests.	Academic Support Program	08/13/2018	05/23/2019	\$500	General Fund	Teachers and Administrators

Goal 7: Increase percentage of students at Straughn High School that achieve College and Career Ready Status

Measurable Objective 1:

achieve college and career readiness Increase the percent of students achieving College and Career Ready status by 3% based on results posted for the 2017-2018 school year by 05/23/2019 as measured by College and Career Ready Status results.

Strategy 1:

Dual Enrollment - Students will be given the opportunity to participate in dual enrollment through LBW Community College.

Category: Develop/Implement College and Career Ready Standards

Activity - Promote Dual Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Straughn High School will partner with LBW Community College to provide dual enrollment classes for students who are interested in earning college credits or learning trade skills. Students who participate in dual enrollment also earn credits toward their high school diploma. Currently students are earning college credits for English 101/102, and some students are participating in welding, industrial electronics, diesel mechanics, and aviation classes. We will be partnering with another county school to bus students in the morning to the LBW McArthur campus and back to take classes.	Academic Support Program	08/13/2018	05/24/2019	\$0	No Funding Required	School Administrator s, Counselor, and Lead Teachers

Strategy 2:

ACT Benchmark Achievement - Online resources and other tools will be used to prepare students for the ACT exam in order to increase the number of students who achieve a benchmark score on one or more parts of the exam.

Category: Develop/Implement Learning Supports

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the PLATO online learning program to have students work through the ACT prep course to prepare for success on the ACT. All 11th grade students will take a mock ACT test in the weeks leading up to the administration of the ACT. Some teachers will also utilize ACT Academy in their classrooms to help prepare students. In addition, an Instructional Specialist will work individually with students on an as needed basis.	Academic Support Program	08/13/2018	05/23/2019	\$0	District Funding	School Administrator s and Teachers

Strategy 3:

Military Recruitment - Recruiting officers from branches of the military will be allowed to have a presence in the school in order to promote student enlistment.

Category: Other - Military

Activity - Military Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Military and National Guard recruitment officers will be present in the school from time to time to meet students and provide information concerning enlistment into a branch of the military. Students who are interested will be met with on an individual basis and encouraged in this opportunity.	Other - Promotion of Military, Recruitment and Retention	08/13/2018	05/23/2019	\$0	No Funding Required	School Administrator s, Counselor

Strategy 4:

Career Tech Credentials - Teachers will work closely with students to enable them to earn credentials in career tech.

Category: Other - Career Tech

Activity - Career Tech Credentials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work closely with students to prepare them to take exams to earn Career Tech credentials. Students will be given the opportunity to earn credentials throughout the time they are in high school. Students may earn multiple credentials in several different categories within either the MOS Specialist or NCCER programs.	Academic Support Program	08/13/2018	05/23/2019	\$0	No Funding Required	School Administrator s, Career Tech Teachers

Strategy 5:

AP Course Offering - An AP Calculus course will be offered to students. Students will be given the opportunity to take the AP exam for this course near the end of the school year.

Category: Other - Advanced Placement

Activity - AP Calculus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An AP Calculus course will be offered to students. Students in this class may take the AP Calculus exam in May 2018. Also, students who may be eligible to take this course in the following school year will be encouraged to do so.	Academic Support Program	08/13/2018	05/23/2019	\$0	No Funding Required	School Administrator s, Counselor, and Calculus Teacher

Strategy 6:

ACT WorkKeys Test Prep - Teachers and students will use the online resources provided by ACT to prepare students to take the WorkKeys test.

Category: Develop/Implement Learning Supports

Activity - WorkKeys Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use classroom computers and the online resources provided by ACT on act.org to prepare for the ACT WorkKeys exam. The website provides sample problems for students to explore and work through to become more familiar with the WorkKeys exam and the types of questions to expect. The PLATO Courseware program also offers ACT Workkeys preparation modules and will be utilized in the weeks leading up to the administration of the test. Students who do not achieve an acceptable score will be given the opportunity to take the exam again in the spring.	Academic Support Program	08/13/2018	05/23/2019	\$0	No Funding Required	School Administrator s and Teachers

Goal 8: Increase the effective use of technology in the classroom.

Measurable Objective 1:

collaborate to increase the effective use of technology by 05/23/2019 as measured by administrator observation and documentation.

Strategy 1:

Technology Initiative - Additionally technology components will be secured through local funds and utilized in the classroom. Professional training in the use of emerging technologies will be provided to teachers as needed. Some teachers and administrators will participate in a Professional Learning Academy focusing on the use of technology in the classroom.

Category: Develop/Implement Learning Supports

Activity - Emerging Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional technology components will be acquired through local or Title I funds. These technologies will include but are not limited to additional computers or Chromebooks to be placed in classrooms and some HoverCam Pilot wireless digital podiums. Teacher training for any new technology components will be done as needed.	Technology	08/13/2018	05/24/2019	\$25000	Financial Aid	School Administrator s, teachers, technology coordinators
Activity - Professional Learning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some teachers and administrators will participate in a Professional Learning Academy (PLA). The PLA will consist of six workshops designed to introduce and train participants in the use of emerging technologies such as Google classroom and other student engagement strategies that incorporate technology components.	Professional Learning	08/13/2018	05/23/2019	\$0	District Funding	School Administrator s, Teachers

Goal 9: Straughn High School teachers and leaders will become more effective in meeting the needs of English Language Learners

Measurable Objective 1:

increase student growth by more effectively meeting the needs of English Language Learners by 05/23/2019 as measured by increased student performance and improved classroom grades.

Strategy 1:

EL Training - Selected representatives will attend multiple EL training sessions and will report what they learn to the rest of the faculty.

Category: Develop/Implement Professional Learning and Support

ACIP

Straughn High School

Activity - EL Training Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor and selected teachers will attend the School Assistance Meetings for Understanding English Learners (SAMUEL) training sessions offered by the ALSDE Federal Programs Department EL team. Turnaround training will take place at the school level to aid teachers to more effectively meet the needs of our EL students.	Professional Learning	08/13/2018	05/24/2019	\$0	District Funding	Administrator s, Counselor, and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Students who are behind in the number of credits to graduate or are failing one or more subjects in grade 12 coursework will be placed in an Enrichment class for credit recovery. The PLATO Courseware will be utilized to meet the credit recovery needs of individual students.	Academic Support Program	08/13/2018	05/24/2019	\$0	School Administrator s, Counselor, and Lead Teachers
ACCESS	Students will use ACCESS Distance Learning as needed to complete credit requirements to enable them to earn a high school diploma.	Academic Support Program	08/13/2018	05/24/2019	\$0	School Administrator s, Counselor, Lead Teachers
Career Coaching	A career coach will be employed to advise and prepare students for college and employment. The career coach will work closely with students on both a whole group and individual basis as needed to aid students in making future plans for when they receive their diploma. The career coach will also enlist outside speakers to meet with students to discuss plans for college, etc. Students in grade 12 will participate in a county wide career expo organized by local career coaches that is held each year in January at the Kiwanis center.	Career Preparation/Orientation	08/13/2018	05/24/2019	\$0	School Administrator s, Teachers, and Beth Dean, Career Coach for Covington County Schools
Professional Learning Academy	Some teachers and administrators will participate in a Professional Learning Academy (PLA). The PLA will consist of six workshops designed to introduce and train participants in the use of emerging technologies such as Google classroom and other student engagement strategies that incorporate technology components.	Professional Learning	08/13/2018	05/23/2019	\$0	School Administrator s, Teachers
ACT Academy	An Instructional Specialist will set up student accounts and train teachers to use the ACT Academy program to prepare for the ACT exam. Students will use ACT Academy to prepare for each subtest of the ACT. Teachers will be designated to use ACT Academy in their classroom to prepare students for a particular subtest.	Academic Support Program	08/13/2018	05/23/2019	\$0	Instructional Specialist, Administrator s and Teachers

