



## **ACIP**

# Elmore County High School

## Elmore County Board of Education

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# **Executive Summary**

## **Introduction**

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

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

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## Description of the School

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

Located in Eclectic, Alabama, Elmore County High School (ECHS) serves students in central eastern Elmore County. Eclectic is a rural bedroom municipality of slightly more than a thousand residents which is locally supported by recreational industry related to nearby Lake Martin and construction and manufacturing industries. The current unemployment rate is 5.5 percent, slightly below the state rate of 6.5 percent; however, the median household income is below the state average. Healthcare is provided by a rural health clinic, a doctor's office, and a dentists' office. Shopping is limited to a few mom and pop stores and chain stores such as Dollar General and Fred's. Other retail outlets are available in a 30 mile radius in nearby Wetumpka, Montgomery, Tallassee, and Auburn. Local events include the annual Cotton Festival, Christmas parade, and Eclectic Trade Days.

Eclectic is a small community, and many of its events are school-centered. A strong sense of community prevailed when Eclectic was struck by an EF4 tornado on April 27, 2011. The storm caused six fatalities and resulted in an estimated 2 billion dollars in property damage. School was suspended for the following two days, and the school served as a Red Cross Disaster Relief Center where victims sought shelter and volunteers reported for assignments.

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

One of the smaller high schools in the Elmore County Public School System, ECHS has an enrollment of 495 in grades 9 - 12. The student population consist of 59 African American, 422 White, 1 American Indian, 8 Multi-Race and 5 Hispanic. Our student population is unique in that many of them are third generation ECHS students while others are new to Elmore County as a result of real estate marketing efforts within the last ten years which touted the benefits of living in the Eclectic school zone. The senior class of 2016 has 107 members. Trends for the last three years indicate our enrollment has increased. The socio- economic background of our students is diverse; however 239 of our students receive free or reduced lunch. The percentage of students attending college remains less than the state average of approximately 66 percent. Students participate in college prep, technical, and cooperative education tracks. Students are bused to the Elmore County Technical Center (ECTC) three times a day. Students are bused once a day to Wetumpka High School to participate in JROTC. Because of these opportunities, students who choose not to go to college are prepared to enter technical school, military or the job force.

A faculty of 28 certified personnel, 1 library media specialist, 1 guidance counselor, and 2 administrators serves the students of ECHS. 93 percent of teachers are highly qualified (HQT), and 50% hold a master's degree or higher. Additionally, our Guidance Counselor is Nationally Board Certified. The school's close relationship with the community is evidenced by the number of former students who have returned as teachers and staff members.

In an effort to broaden the experiences available to our students, ECHS applied for and was awarded the A+ College Ready Grant in the spring of 2012. Students now have the opportunity to participate in AP English Language and Composition, AP English Literature and  
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Composition, AP Calculus, AP Biology, AP Physics, Pre-AP English 9, Pre-AP English 10, Pre-AP Chemistry, Pre-AP Biology, Pre-AP Algebra, Pre-AP Geometry, Pre-AP Algebra II, and Pre-AP Pre-Calculus and are provided monetary incentives and study sessions. Additionally, the grant provides professional development opportunities for teachers. In the summer of 2016, 4 of our teachers received AP and /or Laying the Foundations (LTF) training and will continued to attend provided training.

## School's Purpose

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

Elmore County High School, along with the Elmore County Public School, adopted a new district-wide vision. Our vision is Every Student Empowered Every Student Succeeds. The mission of Elmore County High School (ECHS) is to provide a quality comprehensive education for all students in a safe environment in order to prepare students to function successfully as productive citizens. The school's vision statements serve to guide us towards the achievement of such mission. According to our vision, in the 21st century, ECHS will provide excellent educational programs offered in a safe and secure environment by a caring and committed faculty and staff. All students will be offered time and opportunity to experience success and in order to develop academically, physically, socially, and morally. Furthermore, a well-defined curriculum with high standards and expectations will be delivered through the most effective instructional methods. Additionally, citizens, parents, school staff, and students will be respected partners in the educational enterprise. A climate of trust, open communication and collaboration will provide increased benefits from the resources invested and will support improved opportunities for the community to grow and prosper.

