



ACIP

Holtville High School

Elmore County Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

2017-2018 ACIP Assurances

Introduction 19

ACIP Assurances 20

2017-18 Plan for ACIP HHS

Overview 22

Goals Summary 23

 Goal 1: HHS will utilize career technical courses to increase the percentage of students who are meeting College and Career readiness indicators from 54% to 100% in the graduating class of 2018..... 24

 Goal 2: EL students will increase their Comprehensive Proficiency Level 25

 Goal 3: HHS will increase our average ACT score in Reading from 19.7 to 20.1..... 27

 Goal 4: HHS will increase our average ACT score in Math from 18.8 to 19.2. 28

 Goal 5: HHS will increase our average ACT score in Science from 19.1 to 19.5. 28

 Goal 6: Parent and Family Engagement..... 29

 Goal 7: HHS will continue the Bulldog Advisory program that provides each student on campus with an adult advocate that they meet with weekly..... 30

Activity Summary by Funding Source..... 32

Stakeholder Feedback Diagnostic

Introduction 35

Stakeholder Feedback Data 36

Evaluative Criteria and Rubrics 37

Areas of Notable Achievement..... 38

Areas in Need of Improvement..... 39

Report Summary..... 40

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction 42

FTE Teacher Units..... 43

Administrator Units..... 44

Assistant Principal..... 45

Counselor..... 46

Librarian..... 47

Career and Technical Education Administrator..... 48

Career and Technical Education Counselor..... 49

Technology..... 50

Professional Development..... 51

EL Teachers..... 52

Instructional Supplies..... 53

Library Enhancement..... 54

Title I..... 55

Title II..... 56

Title III..... 57

Title IV..... 58

Title V..... 59

Career and Technical Education-Perkins IV..... 60

Career and Technical Education-Perkins IV..... 61

Other..... 62

Local Funds..... 63

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?

Holtville High School is in a small rural community located in Deatsville, Alabama about 10 miles from the Elmore County Board of Education. In September 2013, it was named a National Blue-Ribbon School. It was formally called Holtville Consolidated Schools because it was created from several one room schools from the 1920's and served all grades. The building was completed in 1929 and has been renovated many times over the years. The elementary school was added in the early 1980's and the middle school was added in 2000 to accommodate the growing population. The high school had the distinction of participating in an experimental project under the auspices of the Southern Association of Colleges and Secondary Schools from 1938-1941. The high school initiated a broad-based curriculum reform to include agricultural arts, mechanical arts, business arts, and commercial arts through a series of grants, on-site consulting and summer programs at higher education institutions. When the study ended in 1941, the school returned to the conventional standard of the 1940's. The High School is registered with the State of Alabama Landmarks and Heritage. The high school serves students from parts of Deatsville, Wetumpka, Elmore, and Marbury. The Holtville community is centered around Lake Jordan. Due to the rural location, outdoor activities such as hunting, fishing, and water recreation are popular. The community has a post office in Deatsville, three restaurants, a small grocery store and a few retail stores. Most of the population travels to Millbrook, Prattville, Wetumpka, or Montgomery for shopping and medical services. The high school is located next to Holtville Elementary School and less than a block away from Holtville Middle School. Enrollment has fluctuated little over the past three years. While the local community is supportive of Holtville High School, the greatest challenge is the downturn of the overall economy and lack of a local tax structure to support the school.

Holtville High School has an enrollment of 476 students: 256 males and 220 females. Of those students 403 are white, 36 are African American, 15 are Hispanic, 1 is Asian, 19 are mixed ethnicity and 2 are American Indian/Alaskan Native. There are 168 students currently on the Free Lunch program, 39 students on the Reduce Lunch program and 269 students on full pay.

Holtville High School currently has a staff of one of the following: principal, assistant principal, counselor, librarian, secretary, bookkeeper, and attendance clerk. The school currently has four math teachers, four science teachers, five history teachers, and four English teachers. There are two special education teachers and two special education paraprofessionals who collaborate with classroom teachers to ensure that students' needs with academic and behavior disabilities are met. In addition, there are three custodians and three nutrition workers. Electives currently offered are agriculture, marketing, business technology, food and nutrition, culinary, band/music theory, physical education, health, Spanish, Yearbook, and driver's education. Students can also take classes via ACCESS in the Distance Learning Lab. Several upgrades have occurred over the past three years: renovated the main office, counselor's office, and faculty restroom, enclosed front hallways, renovated the visitors' bleachers at the football stadium, updated the cafeteria with new tables, artwork and paint, repainted the interior of the school, added another student parking lot, and created an outdoor classroom.

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.