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Straughn High School

Dual Enrollment	Straughn High School will partner with LBW Community College to provide dual enrollment classes for students who are interested in earning college credits or learning trade skills. Students who participate in dual enrollment also earn credits toward their high school diploma. Currently students are earning college credits for English 101/102, and some students are participating in welding, industrial electronics, diesel mechanics, etc.	Career Preparation/Orientation	08/13/2018	05/24/2019	\$0	School Administrators, Counselor
School CAST	The School CAST phone messaging system will be utilized to contact and inform parents when students are posted absent from school or tardy to school.	Behavioral Support Program	08/20/2018	05/24/2019	\$0	Central Office and School Administration and Staff
ACT Preparation	Teachers will utilize the PLATO online learning program to have students work through the ACT prep course to prepare for success on the ACT. All 11th grade students will take a mock ACT test in the weeks leading up to the administration of the ACT. Some teachers will also utilize ACT Academy in their classrooms to help prepare students. In addition, an Instructional Specialist will work individually with students on an as needed basis.	Academic Support Program	08/13/2018	05/23/2019	\$0	School Administrators and Teachers
EL Training Sessions	The school counselor and selected teachers will attend the School Assistance Meetings for Understanding English Learners (SAMUEL) training sessions offered by the ALSDE Federal Programs Department EL team. Turnaround training will take place at the school level to aid teachers to more effectively meet the needs of our EL students.	Professional Learning	08/13/2018	05/24/2019	\$0	Administrators, Counselor, and Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Excellent Attendance Field Trip	Near the end of the school year, during the 4th nine weeks, students with excellent attendance will be rewarded with a field trip. Students will be aware that this is a possibility from the beginning of the school year.	Behavioral Support Program	08/13/2018	05/23/2019	\$500	School Administrators and Lead Teachers
Attendance Reward Incentives	Each 9 week grading period students with excellent and/or perfect attendance will be identified and rewarded with attendance reward incentives, including but not limited to, extended break time or gift cards/monetary awards.	Behavioral Support Program	08/13/2018	05/24/2019	\$500	School Administrators
Vocabulary Workshop	Vocabulary Workshop workbooks and materials will be purchased and provided for every teacher and student. English classes in all grade levels will incorporate vocabulary enhancement into classroom instruction on a regular basis in order to supplement student learning and increase test scores on portions of the ACT and other standardized tests.	Academic Support Program	08/13/2018	05/23/2019	\$500	Teachers and Administrators

ACIP

Straughn High School

Attendance Reward Incentives	Each 9 week grading period, students with excellent and/or perfect attendance will be identified and rewarded with attendance reward incentives, including but not limited to, extended break time and/or gift cards/monetary awards. Students will also be recognized among their peers.	Behavioral Support Program	08/20/2018	05/24/2019	\$500	School Administrators
Excellent Attendance Field Trip	Near the end of the school year, during the 4th nine weeks, students with excellent attendance will be rewarded with a field trip. Students will be aware that this is a possibility from the beginning of the school year.	Behavioral Support Program	08/20/2018	05/24/2019	\$500	School Administrators and Teachers
Attendance Reward Incentives	Students with excellent attendance will be identified and rewarded each grading period. Awards may include gift cards/monetary rewards and/or extended break time. Students with excellent attendance at the end of the school year will be rewarded with a school field trip.	Behavioral Support Program	08/13/2018	05/24/2019	\$500	School Administrators and Lead Teachers
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Promote Dual Enrollment	Straughn High School will partner with LBW Community College to provide dual enrollment classes for students who are interested in earning college credits or learning trade skills. Students who participate in dual enrollment also earn credits toward their high school diploma. Currently students are earning college credits for English 101/102, and some students are participating in welding, industrial electronics, diesel mechanics, and aviation classes. We will be partnering with another county school to bus students in the morning to the LBW McArthur campus and back to take classes.	Academic Support Program	08/13/2018	05/24/2019	\$0	School Administrator, Counselor, and Lead Teachers
Practice ACT Testing	Teachers will give students practice ACT exams and ACT style tests during the course of the school year. The results of these mock ACT exams will be evaluated, and feedback will be given to the students. Students will also be given tips and strategies to improve their scores on the ACT.	Academic Support Program	08/13/2018	05/23/2019	\$0	Teachers and Administrators
Parent Conferences	School Administrators and teachers will hold conferences with parents of potential drop-outs or students in grade 12 who are at risk of failing due to attendance or grades. Plans will be developed that best meets the needs of these students and gives them the best opportunity to earn a diploma.	Parent Involvement	08/13/2018	05/24/2019	\$0	School Administrator, Counselor, and Teachers

ACIP

Straughn High School

Attendance Monitoring	Administrators will monitor student absences frequently. Letters will be sent home to notify parents when students reach the limit of absences allowed in a semester identified in the Covington County Schools Code of Conduct. Students that exceed this limit will be required to attend Saturday School for attendance recovery. Administrators will follow Alabama Attendance Laws in regard to students who accumulate unexcused absences. At 4 unexcused absences a warning letter will be sent to parents. Unexcused absences after the fourth will result in referral to Early Warning Court. At this time a parent meeting will also be requested. When/if a student reaches 7 unexcused absences, a complaint will be filed with the juvenile court system.	Behavioral Support Program	08/20/2018	05/24/2019	\$0	School Administrators
Attendance Monitoring	Administrators will hold conferences with parents of students who are at-risk due to poor attendance. The Covington County Board of Education policy will be followed concerning attendance. Parents will be warned of consequences of student truancy and excessive absences. When students reach 7 unexcused absences, a complaint will be filed with the juvenile court system.	Behavioral Support Program	08/13/2018	05/24/2019	\$0	School Administrators
Strategic Teaching	Teachers will incorporate strategic teaching strategies in their classroom instruction as much as possible. Administrators will monitor teacher use of strategic teaching strategies. Teachers will provide documentation of these strategies in their lesson plans. Administrators will keep records of the use of strategic teaching strategies observed during walk-throughs utilizing Google Forms.	Direct Instruction	08/13/2018	05/23/2019	\$0	School Administrators and Teachers
Professional Development	An Instructional Specialist will provide individualized teacher training in the use of strategic teaching strategies in the classroom on an as needed basis and especially for new teachers. The Instructional Specialist will also provide assistance with the use of new technology resources and other classroom resources to enhance classroom instruction and academic achievement.	Professional Learning	08/13/2018	05/23/2019	\$0	Nikki Guilford - Curriculum coordinator Dee Dee Holland - Instructional specialist School Administrators
AP Calculus	An AP Calculus course will be offered to students. Students in this class may take the AP Calculus exam in May 2018. Also, students who may be eligible to take this course in the following school year will be encouraged to do so.	Academic Support Program	08/13/2018	05/23/2019	\$0	School Administrator, Counselor, and Calculus Teacher
Career Tech Credentials	Teachers will work closely with students to prepare them to take exams to earn Career Tech credentials. Students will be given the opportunity to earn credentials throughout the time they are in high school. Students may earn multiple credentials in several different categories within either the MOS Specialist or NCCER programs.	Academic Support Program	08/13/2018	05/23/2019	\$0	School Administrator, Career Tech Teachers

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Straughn High School

ACT Bootcamps	An LEA Instructional Specialist and a Career Coach will perform some Mini ACT Bootcamp meetings to give students some individualized preparation and tips for performing well on the ACT.	Academic Support Program	08/13/2018	05/23/2019	\$0	School Administrators and School Counselor
WorkKeys Prep	Students will use classroom computers and the online resources provided by ACT on act.org to prepare for the ACT WorkKeys exam. The website provides sample problems for students to explore and work through to become more familiar with the WorkKeys exam and the types of questions to expect. The PLATO Courseware program also offers ACT Workkeys preparation modules and will be utilized in the weeks leading up to the administration of the test. Students who do not achieve an acceptable score will be given the opportunity to take the exam again in the spring.	Academic Support Program	08/13/2018	05/23/2019	\$0	School Administrators and Teachers
Military Recruitment	Military and National Guard recruitment officers will be present in the school from time to time to meet students and provide information concerning enlistment into a branch of the military. Students who are interested will be met with on an individual basis and encouraged in this opportunity.	Other - Promotion of Military, Recruitment and Retention	08/13/2018	05/23/2019	\$0	School Administrator, Counselor
Academic Assistance	Students identified as at-risk or in need of extra academic assistance will be placed in an Enrichment class for the purpose of small group and individualized instruction.	Academic Support Program	08/13/2018	05/23/2019	\$0	School Administrator, Lead Teachers, and Support Personnel
Strategic Teaching Implementation	Administrators will provide teachers with information on strategic teaching strategies as needed. Teachers will implement these strategies in their classroom to increase student engagement and achievement. Administrators will monitor teacher use of strategic teaching strategies and document their use utilizing Google Forms. Teachers will provide documentation of these strategies in their lesson plans.	Academic Support Program, Direct Instruction	08/13/2018	05/23/2019	\$0	School Administrators and Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
JAG	Jobs for America's Graduates is a grant funded program focused on addressing the needs of students in the area of career preparation. This program focuses on students who are at-risk to drop out of high school. Students identified for the program are instructed in areas such as creating a budget, developing resumes, applying for college etc.	Career Preparation/Orientation	08/13/2018	05/24/2019	\$0	School Administrator, JAG teacher Whitney Geohagan