In response to our vision, educational programs offered at ECHS are based on the Alabama Course of Study, College and Career Readiness Standards (based on common core standards), ACT standards, and Laying the Foundation (LTF) Progression Charts. In order to assess student progress and college and career readiness, all students in 9th-10th grade core (English and math) classes participate in ACT Aspire Interim testing three times per year. Beginning in the fall of 2015, the Global Scholars diagnostic tests were replaced with ACT Aspire Interim testing via computer in order to provide teachers with data that is more accurate and easier-to-use. Additionally, data is also immediately available to personnel at the county level. In the spring of 2016 all tenth graders participated in the ACT Aspire assessment to help the school identify strengths and weaknesses in respect to college readiness. During the 2014 - 2015 and 2015 - 2016 school years 100 percent of 11th grade students participated in the ACT test. The average composite score from over the past 5 years is approximately 20.5, while the state average composite score is 18.7. In order to better prepare students for success at the next level, the school continues to increase its Advanced Placement (AP) offerings since being awarded the A+ College Ready grant in 2012. Our student enrollment in AP courses has increased every year that courses have been offered, 164 students are currently enrolled in AP classes. In the Spring of 2016, 107 students took a total of 152 AP test, of which 19 received 26 qualifying scores.

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

In addition to the collaboration of AP and Pre-AP teachers, our social studies teachers have completed their participation in the American History Grant. Through the grant, they had the opportunity to collaborate with teachers around the state and participate in professional development that centered on engaging strategies and the use of primary documents.

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

students with opportunities to be tested and to excel outside of the classroom as well.

Events held by our extra-curricular sports, clubs, and organizations are one way that we involve parents and citizens at ECHS. From reading at the local HeadStart center to Friday night football, the community is definitely a part of ECHS. Because we are located in a small town, the schools in Eclectic tend to be the center of life in the municipality. For example, students volunteer throughout the community at locations such as the local library, senior citizen center, and elementary and middle schools. Parents are encouraged to visit through parent report days, open house, AP meetings, student scheduling conferences, club inductions, and sporting events. We keep lines of communications with stakeholders open through School Messenger phone calls, our Facebook page, school newsletters, school website, Remind 101, and teacher websites. In the fall of 2012, we began our Panther Advisory in which each student is assigned an adult advocate on campus. We are now in our 4th year of implementation and continue to see meaningful relationships being built as well as a climate of trust at ECHS.

## Notable Achievements and Areas of Improvement

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

In the last four years, Elmore County High School has realized improvements to both its academic programs and physical plant. Academically, we continue to have the highest graduation rate in the county and also have fewer graduates requiring remedial coursework at the college level than do our in-system counterparts. In an effort to reduce dropouts and curb failures, the faculty meets each grading period to review data and provide strategies and supports for struggling students. The 2016-17 school year marks the fifth year of implementation of our Panther Advisory program. Panther Advisory has been well-received by students and faculty alike. We look forward to the many positive results of this mentoring program. Our students continue to earn increasing scholarship awards which range from \$942,000 in 2009 to 1.5 million dollars in 2016. Approximately half of our graduates continue their education at a college and/or technical school. In 2010, we began offering Advanced Placement (AP) courses on campus in English and in 2012 we applied and received the A+ College Ready Grant. The grant was for three years and we are now a Partner School with 4 trained AP teachers who offer AP coursework in English, math, and science. We also offer several AP courses through ACCESS with a trained ACCESS facilitator who was the 2015 ACCESS Facilitator of the Year. These teachers and several others are also trained in Laying the Foundation (LTF) strategies. In the spring of 2016, 15 students have received 26 qualifying AP scores in English and our enrollment in AP coursework continues to grow.

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

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

Athletics and Extracurricular activities play an integral role in the lives of our students and promote academic success. Future Farmers of America (FFA) students have excelled in small engines, mechanics, construction, and safe tractor driving competition in the Central District consistently placing. The FFA chapter also boasts the County Farm Bureau Essay Contest winner for the past two years. FCCLA students have completed and placed in the Beef Cook-off. Drama students have consistently earned superior ratings at Trumbauer. Additionally, the drama classes put on a play with day-time performances for students and evening performances for the public. The Marching Band has earned superior ratings, numerous Best in Class awards, and Most Entertaining Band awards, marched in the Inaugural Parade, and been invited to march in the Fourth of July Parade in Washington, DC. The volleyball team has enjoyed success winning the Area in 2010, winning Area and Regionals and advancing to the Elite 8 in 2011, and winning Area in 2012 and 2013. The power-lifting and wrestling teams have SY 2016-2017

earned several state titles and were pleased to accept national championship titles in 2007 and 2014. The football team was undefeated in 2009 and went to the second round of the state play-offs and has gone at least one round in the playoffs for the past several years. The softball team made the state tournament in 2008 and 2014, and the team continues to improve.