Holtville High School, along with the Elmore County Public Schools, adopted a new district-wide purpose: Every Student Empowered, Every Student Succeeds. Holtville High School (HHS) reviews its purpose yearly to ensure that the statements accurately articulate the goals of the school and district. The initial process begins with the Leadership Team (LT) for revisions, if needed, and is then presented to the faculty and staff for feedback. The information is also presented to the ACIP Leadership Team comprised of parents, community leaders, and students. The revised purpose is posted throughout the school building and in classrooms. The purpose can be found on the school website, email correspondence, and in the handbook.

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.

Holtville High School has made improvement in academic, athletic, and extra-curricular activities during the past three years. In September 2014, Holtville High School was named a National Blue-Ribbon School. The class of 2018 has one National Merit Semi-Finalist. HHS's graduating seniors have earned, on average, over one million dollars in scholarship offers each year. The 2017 Seniors met or exceeded the Alabama State Average in all subject areas of the ACT given this past Spring. Advance Placement qualifying scores have risen from 16 to 24 students in 2017. Based on Alabama's Plan 2020, 91% of the 2017 graduating class are considered College and Career Ready. The Guidance Program continues growing the student learning center allowing students to apply for Federal Financial Aide, complete college searches and applications, and register for ACT and SAT. HHS administration, the counselor and selected 9th grade faculty members have coordinated to offer all incoming freshmen a "freshmen seminar" class. This class is centered to help with transitioning from middle to high school and strategies for success in high school and graduate college and career ready. The Bulldog Ambassador program will continue this year through the Guidance Program. Each advisory class nominated or asked for volunteers to participate. These students will deliver messages such as drug awareness, character education, and other issues high school students face. Bulldog Ambassadors will also serve as role models among the student body. HHS continues to celebrate academic achievements by hosting an honor roll breakfast each nine-week period and a yearly honor roll field trip to encourage students. HHS presents academic awards each spring for the underclassmen and seniors. Students who have achieved AP qualifying scores are recognized at the first home football game and at a dinner hosted by the school. Students of the month are rewarded with a luncheon off campus with the Principal. The Family and Consumer Science teacher, Marketing, Sales, and Service teachers, and the Agriscience teacher continue to bring in outside speakers for their classes from business and agriculture. Students have a four-year plan that addresses their individual academic and career interest needs. Teachers assist students to help increase the number of credentialed students in at least one area of career and technical education.

In 2015, the school started a Culinary Arts program. Initially, sixteen students enrolled in the two-year program. Currently, there are fifty-one students enrolled. It is expected that this program will continue to grow. The program has competed in several cook-off events including the Alabama Beef Cook-off Contest in which the student placed 1st in the South Senior Division, the Alabama ProStart Competition and Alabama FCCLA STAR Event Culinary Competition, in which teams compete against other schools' culinary programs across the state. The students have catered events including the State Superintendent of Schools' Retirement Party, a wedding, athletic banquets, and area business reception events. In 2017, the program received a grant to build a garden and is growing various vegetables used in a farm-to-table based curriculum. Due to increasing popularity, an event planning class was added to the program. This class will plan events such as parties, sporting events and other occasions as they arrive. This class will work hand-in-hand with the culinary classes as they plan catering events in the future. Two students took advantage of the Culinary Disney Experience in which they went to Orlando and received training and tours of culinary career options at Disney World. Students in the Culinary Arts Program have opportunities to earn Business Industry Certifications through ProStart and ServSafe. Six ProStart Certificates were earned this year. The HHS FCCLA continues to represent in community events. Once again, FCCLA hosted the HHS team for Relay for Life raising funds for cancer research.

HHS Business and Marketing class (DECA) has produced finalists for the Alabama State DECA competition each year and these students represented the school at Nationals. In 2013, HHS piloted a Microsoft Office Suite (MOS) certification program in the Business Technical Applications class and thirty-nine students received their certification in 2013-2014. Fifty-seven students received certification in 2014-2015. In 2016, HHS earned the highest total CRI Credentials in Elmore County with a total of eighty-six students. HHS has added two more opportunities for students to receive CRIs Credentials through the Marketing Program. The Marketing Department completed Business and Industry Certification in 2016-2017 school year and passed certification with the State of Alabama. DECA had 3 State Winners (2 First Place and 1 Second Place). These three students competed in Anaheim, CA at ICDC (National Competition). Approximately 25 students passed SY 2017-2018

the National Retail Federation's Customer Sales and Service Certification to become College and Career Ready for the State of Alabama. One student was named Marketing Student of the Year for Elmore County and is serving as State District Vice-President for DECA. Students were actively involved in multiple community service projects. Students worked with the Holtville Elementary School (HES) Harvest Festival, created a ThanksFest for First Grade students at HES, volunteered with Operation Christmas Child Shoebox, and worked at the Elmore County Food Pantry.