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Character in Action	Teachers and administrators will recognize and award students who exhibit exceptional behavior. In conjunction with the Children's Policy Council, we will implement the Character In Action program. Students who go above and beyond what is expected of them in their conduct and character will be identified by teachers and submitted to the office for consideration on a monthly basis. Each month an exceptional student will be awarded \$50 for their positive character and will be interviewed by the local newspaper.	Behavioral Support Program	08/13/2018	05/24/2019	\$450	School Administrators and Teachers
Remind App Resource	Teachers will be reminded of the importance of using the Remind App for announcements and upcoming events. Teachers will be given instructions on how to set this application up for beneficial use on an as needed basis and especially for new teachers. Parents will also be informed of the advantages of using the Remind App during the SHS Open House in October.	Parent Involvement, Community Engagement	08/13/2018	05/23/2019	\$0	Principal Donny Powell, Assistant Principal Matt Cobb, and faculty of SHS
Continue Current Involvement Methods	SHS will continue to use methods that engage and communicate with parents and community using sources such as Open House, report cards, progress reports, iNow Parent Portal, school web page, Straughn High School/CCS Facebook page and School CAST automated call system.	Parent Involvement, Community Engagement	08/13/2018	05/23/2019	\$0	Principal Donny Powell, Assistant Principal Matt Cobb, and School Counselor Stephanie Bryan
Straughn High School/CCS Facebook Page	SHS administration will continue to develop, update and monitor the Straughn High School/CCS Facebook page to make announcements and notify the community of upcoming events. This is a no post or comment page.	Parent Involvement, Community Engagement	08/13/2018	05/23/2019	\$0	Principal Donny Powell, Assistant Principal Matt Cobb
Total					\$450	

Financial Aid

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Emerging Technologies	Additional technology components will be acquired through local or Title I funds. These technologies will include but are not limited to additional computers or Chromebooks to be placed in classrooms and some HoverCam Pilot wireless digital podiums. Teacher training for any new technology components will be done as needed.	Technology	08/13/2018	05/24/2019	\$25000	School Administrator s, teachers, technology coordinators
Total					\$25000	

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	See attachment	Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 scored an average score of 3.5 and higher in all 5 standards based on the results from the 2018 parent survey. Our overall highest level of satisfaction or approval was in Standard 4 (Resources and Support Systems). (Score 4.04)

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

Scores are generally consistent from year to year.

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

Indicator 4.6 being specific to providing support services is consistent with our PRIDE survey results and information gleaned from informal conversations and parent-teacher conferences.

Areas in Need of Improvement

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

Our school's lowest overall average score for the parent survey was standard 2 (Governance and Leadership). (Score 3.55)

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

Scores are generally consistent from year to year.

What are the implications for these stakeholder perceptions?

Results from past surveys have noted that leadership could improve upon effectively engaging stakeholders in support of the school's purpose and direction. This is only implied due to a lower average score in that area in comparison to other indicators.

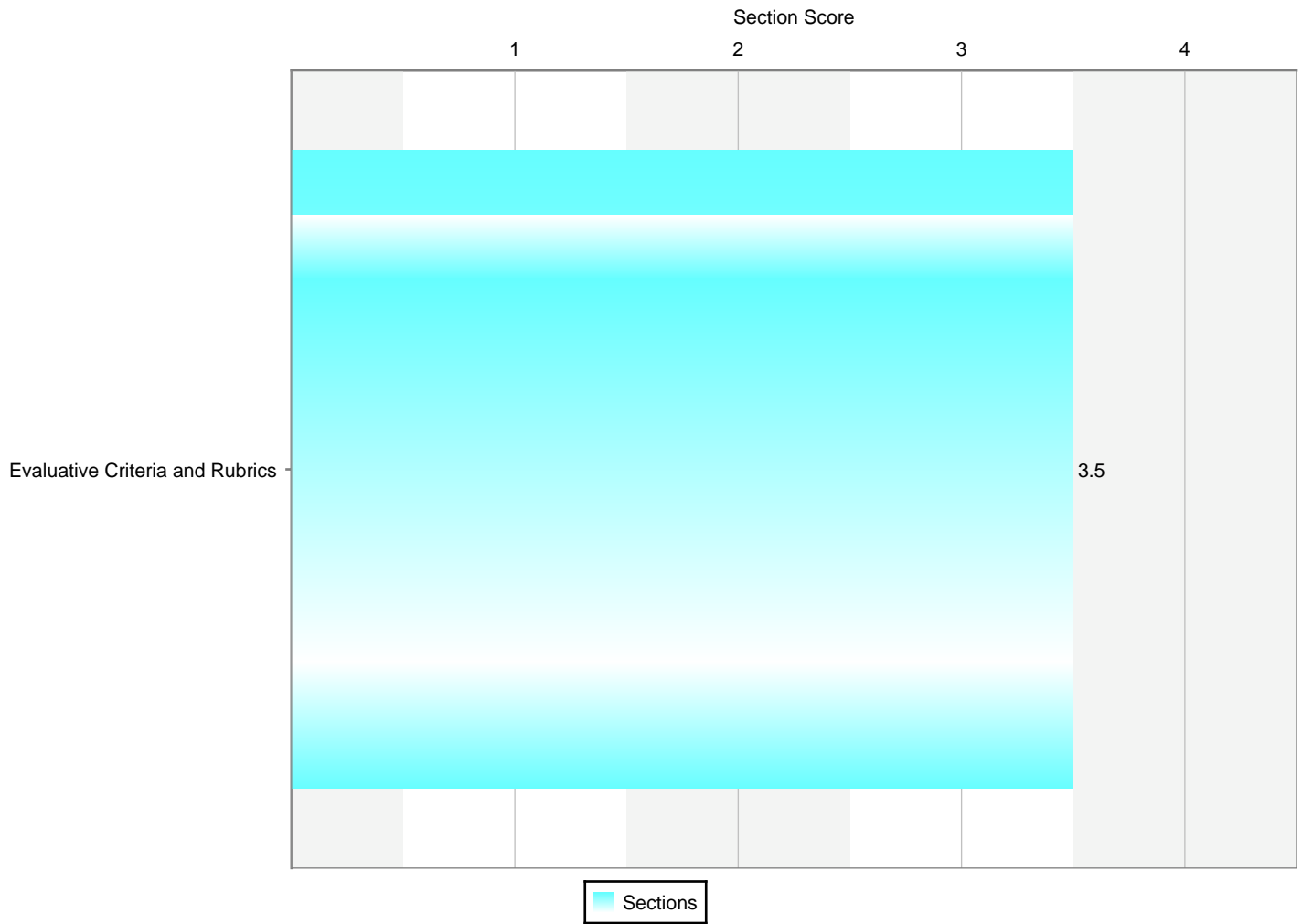
The five-year planning committee which involves select parents is a good effort to improve parent involvement in planning for the direction of the school.

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

The results from another form of parent survey that was done last school year also showed a low number of parents that knew how they can be involved in school planning/review committees.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The Needs Assessment survey was completed online through the Covington County Schools website. The results of the survey were compiled and distributed to the school by an LEA representative. Test results from the STAR Reading and STAR Math, ACT, Pre ACT, and ACT WorkKeys were also considered in identifying important needs.

What were the results of the comprehensive needs assessment?