Despite the many accomplishments of our students, areas of physical improvement, and additions to the curriculum, there remain several areas of focus. Although we have a working mission and purpose statement, we see a need for developing a process through which to review, revise, and communicate them. As course offerings continue to expand, we need to use data (ACT Aspire, ACT, Work keys, and grades), not student whims, to determine course placement. Parents are important stakeholders, and we need to always seek to communicate with them and encourage their participation in and support of school-related activities. ECHS is fortunate in that staff turnover is relatively low; however, when there is turnover or a unit is added, we need to insure staff participation in mentoring new teachers. Finally, in an effort to prepare our students for life in the technologically advanced world in which we live, we need to continually look for, learn about and integrate technology applications in the classroom.

## Additional Information

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

Elmore County High School students participate in ACT testing throughout the year.

98 students in the Class of 2016 took the test. 51 percent of those students met ACT's college readiness benchmarks in English, 20 percent in mathematics, 25 percent in reading, and 25 percent in science. Our students scored at or above the benchmark in all areas when compared to the state. The state average for English was 45 percent, Math was 19 percent, Reading was 28 percent, and science was 18 percent.

Of the 98 students from the class of 2016 who took the ACT in 2015, 56 students benchmarked in at least one subject area.

Elmore County High School maintained an average composite score of 18.9 from the 2015 test session with 100% of 11th grade students participating. This composite was above the state average of 18.3.

Our students scored higher than the state average on the English/Writing combination score with a school average of 17.3 compared to the state average of 16.3.

### TECHNOLOGY IMPROVEMENTS/ADVANCEMENTS

Elmore County Public Schools is currently upgrading its current 300 Mbps fiber internet connection to a more robust 500 Mbps. Offices and classrooms within the district possess both 10/100 Mbps and 1 Gbps switches at the edge. The District's wide area network (WAN) is comprised of 1 Gbps links between all sites and a 10 Gbps aggregate handoff to our ISP. Possessing a full fiber rich network means that upgrading to faster speeds will only involve endpoint upgrades. Elmore County reports that the district is currently able to provide students and staff with suitable access however with the sharp increase in online textbooks, assessments, collaboration tools, and social media, current speeds need to be bolstered. The District believes technology integration in learning is a priority; it is their goal to incrementally increase, over the next several years, bandwidth until 1 Gbps speeds are reached. Additionally, the district would like to increase the links between schools to 10 Gbps connections. The increased bandwidth paired with rigorous professional development and "blended learning" strategies can help to enhance student achievement and retention as well as change the very notion of learning itself.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The process to engage a variety of stakeholders in the development of the Elmore County High School (ECHS) AdvancED Continuous Improvement Plan (ACIP) is one that requires forethought and planning. Faculty members, students, parents, and community leaders were chosen to represent a variety of backgrounds and prospective. Selected members of the faculty were informed prior to the start of the school year that they would be a part of Elmore County High School's Instructional Leadership Team, the committee that reviews and writes the improvement plan. Stakeholders were asked to serve on the AdvancED Continuous Improvement Plan (ACIP) committee in August 2016. All stakeholders meet periodically to discuss, review or revise the plan. Meetings dates and times are planned and emailed well in advance so that all stakeholders have an opportunity to be present.

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

The ACIP committee consists of two administrators, the guidance counselor, teachers, the media specialist, students, community members and parents. Each member is encouraged to voice their opinion and talk to others about the state of our school. All faculty and staff are given an opportunity to make changes or suggestions to the ACIP. Stakeholders are expected to gather information and help to make a positive impact on ECHS.

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

The stakeholders meet as necessary to address strengths and weaknesses in the ACIP. The Elmore County High School (ECHS) ACIP is posted on the school website for viewing. A copy of the ACIP was sent through email to all stakeholders as well as the Elmore County Middle School Program Specialist. Copies of the ACIP are available at any time for viewing in both administrators' offices as well as the counselor's office and media center. Teachers also have the goals in their classrooms. The ACIP is updated as new information becomes available. The ACIP never reaches a final version. It is a living document in which stakeholders are allowed to discuss its contents at any time.

# Student Performance Diagnostic

## **Introduction**

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

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	ACT report attached	2016 ECHS student Performance Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

At this time, our students are demonstrating growth on the ACT Aspire. However, our students are still working to exceed the expected levels of performance. There are no areas above expected levels of performance at this time.

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

According to the ACT Profile Report for 2015 - 2016 the areas in which a positive trend in performance was noted are in English, Mathematics, Reading and Science.