The Agriscience program earned Business and Industry Certification (BIC). The Program is an NCCER ATEF. In 2016-17 ninety-nine students earned a CRI. The FFA student organization had twenty students earn their "Greenhand" award and certification in 2014-2015. Three FFA teams competed at the district level and one FFA team competed at the state level.

HHS continues to encourage more students to take classes at the Elmore County Technical Center (ECTC). The addition of another shift at midday, the offering of Army JROTC, and the offering of dual enrollment has helped tremendously toward this goal. During the 2016-2017 school year, 102 students attended ECTC and currently 104 students are attending.

Athletically, HHS continues to make strides in increasing student involvement. In 2014, the tennis team was revitalized after being non-existent for two years. The baseball, softball, and soccer teams have increased participation by adding Junior Varsity and Junior High teams. In 2014-2015 HHS had a repeat State Champion in the 160-weight class in wrestling. The 2016 Power Lifting team had seven of eight medalists in heavy lifting and overall state champion. HHS softball team has won the area championship for the past three years. In 2016 HHS had its first ever player from soccer selected to play in the AHSAA North South All-Star Game. HHS produced a Joe Sewell Athletic Scholarship overall winner in 2017, plus academic winners in 2016 and 2017. The baseball, softball, girls' soccer, and boys' soccer teams made the playoffs in each of the past three years. The wrestling team had seven qualifiers for the state tournament in 2016 and 2017. HHS student athletes have earned scholarships in soccer, softball, and baseball. In 2016-17 three Cross Country athletes qualified for the state meet. HHS basketball made great strides and had a player selected for All-Metro Honors.

HHS Band continues to compete and score superior and excellent ratings in the Lake Martin Invitational Band Competition. The band participated in Troy Band Day along with 20 other high school bands. Two band students received a music scholarship to Troy University and are currently marching in the Sound of the South Band. The Green Machine also had two students to qualify for All-State Band along with several other band members being chosen to participate in many different honor bands throughout the state.

HHS clubs continue their support of the community by hosting an annual blood drive, volunteering at the local food pantry, reading to the students at Holtville Elementary, visiting the Brantwood Children's Home, collecting can tabs and food for Joe Lee Griffin Hope Lodge, volunteering at the Adullam House-a local organization which provides foster care for the children of incarcerated parents, collecting money for the Muscular Dystrophy Association (MDA), and sponsoring a Relay for Life team.

Additional Information

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

TECHNOLOGY IMPROVEMENTS/ADVANCEMENTS Elmore County Public Schools is currently at 1.25 Gbps. Elementary and Middle Schools possess 1 Gbps switch ports and 10 Gbps uplinks and the high schools have 100 Mbps switch ports and 1 Gbps uplinks. The District's wide area network (WAN) is comprised of 10 Gbps links between all sites and a 40 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 until we reach the FCC requirements. 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. In July 2017, the second REFRESH of devices included administrators, teachers, staff, and student window devices and Chromebooks. This project will be completed by the end of September 2017.

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 Improvement Planning Process begins with the Leadership Team (LT) meeting at the beginning of the school year. The LT consists of department heads from each subject area, the principal, assistant principal, and counselor. The team creates a list of parents, students, and a community leader based on leadership skills, ethnic background, and regular and special education. Parents and a community leader are contacted via email or phone. Students are contacted at school. The plan is developed through a needs assessment involving ACT results, teacher/student attendance, discipline records, quarterly assessments using Scantron, EDUCATE Alabama, and Effective Learning Environment Observations Tool (ELEOT) report. These reviews are the basis for Continuous Improvement Plan (CIP). Primary forms of communication with parents and a community leader are emails, phone calls, face to face, and social media.

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

Parents and students from various ethnic backgrounds both male and female were chosen to represent the students. Teachers from each department including the four core subjects areas as well as vocational, and special education were chosen to represent the faculty and staff. They were asked to provide input on the development of a plan to help improve student achievement, college and career readiness, decrease discipline problems, and increase the graduation rate.

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

After the ACIP was developed in collaboration with the various stakeholders and reviewed by the principal, an ACIP Newsletter was created and posted on HHS's website and posted in the school. The plan was reviewed during regular faculty meetings or in data meetings. Parents and a community leader were notified of the plans periodically throughout the year via email and phone calls.

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 attached document.	data one pager

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

At this time, students are demonstrating growth on the ACT. However, 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.