The results of the needs assessment identified reducing class size as one of our most critical needs. Also a school nurse, resource officer, and technology leader were identified to be among our most critical needs. In addition, the core subjects of reading, mathematics, English/Language arts, science, and social science were identified as our students' greatest academic needs.

What conclusions were drawn from the results?

Efforts need to be made whenever possible to add teachers to reduce class size. Administrators and teachers need to continue to focus on a commitment to academic excellence and creating as many academically beneficial opportunities as possible for the success and betterment of our students. Continuing to enable students to achieve high scores on the ACT will be an emphasis.

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

- STAR Progress Monitoring should continue to be used to identify students who need additional academic support in reading and math
- Intervention/remediation classes for Tier II, III, and Special education students should continue
- Credit Recovery should continue to be offered for students who need to re-take a class
- Teacher observations and walk-throughs should continue to ensure that instruction is more strategic and purposeful
- PBS program should continue to improve attendance and behavior issues
- Additional technology should be added to increase the use of technology in the classroom
- There should be a continued emphasis on improving test scores on the ACT

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

School goals include ensuring that all students are college and career ready upon graduation. All of the programs we are either implementing or continuing are designed to improve student achievement, either indirectly; for example, the increase in available technology or directly; for example, the dual enrollment program and the ACT preparation program.

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

Our goals were designed based on STAR test results, ACT, Pre-ACT, and ACT WorkKeys test results, and results from teacher and parent surveys. All stakeholders were given an equal opportunity for involvement. Since the entire student body was involved in testing used to collect data, the results reflect overall and individual achievement.

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

Most goals are constructed with the benefit of the whole school population in mind such as in our goals for increasing the effective use of technology and increasing proficiency on the ACT. Other goals or portions of goals are set in place for at risk or disadvantaged students such as our goal to become more effective in meeting the needs of ESL students and promoting the dual enrollment program.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

11th grade students at Straughn High School will increase proficiency on the ACT exam.

Measurable Objective 1:

increase student growth The percent of students achieving a benchmark score on any part of the ACT will increase by 2% by 05/23/2019 as measured by the 2019 ACT results.

Strategy1:

Vocabulary Enhancement - English classes in all grades will participate in a vocabulary enhancement program. Workbooks and resources will be provided for every student, and teachers will incorporate vocabulary enhancement into regular classroom instruction to increase student knowledge and academic achievement as well as to improve scores on the ACT.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Vocabulary Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary Workshop workbooks and materials will be purchased and provided for every teacher and student. English classes in all grade levels will incorporate vocabulary enhancement into classroom instruction on a regular basis in order to supplement student learning and increase test scores on portions of the ACT and other standardized tests.	Academic Support Program	08/13/2018	05/23/2019	\$500 - General Fund	Teachers and Administrators

Strategy2:

ACT Preparation - Teachers will be trained in the use of online ACT preparatory resources such as ACT Academy. Students and teachers will use these programs to become more familiar with and prepared for the ACT exam. ACT Bootcamps will be offered to students on an as needed and individual basis.

Category: Develop/Implement Learning Supports

Research Cited:

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Straughn High School

Activity - Practice ACT Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students practice ACT exams and ACT style tests during the course of the school year. The results of these mock ACT exams will be evaluated, and feedback will be given to the students. Students will also be given tips and strategies to improve their scores on the ACT.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	Teachers and Administrators

Activity - ACT Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Instructional Specialist will set up student accounts and train teachers to use the ACT Academy program to prepare for the ACT exam. Students will use ACT Academy to prepare for each subtest of the ACT. Teachers will be designated to use ACT Academy in their classroom to prepare students for a particular subtest.	Academic Support Program	08/13/2018	05/23/2019	\$0 - District Funding	Instructional Specialist, Administrators and Teachers

Activity - ACT Bootcamps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An LEA Instructional Specialist and a Career Coach will perform some Mini ACT Bootcamp meetings to give students some individualized preparation and tips for performing well on the ACT.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators and School Counselor

Strategy3:

Strategic Teaching - Teachers will receive professional development on strategic teaching strategies and will incorporate these strategies into classroom instruction.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited:

Activity - Strategic Teaching Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will provide teachers with information on strategic teaching strategies as needed. Teachers will implement these strategies in their classroom to increase student engagement and achievement. Administrators will monitor teacher use of strategic teaching strategies and document their use utilizing Google Forms. Teachers will provide documentation of these strategies in their lesson plans.	Academic Support Program Direct Instruction	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators and Teachers

Goal 2:

Continue to improve the graduation rate at Straughn High School.

Measurable Objective 1:

improve graduation rate The percentage of students in Grade 12 achieving the credits to earn a high school diploma will increase by 2% by 05/23/2019 as measured by the graduation rate percentage .

SY 2018-2019

Page 56

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Strategy1:

Assistance for At-Risk Students - Students who are at risk due too poor classroom grades or students who have been identified as needing extra assistance will be placed in an Enrichment class for the purpose of credit recovery and to gain the help they need on an individual basis.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at-risk or in need of extra academic assistance will be placed in an Enrichment class for the purpose of small group and individualized instruction.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Lead Teachers, and Support Personnel

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are behind in the number of credits to graduate or are failing one or more subjects in grade 12 coursework will be placed in an Enrichment class for credit recovery. The PLATO Courseware will be utilized to meet the credit recovery needs of individual students.	Academic Support Program	08/13/2018	05/24/2019	\$0 - District Funding	School Administrators, Counselor, and Lead Teachers

Strategy2:

Alternative Programs/Opportunities - Several alternative programs and opportunities will be provided especially for at-risk students to help and encourage them to complete all requirements and earn a high school diploma. These programs will provide them different avenues for earning credits and will help prepare them for college and/or work.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - JAG	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jobs for America's Graduates is a grant funded program focused on addressing the needs of students in the area of career preparation. This program focuses on students who are at-risk to drop out of high school. Students identified for the program are instructed in areas such as creating a budget, developing resumes, applying for college etc.	Career Preparation/Orientation	08/13/2018	05/24/2019	\$0 - Other	School Administrators, JAG teacher Whitney Geohagan

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Straughn High School will partner with LBW Community College to provide dual enrollment classes for students who are interested in earning college credits or learning trade skills. Students who participate in dual enrollment also earn credits toward their high school diploma. Currently students are earning college credits for English 101/102, and some students are participating in welding, industrial electronics, diesel mechanics, etc.	Career Preparation/ Orientation	08/13/2018	05/24/2019	\$0 - District Funding	School Administrators, Counselor

Activity - Career Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A career coach will be employed to advise and prepare students for college and employment. The career coach will work closely with students on both a whole group and individual basis as needed to aid students in making future plans for when they receive their diploma. The career coach will also enlist outside speakers to meet with students to discuss plans for college, etc. Students in grade 12 will participate in a county wide career expo organized by local career coaches that is held each year in January at the Kiwanis center.	Career Preparation/ Orientation	08/13/2018	05/24/2019	\$0 - District Funding	School Administrators, Teachers, and Beth Dean, Career Coach for Covington County Schools

Activity - ACCESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ACCESS Distance Learning as needed to complete credit requirements to enable them to earn a high school diploma.	Academic Support Program	08/13/2018	05/24/2019	\$0 - District Funding	School Administrators, Counselor, Lead Teachers

Strategy3:

Parent Communication - Administrators and teachers will be in contact with parents of at-risk students on a regular basis concerning student attendance and grades to make an effort to avoid failures or drop-outs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Administrators and teachers will hold conferences with parents of potential drop-outs or students in grade 12 who are at risk of failing due to attendance or grades. Plans will be developed that best meets the needs of these students and gives them the best opportunity to earn a diploma.	Parent Involvement	08/13/2018	05/24/2019	\$0 - No Funding Required	School Administrators, Counselor, and Teachers

Strategy4:

Attendance Monitoring/Support - Attendance will be consistently monitored by administrators. Students with excellent attendance will be rewarded each grading period. Parents of students who are at-risk due to attendance concerns will be contacted and warned of possible consequences for their students continued absence. Covington County Board of Education policy concerning attendance will be followed.