The ACT Aspire was given for the first time during the 2015 - 2016 school years so there is no data to compare.

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

In the area of College English Composition 69% of students are ready for college based on results from ACT Profile report.

ACT Aspire Summative Report in the area of English 58 percent of students met benchmark.

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

2016 is the first assessment year in which we were provided data by sub populations and demographics. We are still unable to assess a trend in performance by subgroups as this information has not been provided to us.

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

2016 is the first assessment year in which we were provided data by sub populations and demographics. We do not yet have data to determine between which subgroups the achievement gap is closing.

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

Comparing the ACT Aspire summative data to the Interim III Assessment we found the following:

\*English is the students overall area of strength

\*White females are the subgroup with the highest percentage of benchmark

## Areas in Need of Improvement

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

According to 2015-2016 ACT data, only 24 percent of all 11th grade students tested, scored at or above benchmark in Mathematics. Only 16 percent of students were benchmark in all four areas.

The ACT Summative Report has only 19 percent of students benchmarked in the area of writing.

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

Students made an increase in all four areas English, Mathematics, Reading and Science of the ACT over the last three years.

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

Results from 2015-2016 ACT, indicate only 24% of the students scored at or above the benchmark in mathematics.

ACT Aspire results indicate only 16% of students scored at or above the benchmark in writing, 21% in math and 30% in both reading and science.

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

2016 is the first assessment year in which we were provided data by sub populations and demographics. We are still unable to assess a trend in performance by subgroups as this information has not been provided to us.

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

2016 is the first assessment year in which we were provided data by sub populations and demographics. We do not yet have data to determine between which subgroups the achievement gap is closing.

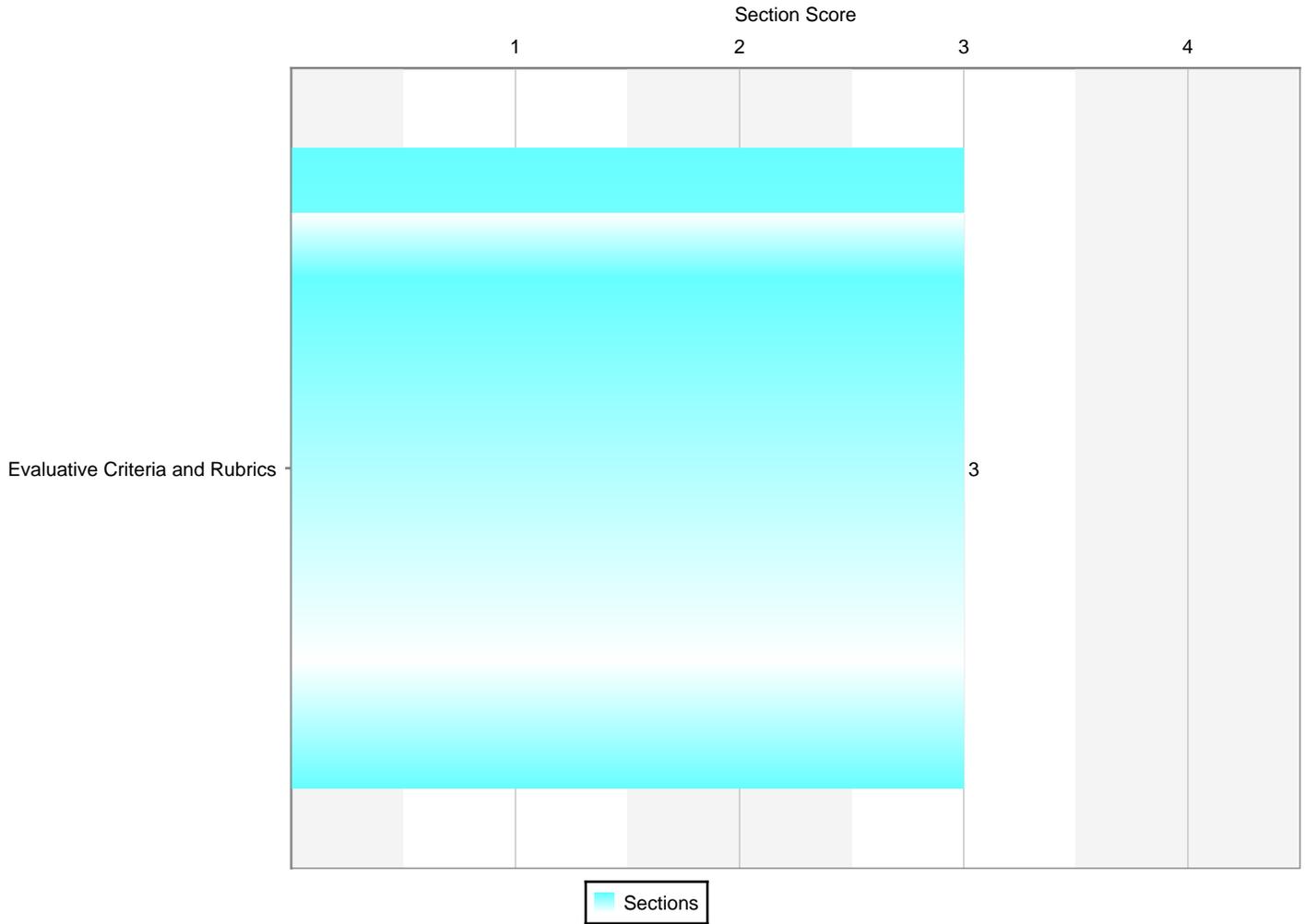
### Which of the above reported findings are consistent with findings from other data sources?