ACT Average Composite Score data shows increasing growth in English, Math, Reading, and Science.

Which area(s) indicate the overall highest performance?

ACT Average Composite Score data indicates students have the highest performance in Reading and Math average scores.

Math -18.8

Reading-19.7

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

ACT Average Composite Score data indicates the subgroup of Black/African American shows a trend toward increasing performance from 14.8 average composite score in 2016 to 18.0 average composite score in 2017.

Between which subgroups is the achievement gap closing?

ACT Average Composite Score data indicates the achievement gap is closing among Black/African American students from 14.8 in 2016 to 18.0 in 2017.

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

There are no other data sources to compare findings at this time.

Areas in Need of Improvement

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

ACT Average Composite Score data indicates the subgroups of Black/African American, Asian, Native Hawaiian/Other Pacific Islander are performing below the Alabama State average.

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

ACT Average Composite Score data indicates that Hispanic/Latino students have a negative trend in performance from 22.5 in 2016 to 19.5 in 2017. This subgroup represents two students.

Which area(s) indicate the overall lowest performance?

The subgroups of Asian and Native Hawaiian/Other Pacific Islander indicate the lowest overall performance with scores of 16 and 15 respectively.

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

ACT Average Composite Score data reviewed indicates there are no trends towards decreasing performance.

Between which subgroups is the achievement gap becoming greater?

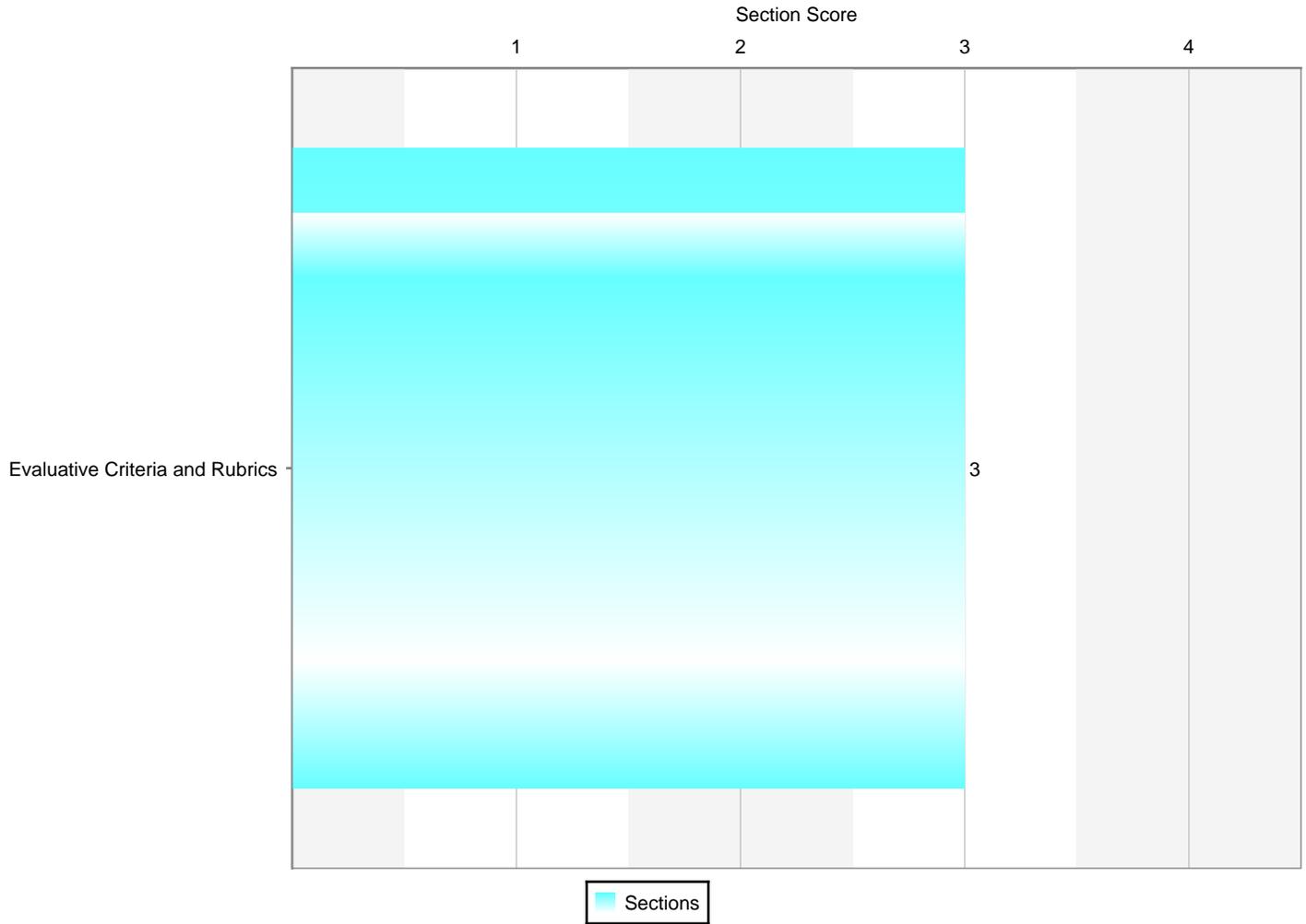
ACT Average Composite Score indicates no achievement gaps becoming greater.