Category: Other - Attendance Improvement Initiatives

Research Cited:

Activity - Attendance Reward Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excellent attendance will be identified and rewarded each grading period. Awards may include gift cards/monetary rewards and/or extended break time. Students with excellent attendance at the end of the school year will be rewarded with a school field trip.	Behavioral Support Program	08/13/2018	05/24/2019	\$500 - General Fund	School Administrators and Lead Teachers

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will hold conferences with parents of students who are at-risk due to poor attendance. The Covington County Board of Education policy will be followed concerning attendance. Parents will be warned of consequences of student truancy and excessive absences. When students reach 7 unexcused absences, a complaint will be filed with the juvenile court system.	Behavioral Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	School Administrators

Goal 3:

Increase percentage of students at Straughn High School that achieve College and Career Ready Status

Measurable Objective 1:

achieve college and career readiness Increase the percent of students achieving College and Career Ready status by 3% based on results posted for the 2017-2018 school year by 05/23/2019 as measured by College and Career Ready Status results.

Strategy1:

ACT WorkKeys Test Prep - Teachers and students will use the online resources provided by ACT to prepare students to take the WorkKeys test.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - WorkKeys Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers and the online resources provided by ACT on act.org to prepare for the ACT WorkKeys exam. The website provides sample problems for students to explore and work through to become more familiar with the WorkKeys exam and the types of questions to expect. The PLATO Courseware program also offers ACT Workkeys preparation modules and will be utilized in the weeks leading up to the administration of the test. Students who do not achieve an acceptable score will be given the opportunity to take the exam again in the spring.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators and Teachers

Strategy2:

Military Recruitment - Recruiting officers from branches of the military will be allowed to have a presence in the school in order to promote student enlistment.

Category: Other - Military

Research Cited:

Activity - Military Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Military and National Guard recruitment officers will be present in the school from time to time to meet students and provide information concerning enlistment into a branch of the military. Students who are interested will be met with on an individual basis and encouraged in this opportunity.	Recruitment and Retention Other - Promotion of Military	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Counselor

Strategy3:

AP Course Offering - An AP Calculus course will be offered to students. Students will be given the opportunity to take the AP exam for this course near the end of the school year.

Category: Other - Advanced Placement

Research Cited:

Activity - AP Calculus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An AP Calculus course will be offered to students. Students in this class may take the AP Calculus exam in May 2018. Also, students who may be eligible to take this course in the following school year will be encouraged to do so.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Counselor, and Calculus Teacher

Strategy4:

ACT Benchmark Achievement - Online resources and other tools will be used to prepare students for the ACT exam in order to increase the number of students who achieve a benchmark score on one or more parts of the exam.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the PLATO online learning program to have students work through the ACT prep course to prepare for success on the ACT. All 11th grade students will take a mock ACT test in the weeks leading up to the administration of the ACT. Some teachers will also utilize ACT Academy in their classrooms to help prepare students. In addition, an Instructional Specialist will work individually with students on an as needed basis.	Academic Support Program	08/13/2018	05/23/2019	\$0 - District Funding	School Administrators and Teachers

Strategy5:

Dual Enrollment - Students will be given the opportunity to participate in dual enrollment through LBW Community College.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Promote Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Straughn High School will partner with LBW Community College to provide dual enrollment classes for students who are interested in earning college credits or learning trade skills. Students who participate in dual enrollment also earn credits toward their high school diploma. Currently students are earning college credits for English 101/102, and some students are participating in welding, industrial electronics, diesel mechanics, and aviation classes. We will be partnering with another county school to bus students in the morning to the LBW McArthur campus and back to take classes.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	School Administrators, Counselor, and Lead Teachers

Strategy6:

Career Tech Credentials - Teachers will work closely with students to enable them to earn credentials in career tech.

Category: Other - Career Tech

Research Cited:

Activity - Career Tech Credentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work closely with students to prepare them to take exams to earn Career Tech credentials. Students will be given the opportunity to earn credentials throughout the time they are in high school. Students may earn multiple credentials in several different categories within either the MOS Specialist or NCCER programs.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Career Tech Teachers

Goal 4:

Straughn High School teachers and leaders will become more effective in meeting the needs of English Language Learners

Measurable Objective 1:

increase student growth by more effectively meeting the needs of English Language Learners by 05/23/2019 as measured by increased student performance and improved classroom grades.

Strategy1:

EL Training - Selected representatives will attend multiple EL training sessions and will report what they learn to the rest of the faculty.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - EL Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counselor and selected teachers will attend the School Assistance Meetings for Understanding English Learners (SAMUEL) training sessions offered by the ALSDE Federal Programs Department EL team. Turnaround training will take place at the school level to aid teachers to more effectively meet the needs of our EL students.	Professional Learning	08/13/2018	05/24/2019	\$0 - District Funding	Administrators, Counselor, and Teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Teachers at Straughn High School will use strategic teaching strategies on a regular basis in classroom instruction.

Measurable Objective 1:

demonstrate a behavior : Teachers will effectively use strategic teaching strategies to increase student academic achievement by 05/23/2019 as measured by the local spring formative assessment (STAR) and results from the ACT and Workkeys tests.

Strategy1:

Implement Strategic Teaching Strategies - Administrators will provide teachers with information on strategic teaching strategies. Teachers will implement these strategies in their classroom to increase student engagement and achievement. Administrators will perform regular walk-throughs and classroom observations noting the use of strategic teaching strategies.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate strategic teaching strategies in their classroom instruction as much as possible. Administrators will monitor teacher use of strategic teaching strategies. Teachers will provide documentation of these strategies in their lesson plans. Administrators will keep records of the use of strategic teaching strategies observed during walk-throughs utilizing Google Forms.	Direct Instruction	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators and Teachers

Strategy2:

Professional Development - An Instructional Specialist will be made available by the LEA to provide teachers with guidance and professional development in using strategic teaching strategies on an individual and as needed basis. The Instructional Specialist will also work to provide specific resources for teachers and students to use in the classroom to increase academic performance. Administrators will make

routine observations of teachers noting their use of strategic teaching strategies.

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

Research Cited: Silver, H., Strong, R., & Perini, M. 92007). The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson. Thoughtful Education Press.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Instructional Specialist will provide individualized teacher training in the use of strategic teaching strategies in the classroom on an as needed basis and especially for new teachers. The Instructional Specialist will also provide assistance with the use of new technology resources and other classroom resources to enhance classroom instruction and academic achievement.	Professional Learning	08/13/2018	05/23/2019	\$0 - No Funding Required	Nikki Guilford - Curriculum coordinator Dee Dee Holland - Instructional specialist School Administrators

Goal 2:

Increase the effective use of technology in the classroom.

Measurable Objective 1:

collaborate to increase the effective use of technology by 05/23/2019 as measured by administrator observation and documentation.

Strategy1:

Technology Initiative - Additionally technology components will be secured through local funds and utilized in the classroom. Professional training in the use of emerging technologies will be provided to teachers as needed. Some teachers and administrators will participate in a Professional Learning Academy focusing on the use of technology in the classroom.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Emerging Technologies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional technology components will be acquired through local or Title I funds. These technologies will include but are not limited to additional computers or Chromebooks to be placed in classrooms and some HoverCam Pilot wireless digital podiums. Teacher training for any new technology components will be done as needed.	Technology	08/13/2018	05/24/2019	\$25000 - Financial Aid	School Administrators, teachers, technology coordinators

Activity - Professional Learning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Some teachers and administrators will participate in a Professional Learning Academy (PLA). The PLA will consist of six workshops designed to introduce and train participants in the use of emerging technologies such as Google classroom and other student engagement strategies that incorporate technology components.	Professional Learning	08/13/2018	05/23/2019	\$0 - District Funding	School Administrators, Teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Increase percentage of students at Straughn High School that achieve College and Career Ready Status

Measurable Objective 1:

achieve college and career readiness Increase the percent of students achieving College and Career Ready status by 3% based on results posted for the 2017-2018 school year by 05/23/2019 as measured by College and Career Ready Status results.

Strategy1:

Career Tech Credentials - Teachers will work closely with students to enable them to earn credentials in career tech.