Comparing the ACT Aspire Summative data to the Interim III Assessments we found the following:

Students are in need of support in the areas of reading, writing, science, and math.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ILT Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Assurance 2

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	Steve McKenzie Assistant Superintendent 100 H H Robinson Drive Wetumpka, Al. 36092	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent 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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	High School does not have a title I plan	

# **2016 - 2017 ACIP**

## Overview

### Plan Name

2016 - 2017 ACIP

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All 9th-12th grade students at Elmore County High School will receive college and career preparation through CCRS based instruction in ELA classes.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
2	The faculty and staff at Elmore County High School will move instruction from a teacher-centered focus to a student-centered focus.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$4200
3	All 9th, 10th and 11th grade students will meet or exceed state benchmark on the ACT or ACT Aspire in Mathematics.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	All students at Elmore County High School will demonstrate growth and mastery of science standards.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	ELL Goal AMAO A	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
6	EELL Goal AMAO B	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

## Goal 1: All 9th-12th grade students at Elmore County High School will receive college and career preparation through CCRS based instruction in ELA classes.

### Measurable Objective 1:

90% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in ELA College and Career Readiness Standards in English Language Arts by 05/25/2017 as measured by final course grades in English Language classes.

### Strategy 1:

Identifying Similarities and Differences - Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations to compare and contrast elements within a text or across multiple texts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano's High-Yield Instructional Strategies (Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, Marzano, 2001)

Activity - Venn Diagrams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will utilize Venn diagrams to compare and contrast elements in a text or in multiple texts.	Direct Instruction	08/08/2016	05/25/2017	\$0	No Funding Required	All ELA teachers
Activity - Patterns of Imagery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will identify contrasting patterns of imagery in written or visual text(s).	Direct Instruction	08/08/2016	05/25/2017	\$0	No Funding Required	All English Language Arts teachers

### Strategy 2:

Questions, cues, and advance organizers - Teachers should use cues and questions that focus on what is important, use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano's High-Yield Instructional Strategies (from Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Marzano, 2001)

Activity - Annotating Text(s)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

After teacher-modeling, students will annotate texts in order to identify patterns, to identify and analyze figurative language, to determine what the text says explicitly, and to make logical inferences. Annotation helps students to cite specific textual evidence to support conclusions drawn from the text and to determine central ideas or themes of a text.	Direct Instruction	08/08/2016	05/25/2017	\$0	No Funding Required	All ELA teachers
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Activity - Graphic Organizers/Foldables	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize graphic organizers and/or foldables to identify important material in a text and to work with texts and/or material that is not well organized. Students should analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Direct Instruction	08/08/2016	05/25/2017	\$0	No Funding Required	All ELA teachers

## Goal 2: The faculty and staff at Elmore County High School will move instruction from a teacher-centered focus to a student-centered focus.

### Measurable Objective 1:

collaborate to move instruction from teacher-centered focus to student-centered by 08/25/2017 as measured by a 2% increase in parent, staff and student survey results.