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

There are no other data sources to compare at this time.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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

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	Document is attached.	Signature Page

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	Document is located in eGAP document library.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Not a Title I school.	

2017-18 Plan for ACIP HHS

Overview

Plan Name

2017-18 Plan for ACIP HHS

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	HHS will utilize career technical courses to increase the percentage of students who are meeting College and Career readiness indicators from 54% to 100% in the graduating class of 2018.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
2	EL students will increase their Comprehensive Proficiency Level	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
3	HHS will increase our average ACT score in Reading from 19.7 to 20.1.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	HHS will increase our average ACT score in Math from 18.8 to 19.2.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	HHS will increase our average ACT score in Science from 19.1 to 19.5.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Parent and Family Engagement	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	HHS will continue the Bulldog Advisory program that provides each student on campus with an adult advocate that they meet with weekly.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: HHS will utilize career technical courses to increase the percentage of students who are meeting College and Career readiness indicators from 54% to 100% in the graduating class of 2018.

Measurable Objective 1:

achieve college and career readiness through Career Technical Education courses by 05/24/2018 as measured by an increase in percentage of students meeting a college and career readiness indicator from 54% to 100%.

Strategy 1:

Promoting Enrollment & Success in Career Technical Programs - Increase awareness of Career Technical Education courses and the benefits of successfully completion among teachers, staff, and students

Category: Develop/Implement Student and School Culture Program

Activity - Bulldog Advisory Career Tech Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Holtville High School Administrators, Counselor, and Faculty will collaborate to implement career oriented activities into Bulldog Advisory classes, which will inform students of career opportunities and course offerings at Elmore County Technical Center (ECTC) and on the campus of HHS. Advisors will monitor student progress in all classes including career technical education classes.	Career Preparation/Orientation	08/12/2016	05/24/2018	\$0	No Funding Required	ECTC Director, Counselor, and Career Coach HHS Administrator, Counselor, and faculty

Activity - Career Technical Center Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Holtville High School

Elmore County Technical Center(ECTC) administration, Counselor, and Career Coach will collaborate with Holtville High School administrators, counselor, and faculty to arrange for the ECTC staff to come on campus to promote an ECTC camp experience, exposing students to the various Career Technical Programs, as well as implement activities in Bulldog Advisory classes that inform students on Career Tech programs.	Career Preparation/Orientation, Academic Support Program	08/08/2016	05/24/2018	\$0	No Funding Required	ECTC Staff & HHS faculty
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Activity - Military opportunity awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Military Recruiter visits, student participation in JROTC, special recognition of students who enlist in the military during sporting events	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0	No Funding Required	JROTC instructors, counselor, school administration

Activity - Work Keys preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use Work Keys preparation manual to incorporate work keys style questions into lesson activities	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0	No Funding Required	All instructional staff

Goal 2: EL students will increase their Comprehensive Proficiency Level

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency with a .5 gain or higher on the Composite Proficiency Level. in English Language Arts by 05/24/2018 as measured by ACCESS for ELLs 2.0 assessment.

Strategy 1:

ACIP

Holtville High School

Teacher Training - All teachers 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
All teachers will attend WIDA ESL training	Professional Learning	08/08/2016	05/24/2018	\$0	Title III	All teachers

(shared) Strategy 2:

Model Performance Indicator (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	05/24/2018	\$0	No Funding Required	ELL Coordinator

Measurable Objective 2:

15% of English Learners students will demonstrate a proficiency of 4.8 or greater in English Language Arts by 05/24/2018 as measured by the ACCESS for ELL's 2.0 assessment..

(shared) Strategy 1:

Model Performance Indicator (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	05/24/2018	\$0	No Funding Required	ELL Coordinator

Goal 3: HHS will increase our average ACT score in Reading from 19.7 to 20.1.

Measurable Objective 1:

increase student growth in Reading by 05/24/2018 as measured by a 2% increase in the average score on the ACT Reading test.