Category: Other - Career Tech

Research Cited:

ACIP

Straughn High School

Activity - Career Tech Credentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work closely with students to prepare them to take exams to earn Career Tech credentials. Students will be given the opportunity to earn credentials throughout the time they are in high school. Students may earn multiple credentials in several different categories within either the MOS Specialist or NCCER programs.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Career Tech Teachers

Strategy2:

AP Course Offering - An AP Calculus course will be offered to students. Students will be given the opportunity to take the AP exam for this course near the end of the school year.

Category: Other - Advanced Placement

Research Cited:

Activity - AP Calculus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An AP Calculus course will be offered to students. Students in this class may take the AP Calculus exam in May 2018. Also, students who may be eligible to take this course in the following school year will be encouraged to do so.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Counselor, and Calculus Teacher

Strategy3:

ACT WorkKeys Test Prep - Teachers and students will use the online resources provided by ACT to prepare students to take the WorkKeys test.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - WorkKeys Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers and the online resources provided by ACT on act.org to prepare for the ACT WorkKeys exam. The website provides sample problems for students to explore and work through to become more familiar with the WorkKeys exam and the types of questions to expect. The PLATO Courseware program also offers ACT Workkeys preparation modules and will be utilized in the weeks leading up to the administration of the test. Students who do not achieve an acceptable score will be given the opportunity to take the exam again in the spring.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators and Teachers

Strategy4:

Military Recruitment - Recruiting officers from branches of the military will be allowed to have a presence in the school in order to promote student enlistment.

Category: Other - Military

Research Cited:

ACIP

Straughn High School

Activity - Military Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Military and National Guard recruitment officers will be present in the school from time to time to meet students and provide information concerning enlistment into a branch of the military. Students who are interested will be met with on an individual basis and encouraged in this opportunity.	Other - Promotion of Military Recruitment and Retention	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Counselor

Strategy5:

ACT Benchmark Achievement - Online resources and other tools will be used to prepare students for the ACT exam in order to increase the number of students who achieve a benchmark score on one or more parts of the exam.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the PLATO online learning program to have students work through the ACT prep course to prepare for success on the ACT. All 11th grade students will take a mock ACT test in the weeks leading up to the administration of the ACT. Some teachers will also utilize ACT Academy in their classrooms to help prepare students. In addition, an Instructional Specialist will work individually with students on an as needed basis.	Academic Support Program	08/13/2018	05/23/2019	\$0 - District Funding	School Administrators and Teachers

Strategy6:

Dual Enrollment - Students will be given the opportunity to participate in dual enrollment through LBW Community College.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Promote Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Straughn High School will partner with LBW Community College to provide dual enrollment classes for students who are interested in earning college credits or learning trade skills. Students who participate in dual enrollment also earn credits toward their high school diploma. Currently students are earning college credits for English 101/102, and some students are participating in welding, industrial electronics, diesel mechanics, and aviation classes. We will be partnering with another county school to bus students in the morning to the LBW McArthur campus and back to take classes.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	School Administrators, Counselor, and Lead Teachers

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Straughn High School teachers and leaders will become more effective in meeting the needs of English Language Learners

Measurable Objective 1:

increase student growth by more effectively meeting the needs of English Language Learners by 05/23/2019 as measured by increased student performance and improved classroom grades.

Strategy1:

EL Training - Selected representatives will attend multiple EL training sessions and will report what they learn to the rest of the faculty.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - EL Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counselor and selected teachers will attend the School Assistance Meetings for Understanding English Learners (SAMUEL) training sessions offered by the ALSDE Federal Programs Department EL team. Turnaround training will take place at the school level to aid teachers to more effectively meet the needs of our EL students.	Professional Learning	08/13/2018	05/24/2019	\$0 - District Funding	Administrators, Counselor, and Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

TransAct is used as an instrument to transfer documents to another language. We also provide a translator as needed to interpret documents and achievement results and to aid in personal communication between staff and parents of English Learners.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We currently have one teacher who has not yet met state requirements. This teacher was hired on an emergency basis and is currently finishing requirements to gain their certification.	

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

Teachers participate in an initial screening interview with district personnel to identify most qualified prospects for new positions. Administrators interview likely candidates for new positions. Candidates are hired that can most effectively meet the academic needs of the school and students. Administrators observe teachers to give feedback on lessons taught and teaching strategies used. Highly qualified staff collaborate together to ensure that instruction and assignments address the needs of our students. Teachers also collaborate across curriculum to help bridge the gap between subjects.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

The teacher turnover rate is approximately 8%. We have 2 new teachers out of a total of 25.

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

All teachers at Straughn High School have more than 3 years of experience with the exception of 3 teachers.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Our turnover rate is low.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Data from the ACT test and STAR screening results are used to evaluate our overall academic performance at Straughn High School for most content areas. As we examine the results we are able to identify strategies that would benefit our students. We then look to provide professional development for our teachers as needed to better equip them to appropriate these strategies in the classroom.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Teachers, principals and other staff members will all have opportunities for professional development throughout the year. Teachers will be provided with professional development concerning how to interact with students who have autism. Some teachers and counselors will participate in SAMUEL training to aid in instruction of EL students. Some teachers and administrators will voluntarily participate in a Professional Learning Academy hosted by our central office staff focused on effective technology use and enhancing the classroom experience for students. Administrators, counselors, and office personnel will have the opportunity to attend conferences designed specifically for their position or role. Coaches will be afforded the opportunity to attend coaching clinics of their choice.

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

Teachers or administrators with significant experience will meet with new teachers to offer guidance and support on a regular basis. SHS currently has one first year teacher.

Describe how all professional development is "sustained and ongoing."

Our professional development is sustained and ongoing because it is continuous throughout the school year through meetings and collaboration with teachers or staff members at our local school and at the district level. The Professional Learning Academy that some of our teachers and administrators are involved in consists of six sessions at different times throughout the school year.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

Improve communication between school and community

Measurable Objective 1:

demonstrate a behavior that is more consistent with communication between our school and the community by 05/24/2019 as measured by stakeholders surveys and feedback from parents and community..

Strategy1:

Straughn High School/CCS Facebook Page - Continue to develop and utilize the Straughn High School/CCS Facebook page to post announcements and upcoming events. This page will continue to be a read only page.

Category: Other - Parent Communication

Research Cited: The research used to support this strategy is positive feedback from parents..... Parent survey.

Activity - Straughn High School/CCS Facebook Page	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SHS administration will continue to develop, update and monitor the Straughn High School/CCS Facebook page to make announcements and notify the community of upcoming events. This is a no post or comment page.	Parent Involvement Community Engagement	08/13/2018	05/23/2019	\$0 - Other	Principal Donny Powell, Assistant Principal Matt Cobb

Strategy2:

Remind App Texting program - Remind App offers teachers a free, safe, and simple way to instantly text students and parents. Teachers can send reminders, assignments, homework, assessments, or motivational messages directly to students' and parents' phones. Messages are safe because phone numbers are kept private. A Remind App provides an easier way to stay informed outside the classroom. This strategy will be implemented as needed. Instructions for downloading the Remind App will be presented to students during orientation of each class in which it is utilized. Additionally, parents will be informed during Open House.

Category: Other - Communication with Parents/Stakeholders

Research Cited: .

ACIP

Straughn High School

Activity - Remind App Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be reminded of the importance of using the Remind App for announcements and upcoming events. Teachers will be given instructions on how to set this application up for beneficial use on an as needed basis and especially for new teachers. Parents will also be informed of the advantages of using the Remind App during the SHS Open House in October.	Community Engagement Parent Involvement	08/13/2018	05/23/2019	\$0 - Other	Principal Donny Powell, Assistant Principal Matt Cobb, and faculty of SHS

Strategy3:

SHS Parent Communication - SHS will continue to provide Open House for parents during the first quarter. We will also continue to use 9th grade orientation, report cards, progress reports, iNow Parent Portal, automated calling, Straughn High School/CCS Facebook page, and the school web page to communicate with parents and stakeholders.

Category: Implement Community Based Support and Intervention System

Research Cited: .