### Strategy 1:

Strategy 1 - Student - Centered Instruction - Teachers and administrators will incorporate a variety of activities to focus on student centered instruction

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

Research Cited: Laying the Foundation, student centered instruction

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seven teachers at Elmore County High School received Laying the foundation (LTF) training	Professional Learning	08/08/2016	05/25/2017	\$4200	Title II Part A	Teachers that attended the training

Activity - Technology Refresh	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elmore county Public Schools implemented a system wide computer refresh for faculty, staff and students	Technology	08/08/2016	05/25/2017	\$0	General Fund	County technology department and local school technology coordinators

**ACIP**

Elmore County High School

Activity - Walk Throughs & Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of Elmore County High School administrative team and faculty will complete walk throughs and instructional rounds throughout the year with a focus on student centered engagement	Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	All teachers and administrators

**Strategy 2:**

eleot - All faculty and staff of Elmore County High School will receive training on using eleot as a tool for increasing student engagement.

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

Activity - eleot training/certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administrators will become certified in using eleot observation tool. All teachers will be observed using the eleot tool only for the purpose of increasing student centered learning.	Professional Learning	02/01/2016	05/25/2017	\$0	State Funds	All certified staff

## Goal 3: All 9th, 10th and 11th grade students will meet or exceed state benchmark on the ACT or ACT Aspire in Mathematics.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency increase benchmark scores in Mathematics by 05/25/2017 as measured by percentage of students that meet or exceed the benchmark.

**Strategy 1:**

Disaggregate Data - use formative and high stakes assessments data to determine if students are making progress

Category: Develop/Implement Learning Supports

Research Cited: Implementation of college and career readiness standards

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
warm up activities to practice basic skills in order to solve a bigger problem.	Direct Instruction	08/08/2016	05/25/2017	\$0	No Funding Required	All teachers of students required to take ACT test

Activity - Gradual Release Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize I do, we do, y'all do and you do model	Direct Instruction	08/08/2016	08/25/2017	\$0	No Funding Required	All Mathematics teachers

**Strategy 2:**

Develop Math skills - Students will develop appropriate math skills through strategically planned lessons.

Category: Develop/Implement Learning Supports

Research Cited: Development of process standards from national Council of Teachers of Mathematics

Activity - LTF Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use LTF (Laying the foundation) lessons that were obtained during training.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All Math Teachers

## Goal 4: All students at Elmore County High School will demonstrate growth and mastery of science standards.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency of standards in Science by 05/25/2017 as measured by a 3% increase on the science subtest of the ACT.

**Strategy 1:**

Implementation - Teachers will implement strategies and techniques learned at AMSTI and LTF training

Category:

Activity - Writing in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Elmore County High School students will be able to write concise thoughts using scientific terms on a given science topic	Academic Support Program	08/08/2016	08/25/2017	\$0	No Funding Required	Science teachers

Activity - Science Projects/Research Paper	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given two science research projects at the beginning of the 2nd and 4th nine weeks.	Academic Support Program	08/08/2016	08/25/2017	\$0	No Funding Required	Science teachers

Activity - Responding to Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write responses to science topic questions weekly	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	Science teachers

## Goal 5: ELL Goal AMAO A

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

### Strategy 2:

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

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

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

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

## Goal 6: EELL Goal AMAO B

### Measurable Objective 1:

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

**Strategy 1:**

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

Category: Develop/Implement Professional Learning and Support

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

**Strategy 2:**

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

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

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

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

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

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Laying the Foundation	Seven teachers at Elmore County High School received Laying the foundation (LTF) training	Professional Learning	08/08/2016	05/25/2017	\$4200	Teachers that attended the training
<b>Total</b>					\$4200	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bell Ringers	warm up activities to practice basic skills in order to solve a bigger problem.	Direct Instruction	08/08/2016	05/25/2017	\$0	All teachers of students required to take ACT test
Language Acquisition	A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	\$0	EL Coordinator
Patterns of Imagery	Students will identify contrasting patterns of imagery in written or visual text(s).	Direct Instruction	08/08/2016	05/25/2017	\$0	All English Language Arts teachers
Walk Throughs & Instructional Rounds	Members of Elmore County High School administrative team and faculty will complete walk throughs and instructional rounds throughout the year with a focus on student centered engagement	Professional Learning	08/08/2016	05/25/2017	\$0	All teachers and administrators