Strategy 1:

Standards Based Instruction - All English teachers will implement ACT Quality Core Standards and ALCOS Standards.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: ALCOS Standards

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will implement ACT Quality Core Standards and ALCOS Standards.	Direct Instruction	08/08/2017	05/24/2018	\$0	No Funding Required	All teachers.

Activity - Student Presentations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a subject specific article and conduct a 3-5 min. presentation in each of their academic classes.	Direct Instruction	08/08/2017	05/24/2018	\$0	No Funding Required	All classroom teachers

Goal 4: HHS will increase our average ACT score in Math from 18.8 to 19.2.

Measurable Objective 1:

increase student growth in Math by 05/24/2018 as measured by a 2% increase in average scores on the Math portion of the ACT.

Strategy 1:

Implementation of the ACT quality core standards and ALCOS Standards - All students will be taught using the ACT quality core standards and ALCOS Standards

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

Research Cited: ACT Quality Core Standards and ALCOS Standards

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught using the ACT Quality Core Standards and ALCOS Standards as documented in their lesson plans. Teachers will use a variety of ACT resources including practice questions as bell ringers and ACT style questions on benchmark tests.	Direct Instruction	08/08/2017	05/24/2018	\$0	No Funding Required	All classroom teachers.

Goal 5: HHS will increase our average ACT score in Science from 19.1 to 19.5.

Measurable Objective 1:

increase student growth in Science by 05/24/2018 as measured by a 2% increase in the average score on the ACT Science test. .

Strategy 1:

Implementation of the ACT quality core standards and ALCOS Standards - All teachers will implement ACT Quality Core Standards and ALCOS Standards.

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

Research Cited: ACT Quality Core Standards and ALCOS Standards

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught using the ACT Quality Core Standards and ALCOS Standards daily as documented in their lesson plans. Teachers will use a variety of ACT resources including practice questions as bell ringers and ACT style questions on benchmark tests.	Direct Instruction	08/08/2017	05/24/2018	\$0	No Funding Required	All classroom teachers.

Activity - Science in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use activity kits and resources provided by Alabama Math, Science and Technology Initiative (AMSTI) to provide laboratory experiences.	Academic Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	All science teachers.

Goal 6: Parent and Family Engagment

Measurable Objective 1:

collaborate to provide opportunities to involve parents and students by 05/24/2018 as measured by participation and activities.

Strategy 1:

Increase parental involvement and awareness - Parents and students will be notified via system call out and social media including the school website and school Facebook page about school functions.

Category: Develop/Implement Student and School Culture Program

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Holtville High School

HHS will conduct an open house before school begins on August 3rd from 1-7pm. Parents and students will be notified by school call out system and via social media including school website and HHS Facebook page.	Parent Involvement	08/03/2017	05/24/2018	\$0	No Funding Required	All teachers and administrators
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Activity - Parent Report Card Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HHS schedules a Parent Report Card Day from 1-7 pm yearly in September. Parents will be notified via HHS Facebook page, school website and call out system.	Parent Involvement	08/08/2017	05/24/2018	\$0	No Funding Required	All teachers and administrators

Goal 7: HHS will continue the Bulldog Advisory program that provides each student on campus with an adult advocate that they meet with weekly.

Measurable Objective 1:

improve graduation rate with each student having an advisor that monitors their progress and helps guide students toward graduation and college and career readiness by 05/24/2018 as measured by graduation rates over time..

Strategy 1:

Bulldog Advisory - Administrators incorporated a variety of activities to focus on students-centered instruction. All students were divided in advisory groups consisting of sixteen to twenty-six students by grade. Teachers are assigned a group of Advisory students. Our daily schedule was modified to accommodate a Bulldog Advisory period each Friday. Students met with their advisory teacher for thirty-nine minutes. This schedule was adapted to reach 100% of the school population including students attending the Elmore County Technical Center. All students attend Bulldog Advisory each Friday. Agendas are emailed to teachers on a weekly basis covering a wide variety of topics including grades, distribution of school forms, and character education activities.