Activity - Continue Current Involvement Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SHS will continue to use methods that engage and communicate with parents and community using sources such as Open House, report cards, progress reports, iNow Parent Portal, school web page, Straughn High School/CCS Facebook page and School CAST automated call system.	Parent Involvement Community Engagement	08/13/2018	05/23/2019	\$0 - Other	Principal Donny Powell, Assistant Principal Matt Cobb, and School Counselor Stephanie Bryan

Goal 2:

Increase percentage of students at Straughn High School that achieve College and Career Ready Status

Measurable Objective 1:

achieve college and career readiness Increase the percent of students achieving College and Career Ready status by 3% based on results posted for the 2017-2018 school year by 05/23/2019 as measured by College and Career Ready Status results.

Strategy1:

ACT WorkKeys Test Prep - Teachers and students will use the online resources provided by ACT to prepare students to take the WorkKeys test.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Straughn High School

Activity - WorkKeys Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers and the online resources provided by ACT on act.org to prepare for the ACT WorkKeys exam. The website provides sample problems for students to explore and work through to become more familiar with the WorkKeys exam and the types of questions to expect. The PLATO Courseware program also offers ACT Workkeys preparation modules and will be utilized in the weeks leading up to the administration of the test. Students who do not achieve an acceptable score will be given the opportunity to take the exam again in the spring.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators and Teachers

Strategy2:

AP Course Offering - An AP Calculus course will be offered to students. Students will be given the opportunity to take the AP exam for this course near the end of the school year.

Category: Other - Advanced Placement

Research Cited:

Activity - AP Calculus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An AP Calculus course will be offered to students. Students in this class may take the AP Calculus exam in May 2018. Also, students who may be eligible to take this course in the following school year will be encouraged to do so.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Counselor, and Calculus Teacher

Strategy3:

Dual Enrollment - Students will be given the opportunity to participate in dual enrollment through LBW Community College.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Promote Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Straughn High School will partner with LBW Community College to provide dual enrollment classes for students who are interested in earning college credits or learning trade skills. Students who participate in dual enrollment also earn credits toward their high school diploma. Currently students are earning college credits for English 101/102, and some students are participating in welding, industrial electronics, diesel mechanics, and aviation classes. We will be partnering with another county school to bus students in the morning to the LBW McArthur campus and back to take classes.	Academic Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	School Administrators, Counselor, and Lead Teachers

Strategy4:

ACT Benchmark Achievement - Online resources and other tools will be used to prepare students for the ACT exam in order to increase the number of students who achieve a benchmark score on one or more parts of the exam.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the PLATO online learning program to have students work through the ACT prep course to prepare for success on the ACT. All 11th grade students will take a mock ACT test in the weeks leading up to the administration of the ACT. Some teachers will also utilize ACT Academy in their classrooms to help prepare students. In addition, an Instructional Specialist will work individually with students on an as needed basis.	Academic Support Program	08/13/2018	05/23/2019	\$0 - District Funding	School Administrators and Teachers

Strategy5:

Military Recruitment - Recruiting officers from branches of the military will be allowed to have a presence in the school in order to promote student enlistment.

Category: Other - Military

Research Cited:

Activity - Military Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Military and National Guard recruitment officers will be present in the school from time to time to meet students and provide information concerning enlistment into a branch of the military. Students who are interested will be met with on an individual basis and encouraged in this opportunity.	Other - Promotion of Military Recruitment and Retention	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Counselor

Strategy6:

Career Tech Credentials - Teachers will work closely with students to enable them to earn credentials in career tech.

Category: Other - Career Tech

Research Cited:

Activity - Career Tech Credentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work closely with students to prepare them to take exams to earn Career Tech credentials. Students will be given the opportunity to earn credentials throughout the time they are in high school. Students may earn multiple credentials in several different categories within either the MOS Specialist or NCCER programs.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	School Administrators, Career Tech Teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers are responsible for collaborating with one another as they use the results of academic assessments in order to identify Tier II and III students in the RTI program. Teachers also make decisions concerning the academic enrichment of these students that are identified as in need of improvement. Teachers and administrators examine ACT and PreACT results along with reports from practice ACT exams to guide instructional decisions.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Teachers collaborate frequently in faculty, grade level, and departmental meetings to discuss individual student needs as well as the needs of the overall instructional program. Some of the tools and activities that are utilized include the following:

1. Review non-mastery reports to drive instruction, especially areas of high percentages of non-mastery
2. Teachers collaborate with instructional specialists to examine testing data and develop plans for prescribed instruction for students.
3. Review individual student reports
4. Review the STAR screening report and student progress reports
5. RTI Teams meet regularly to discuss students who are in need of additional assistance

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

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

- Encouraging parental involvement in student education through school conferences, telephone conversations, notes, and e-mail
- Providing the teachers with a review of student permanent records, previous test results, and any other pertinent information which would help the teacher to determine student strengths and weaknesses
- Scheduling students who have difficulty meeting standards in an academic enrichment class during the school day to provide them with additional assistance in their particular area of weakness as a part of our RTI program
- Screening students regularly to identify struggling students early and to examine level of progress
- Providing extended summer learning opportunities for students who need to recover credits needed to meet graduation requirements
- Students use the PLATO Courseware online learning program to improve on their specific areas of weakness.

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

After school tutoring is available to students. Straughn High School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Response to Instruction Team (RTI) determines if a student requires evaluation. RTI plans are developed to try to meet the needs of struggling students in the general education classroom. However, if found to be necessary, special education referral will take place. The Referral Coordinator tracks referrals and sends notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not

disabled. Straughn High School special education students have access to a variety of educational programs and services available to nondisabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Economically disadvantaged students are identified through the applications for free and reduced lunch. Students with low family income will be identified as economically disadvantaged and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

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

Referral Coordinator tracks referrals and sends notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Straughn High School special education students have access to a variety of educational programs and services available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Economically disadvantaged students are identified through the applications for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

For English Language Learners meetings are held to discuss best practices for each individual student. iPads are provided as necessary to aid in translation using Google Translate.

Any student identified as homeless will be given equal access to all programs and services available.

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

Referral Coordinator tracks referrals and sends notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Straughn High School special education students have access to a variety of educational programs and services available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Economically disadvantaged students are identified through the applications for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school

day. Such students will have equal access to all programs and services available.

For English Language Learners meetings are held to discuss best practices for each individual student. iPads are provided as necessary to aid in translation using Google Translate.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

- All career and technology programs have been certified and meet BIC requirements.
- Dual enrollment classes are offered by LBW Community College.
- Covington County Schools has recently employed a Career Coach who works with 9th grade students on a weekly basis.
- Students are identified for remediation based on STAR Assessments for Reading and Math skills.
- A school nurse is employed for the health and wellness of students and teachers.
- A Jobs for Alabama Graduates (JAG) instructor is employed for students to be better instructed on learning job related skills.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

- All career and technology programs have been certified and meet BIC requirements.
- Our system has a no fight policy in place and outlined in the student Code of Conduct.
- Free and Reduced lunch programs are available for students and families who qualify. Families are able to file for these services online or by completing paperwork.
- A Jobs for America's Graduates (JAG) instructor is employed for students to be better instructed on learning job related skills.

Component 10: Evaluation (Sec.1114(b)(3)):

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

The implementation of the school-wide program is evaluated both periodically and annually. The school's CIP team convenes and the school's plan is re-evaluated and rewritten annually. The previous year's goals are examined and evaluated by committee members to determine the effectiveness of the efforts.

Response to Instruction (RTI) is a large part of school efforts to address the specific academic needs and deficiencies of our students. RTI's overall effectiveness is evaluated by the administration of the STAR reading and STAR math tests which identify student academic ability and/or progress. Intervention efforts are determined by benchmark scores on these exams. Graduation rate, attendance rates, and classroom grades are reviewed regularly by stakeholders to help gauge the effectiveness of the overall instructional program. ACT and Work Keys results will also be used as measures of evaluation for the schoolwide program.

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

Straughn High School uses data obtained from STAR assessments, ACT test scores, and Work Keys tests to evaluate the academic progress made by students, teachers, and the schoolwide program. Individual student data from the ACT and practice ACT tests are examined to determine learning paths for students to give them the best opportunity to improve.

Graduation rate is evaluated annually and new goals are set for improvement.

STAR Reading and Math assessment results are evaluated for determining Tier II and Tier III students.