**ACIP**

Elmore County High School

Graphic Organizers/Foldables	Students will utilize graphic organizers and/or foldables to identify important material in a text and to work with texts and/or material that is not well organized. Students should analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Direct Instruction	08/08/2016	05/25/2017	\$0	All ELA teachers
WIDA ESL Training	Teachers of English Learners will attend annual WIDA ESL Training	Professional Learning	08/08/2016	05/25/2017	\$0	All Teachers
Writing in Science	All Elmore County High School students will be able to write concise thoughts using scientific terms on a given science topic	Academic Support Program	08/08/2016	08/25/2017	\$0	Science teachers
Science Projects/Research Paper	Students will be given two science research projects at the beginning of the 2nd and 4th nine weeks.	Academic Support Program	08/08/2016	08/25/2017	\$0	Science teachers
Annotating Text(s)	After teacher-modeling, students will annotate texts in order to identify patterns, to identify and analyze figurative language, to determine what the text says explicitly, and to make logical inferences. Annotation helps students to cite specific textual evidence to support conclusions drawn from the text and to determine central ideas or themes of a text.	Direct Instruction	08/08/2016	05/25/2017	\$0	All ELA teachers
IELP for EL Students	The ESL committee will write an IELP for identified EL students that were not proficient in reading, writing, listening, and speaking.	Academic Support Program	08/08/2016	05/25/2017	\$0	IELP Team
Venn Diagrams	Students and teachers will utilize Venn diagrams to compare and contrast elements in a text or in multiple texts.	Direct Instruction	08/08/2016	05/25/2017	\$0	All ELA teachers
Gradual Release Model	Teachers will utilize I do, we do, y'all do and you do model	Direct Instruction	08/08/2016	08/25/2017	\$0	All Mathematics teachers
Language Acquisition	A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	\$0	EL Coordinator
Responding to Questions	Students will write responses to science topic questions weekly	Academic Support Program	08/08/2016	05/25/2017	\$0	Science teachers
LTF Lessons	Teachers will use LTF (Laying the foundation) lessons that were obtained during training.	Academic Support Program	08/08/2016	05/25/2017	\$0	All Math Teachers
<b>Total</b>					\$0	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

Elmore County High School

eleot training/certification	All administrators will become certified in using eleot observation tool. All teachers will be observed using the eleot tool only for the purpose of increasing student centered learning.	Professional Learning	02/01/2016	05/25/2017	\$0	All certified staff
<b>Total</b>					\$0	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Refresh	Elmore county Public Schools implemented a system wide computer refresh for faculty, staff and students	Technology	08/08/2016	05/25/2017	\$0	County technology department and local school technology coordinators
<b>Total</b>					\$0	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2016 ECHS Stakeholder Feedback

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

## Areas of Notable Achievement

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

By scoring, indicator 1.1 at a 4.61 out of 5.0, the staff at Elmore County High School believe the school engages in systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.

By scoring, indicator 1.1 at a 3.17 out of 5.0, the students of Elmore County High School believe the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

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

By scoring, Standard One, purpose and direction, increased approval from 3.17 out of 5.0 to a 3.25 out of 5.0 among students. The students believe the school maintains and communicates a purpose and direction that commit to higher expectation for learning as well as shared values and beliefs about teaching and learning.

By scoring, Standard Three, Teaching and Assessing for Learning, increased approval among student, scoring 3.12 out of 5.0 in 2015 and 3.20 out of 5.0 in 2016. These stakeholders believe that Elmore County High School's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

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

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

## Areas in Need of Improvement

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

By scoring, indicator 3.8 at a 2.71 out of 5.0, the students of students at Elmore County High School believe the school needs to engage families in meaningful ways in their children's education and improve ways to keep them informed of their children's learning process.

By scoring, indicator 3.6 at a 3.99 out of 5.0, the staff at Elmore County High School believe improvements should be made in how teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

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

By scoring, Standard One, Direction and Purpose, indicated a decrease in stakeholder satisfaction among Parents, Staff, and Students. The stakeholders identified the school's communicating a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning, as an area of concern.

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

Elmore County High School continuously works toward improving. Because we desire not only to educate, but also to foster individual relationships with each child, this year we implemented an advocacy plan, Panther Advisory (PA), whereby each faculty member is assigned a family of students for which to advise and nurture. Students formally meet with advisors weekly, and at least 8 times per year to receive progress reports or report cards, to voice concerns, and to develop a culture of trust and a sense of belonging.