Category: Implement Guidance and Counseling Plan

ACIP

Holtville High School

Activity - Bulldog Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at Holtville High School are assigned a Bulldog Advisory teacher at the beginning of each new school year. This teacher/advisor has direct contact with their students every Friday throughout the school year. Bulldog Advisory is used to communicate school wide activities such as pep rallies, class information, class elections, homecoming information, club fairs, job fairs, character education, tutoring information, progress reports, and grades.	Academic Support Program	08/08/2016	05/24/2018	\$0	No Funding Required	All Advisory teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	05/24/2018	\$0	ELL Coordinator
Military opportunity awareness	Military Recruiter visits, student participation in JROTC, special recognition of students who enlist in the military during sporting events	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0	JROTC instructors, counselor, school administration
Direct Instruction	All English teachers will implement ACT Quality Core Standards and ALCOS Standards.	Direct Instruction	08/08/2017	05/24/2018	\$0	All teachers.
Bulldog Advisory Career Tech Activities	Holtville High School Administrators, Counselor, and Faculty will collaborate to implement career oriented activities into Bulldog Advisory classes, which will inform students of career opportunities and course offerings at Elmore County Technical Center (ECTC) and on the campus of HHS. Advisors will monitor student progress in all classes including career technical education classes.	Career Preparation/Orientation	08/12/2016	05/24/2018	\$0	ECTC Director, Counselor, and Career Coach HHS Administrator, Counselor, and faculty
Bulldog Advisory Period	All students at Holtville High School are assigned a Bulldog Advisory teacher at the beginning of each new school year. This teacher/advisor has direct contact with their students every Friday throughout the school year. Bulldog Advisory is used to communicate school wide activities such as pep rallies, class information, class elections, homecoming information, club fairs, job fairs, character education, tutoring information, progress reports, and grades.	Academic Support Program	08/08/2016	05/24/2018	\$0	All Advisory teachers.
Science in Motion	Teachers use activity kits and resources provided by Alabama Math, Science and Technology Initiative (AMSTI) to provide laboratory experiences.	Academic Support Program	08/08/2017	05/24/2018	\$0	All science teachers.
Standards Based Instruction	All students will be taught using the ACT Quality Core Standards and ALCOS Standards as documented in their lesson plans. Teachers will use a variety of ACT resources including practice questions as bell ringers and ACT style questions on benchmark tests.	Direct Instruction	08/08/2017	05/24/2018	\$0	All classroom teachers.

ACIP

Holtville High School

Career Technical Center Visits	Elmore County Technical Center(ECTC) administration, Counselor, and Career Coach will collaborate with Holtville High School administrators, counselor, and faculty to arrange for the ECTC staff to come on campus to promote an ECTC camp experience, exposing students to the various Career Technical Programs, as well as implement activities in Bulldog Advisory classes that inform students on Career Tech programs.	Career Preparation/Orientation, Academic Support Program	08/08/2016	05/24/2018	\$0	ECTC Staff & HHS faculty
Standards Based Instruction	All students will be taught using the ACT Quality Core Standards and ALCOS Standards daily as documented in their lesson plans. Teachers will use a variety of ACT resources including practice questions as bell ringers and ACT style questions on benchmark tests.	Direct Instruction	08/08/2017	05/24/2018	\$0	All classroom teachers.
Open House	HHS will conduct an open house before school begins on August 3rd from 1-7pm. Parents and students will be notified by school call out system and via social media including school website and HHS Facebook page.	Parent Involvement	08/03/2017	05/24/2018	\$0	All teachers and administrators
Student Presentations	Students will read a subject specific article and conduct a 3-5 min. presentation in each of their academic classes.	Direct Instruction	08/08/2017	05/24/2018	\$0	All classroom teachers
Parent Report Card Day	HHS schedules a Parent Report Card Day from 1-7 pm yearly in September. Parents will be notified via HHS Facebook page, school website and call out system.	Parent Involvement	08/08/2017	05/24/2018	\$0	All teachers and administrators
Work Keys preparation	Teacher will use Work Keys preparation manual to incorporate work keys style questions into lesson activities	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0	All instructional staff
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIDA ESL Training	All teachers will attend WIDA ESL training	Professional Learning	08/08/2016	05/24/2018	\$0	All teachers
Total					\$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		Surveys

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

Student, Parent, and Teacher surveys indicate an overall positive environment with respectful interactions between students, parents, and teachers. Teachers have high expectations for students in well-managed classrooms and learning environments.

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

Surveys indicate positive, respectful interactions between students, parents, and teachers.

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

Holtville High School does not have another data source to make a comparison.

Areas in Need of Improvement

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

Surveys indicate the overall lowest level of satisfaction among students was feeling rushed through the curriculum and for teachers a lack of digital resources.

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

Surveys indicate the lack of digital resources by teachers and students doing more listening than talking/writing and not making enough connections to the real world.

What are the implications for these stakeholder perceptions?