The percentage of students achieving College and Career Ready status is examined yearly. Goals for improvement are set and steps and strategies are prescribed to increase the percentage of students reaching this status in one or more ways.

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

STAR Reading and STAR Math assessment results are evaluated by RTI committees. Each grade level has a problem-solving team composed of the RTI coordinator and grade level teachers. After evaluating scores, the effectiveness of remediation efforts are examined and adjusted to better meet student needs if necessary.

Implementation of the school-wide program is evaluated both periodically and annually. The school's ACIP team convenes and the school's plan is re-evaluated and rewritten annually. The previous year's goals are examined and evaluated by committee members to determine the effectiveness of the efforts. Parents will be involved as much as possible with the planning and updating of all school plans such as Parent/Teacher/Student Compacts, Wellness Plans, Safety Plans, ACIP, etc. Copies of plans will be housed in the school office.

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

ACIP

Straughn High School

Our school's ACIP team convenes annually to examine the effectiveness of the overall plan. The plan is evaluated and rewritten to best meet the needs for the current school year. The previous goals are examined to determine the effectiveness of the efforts. If deemed necessary, the goals are modified or updated, and other goals are created and added. During the course of the year, the plan is adapted on an as needed basis.

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.	21.45

Provide the number of classroom teachers.

21.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1292219.0

Total

1,292,219.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total

0.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.0

Total

0.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	0.0

Total

0.00

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.

0.0

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.

0.00

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.	7485.0

Total

7,485.00

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.	2245.0

Total

2,245.00

EL Teachers

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

Provide the number of EL Teachers.

0.0

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.	13375.0

Total

13,375.00

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.	2399.0

Total

2,399.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	89083.62

Provide a brief explanation and breakdown of expenses.

Teacher salaries and benefits, substitute teacher expenses, library and technology supplies, and professional development.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

At the beginning of the school year, an orientation is held for incoming freshman and their parents. At this meeting, parents learn how they can participate in decisions related to the education of their child. All parents are provided a Code of Conduct and Student Handbook at the beginning of each school year. We host Parent and Teacher meetings and host an annual Title I meeting at the October Open House. These meetings serve as an orientation for parents, giving them the opportunity to meet their child's teacher and become acquainted with school policy, procedures, and classroom practices. Straughn teachers hold parent-teacher conferences during the teachers' planning periods as requested by the parent(s) or teacher throughout the school year. We have an excellent band booster club and athletic booster club. Our Jobs for Alabama Graduates (JAG) program conducts a yearly student induction ceremony which involves parents as well.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

At Straughn High School parental involvement is encouraged between school and parents. Our school involves parents in at least two annual parent meetings each year. The first semester meeting is scheduled around Parent Visitation month in October, usually Open House. At this Open House meeting, parents learn about the school's Title I Program and school related opportunities via a power point presentation. At this meeting parents also learn how to access student's progress reports, report cards, iNow Parent Portal, and the SHS web site to keep them informed. In order to accommodate each parent, additional meetings are scheduled at parents request. All parents have the opportunity to participate in district parental involvement surveys.

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. (Sec. 1116(c)(4)(A)(B)(C))

Straughn High School (SHS) is committed to involving parents in the joint development of its Title I Part A program plan and in school reviews and improvement. The responsibility and accountability for implementing the schools Title I parent involvement procedures will be processed through the schools Title I personnel and the LEA Parent Advisory Committee. The plan is available to all students participating in the Title I school program. Copies of this plan/policy are available to stakeholders in the SHS office and on the school website. TransAct is used as an instrument to transfer documents to another language. We also provide a translator to interpret documents and procedures, if needed. The Alabama Courses of Study are the curriculum in use. Forms of academic assessments and achievement expectations are documented in the current Continuous Improvement Plan (CIP) in which parents are involved in the development.

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). (Sec.1116(d))

Conferences are held by teachers, administrators, and the school counselor with parents and/or students to discuss strategies for student academic achievement. Parents may contact teachers in person, by phone, or by email. Response to Intervention (RTI) is used to identify Tier II and Tier III students who require remedial services. The School-Parent-Student Compact is jointly developed with Title I parents through the schools Title I personnel and the LEA Parent Advisory Committee.

Straughn High School holds five-year planning committee meetings to discuss ways to enhance the educational experiences and opportunities for all students going forward. The committee is made up of parents, teachers, administrators, current students, and former students. The overall goal is to provide greater opportunity for students to succeed academically and be better prepared for their future endeavors.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents are encouraged to contact local school administration for assistance when filing a complaint. Complaints are filed at the Title I Office at the Covington County Board of Education Office and require a signature. The written complaint will be delivered to the LEA Superintendent's office or Title I office by the principal or his/her designee. Upon receipt of the written complaint, the Title I Coordinator and a District Supervisor will investigate the complaint in a timely manner, consulting with the LEA superintendent if necessary. Within a timely manner, a resolution and written decision acknowledging receipt of the complaint/concern will be rendered by the LEA.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

To provide training for parents, our school will offer flexible and extended hours to accommodate working parents. To understand such topics as the State's Academic Content Standards, State Student Academic Achievement Standards, state and local academic assessments, and the requirements of Title I, conferences may be scheduled during Open House meetings or at a convenient time for parents. Parents will learn how to monitor their child's progress through the Information Now (iNow) Home Portal. Information is sent home with step by step instructions for logging on to the website. If parents experience difficulties logging on, they are encouraged to call the school for assistance. Hands-on technical training is also offered at parent meetings. Additionally, meetings can be scheduled with the school counselor for

assistance. Parents are encouraged to meet with teachers to understand how they can work together to improve the achievement of their children. Teacher email addresses are made available to parents on the school website.

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 ESSA Sec. 1116, 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)

SHS provides materials and training to help parents work with their children. Books for Success which cover topics such as Getting the Most Out of High School, How To Get Good Grades, High School Parent Guidebook, Preparing for College, Career Planning and Educational Choices, and How to Get Money for College are available to parents and students. Our school will keep parents informed about student progress on a regular basis through the school's website, iNow Home Portal, progress reports, report cards, assessment scores, phone conferences, and email relating to the education of their child are provided to foster parental involvement. Also available as an option for parents is the Remind App notification system, which provides a text message to inform parents about school updates.

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 ESSA Sec 1116, 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)

Straughn High School (SHS) is committed to involving parents in the joint development of its Title I Part A program plans and the process of school reviews and improvement under section 1116. Covington County Schools routinely provides inservice to educate teachers, office personnel, and other school staff in ways to reach out to parents to help build ties between parents and school. When SHS and parents form a strong partnership, all students have the potential for academic success. We will include parents in all aspects of the Title I program.

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 ESSA Sec. 1116, 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)

SHS conducts, coordinates, and integrates parent involvement through Open House Parent Meetings that encourage parents to participate in their child's education. The iNow Parent Portal allows parents to monitor their child's grades, attendance, and discipline. Parents are encouraged to schedule meetings with teachers and to use online resources as needed to enhance their child's learning. The Kuder Program allows parents to view their child's educational pathway to College and Career Readiness and gives them a means to search for scholarships. Khan Academy is beneficial to parents and students by providing video tutorials that are content specific.

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 ESSA Sec. 1116, 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)

SHS will provide parents with access to school-related information such as our Parental Involvement Plan, Continuous Improvement Plan, School-Parent-Student Compact in a language and format that parents can understand. Our school uses TransAct as an instrument to transfer documents to other languages. We also provide a translator to interpret documents and procedures as needed.

Parents are welcome at any point during the school year to meet with teachers and/or administrators to share concerns of any kind in regard to their child's education and well being while they are at school.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

SHS will provide parents with limited English proficiency, parents with disabilities, and parents of migratory students school-related information as needed. Our school uses TransAct as an instrument to transfer documents to other languages. We also provide a translator to interpret documents and procedures as needed. SHS makes a good faith effort to provide reasonable support for parental involvement activities. Events such as parent meetings, conferences, pre-registration, and student orientation is offered at various times during the day and/or evening hours to provide flexibility to accommodate parents. Efforts are also made to provide information to parents that are home bound and/or immobile via home visits, phone calls, email, and/or mail.