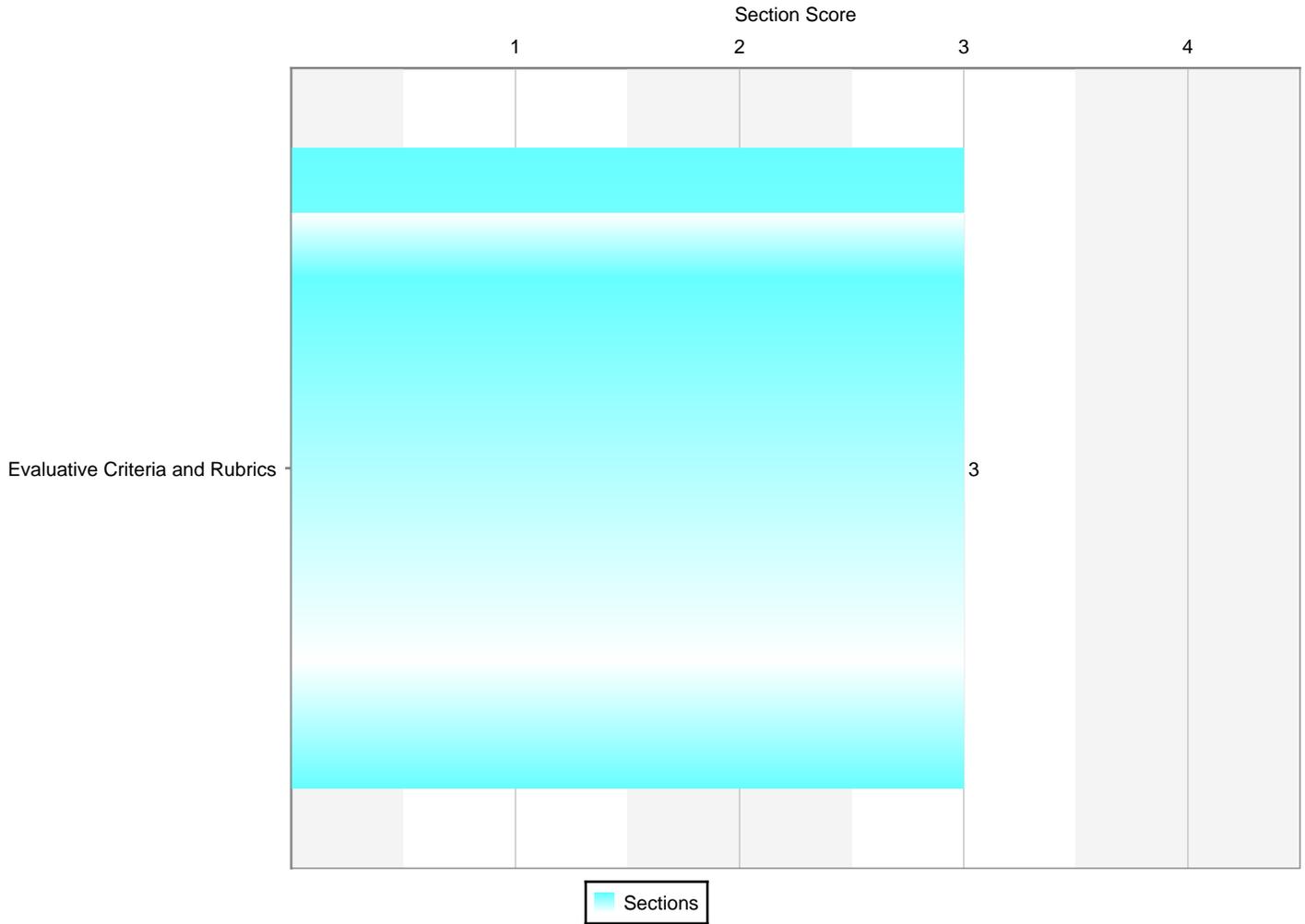
Our faculty participates in continuous professional development (PD). Staff members seek to improve their instruction as well as their content knowledge through PD opportunities. Many on staff seek additional elective opportunities to grow as professionals as well.

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

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

## Report Summary

### Scores By Section



# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	25.43	25.43	1,147,219.81
Administrator Units	1.00	1.00	82,891.20
Assistant Principal	0.50	1.00	62,441.64
Counselor	1.00	1.00	77,360.04
Librarian	1.00	1.00	49,329.00
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	0.00	0.00	1,845.00
Professional Development	0.00	0.00	1,845.00
State ELL Funds	0.00	0.00	0.00
Instructional Supplies	0.00	0.00	10,814.00
Library Enhancement	0.00	0.00	615.00
<b>Totals</b>			<b>1,434,360.69</b>

**Title I**

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

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

n/a

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

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

n/a

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	27533.76

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

Funds are allocated through the central office

**Title III**

Label	Question	Value
1.	For English Language Learners Provide the total.	45819.0

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

Funds are distributed from the district office

**Title IV**

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

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

n/a

**Title VI**

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

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

n/a

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	132427.0

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

Professional Development

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

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

n/a

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

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

n/a

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

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

n/a