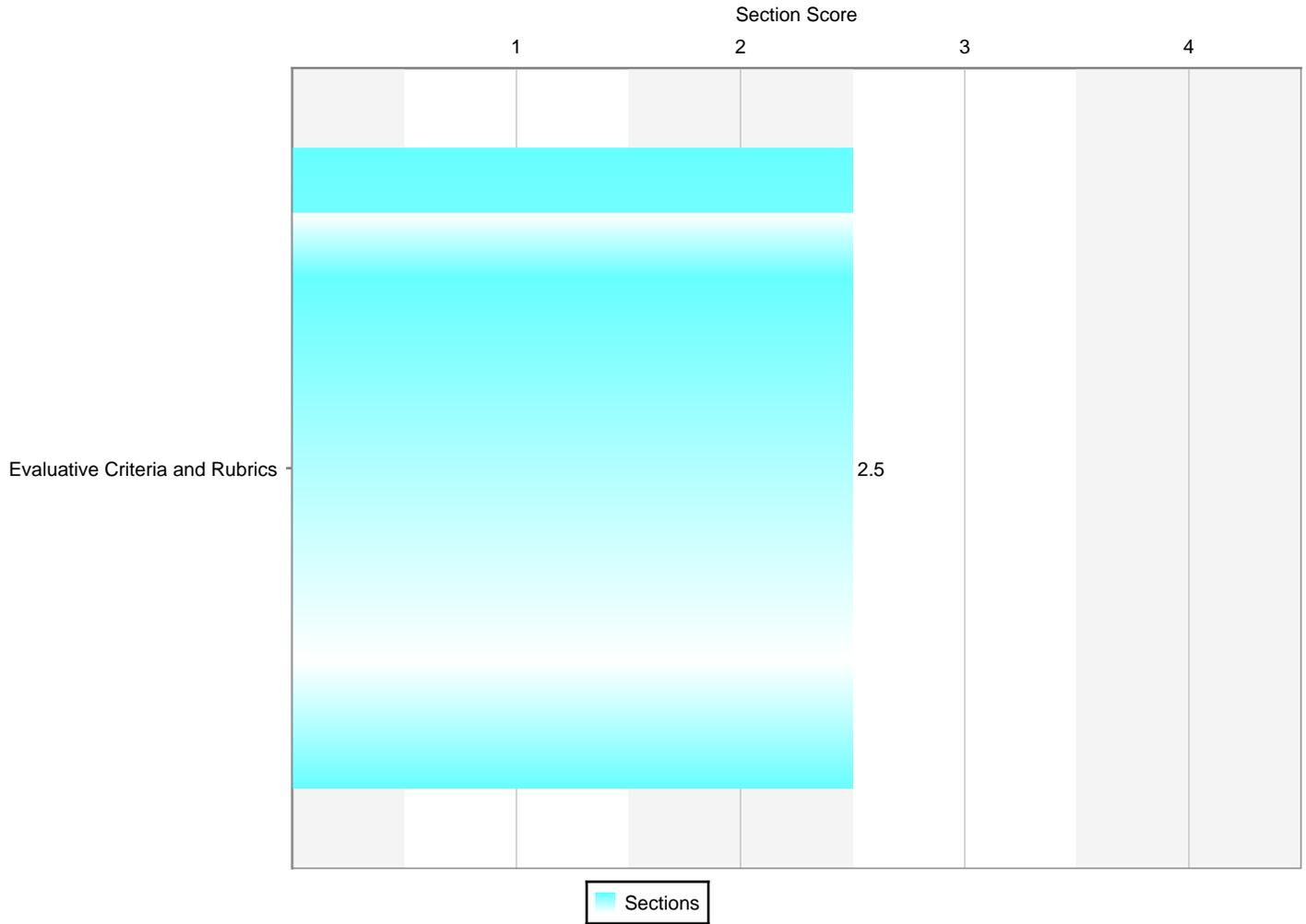
Students have indicated the need for more applications to real world situations and teachers would like a less rigid curriculum.

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

Holtville High School does not have another source of data to make a comparison.

Report Summary

Scores By Section



2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	27.15

Provide the number of classroom teachers.

27

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1264973.0

Total

1,264,973.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	86206.85

Total

86,206.85

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	55842.16

Total

55,842.16

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	69997.0

Total

69,997.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54807.0

Total

54,807.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6482.79

Total

6,482.79

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.	2376.91

Total

2,376.91

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	12919.4

Total

12,919.40

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.	932.97

Total

932.97

Title I

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

Provide a brief explanation and breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	80503.0

Provide a brief explanation and a breakdown of expenses.

funds for professional development activities and related expenses such as registration fees, travel and/or substitutes, are allocated from the Central Office.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	34490.0

Provide a brief explanation and a breakdown of expenses.

funds are distributed from the district level

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