



ACIP

Fayette County High School

Fayette County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Fayette County High School is located in the county seat of Fayette County, Alabama. According to the 2012 census, the current population is 4,550. This is a 7.6% decrease from 2000. As of 2012, the median household income is \$26,895.00. This is a \$1263.00 drop from the previous year. The estimated per capita income is \$15,149.00. This reflects a decrease of \$913.00 from the previous year. The city of Fayette has experienced a dramatic drop in industry over the last several years. The main employers include DCH Hospital, Ox Bodies, Dal-Tile, Alabama Power, the Fayette County School System, Beville State Community College, and several small local businesses. According to the US Census, an estimated 40% of people employed work outside of the county. Changes in community demographics have led to several challenges at FCHS. These stem mainly from difficulties related to the unemployment rate of 8.0%. Most of the residents, 83%, have not pursued high school graduation or higher education. The estimated median family income has decreased 61% since 2007. As indicated by this data, local funding, and attitudes about the importance of education in the general public, has steadily decreased. With a dwindling tax base, local funds are not available to supplement state monies for extended technology upgrades and advanced educational pursuits. FCHS educators face difficulties with graduation rates due to both parent and student devaluation of education. Institution of new programs such as College 101 and the addition of a Graduation Coach have been included in the FCHS plan to address this issue. In spite of these difficulties, the faculty, staff and administration of FCHS continue to strive for excellence giving personal funds, time, and effort for students to succeed.

FCHS is a 9-12 school with a total student population of 416. This is an 8% decrease from 2012-2013. The racial mix is 70.4% white, 27.6% black, 1% Hispanic, and 1% Asian. The school population is 53% male and 46% female. For the 2013/2014 school year FCHS has been designated a Title I school based on the 47.46% free/reduced lunch rate. This is a .56% increase from the previous year. Special services are provided to 28 students. This does not include gifted students as the Fayette County School system does not extend services past grade eight. The FCHS faculty includes two administrators, 30 faculty members, and 7 support personnel. The entire faculty is Highly Qualified. Faculty degree holdings are AA - 2, MS - 17, BS - 17, and RN - 1. The staff includes two paraprofessionals and one ACCESS facilitator who is a graduate of ITT Tech. In corporation with Beville State Community College, a professor of English Composition possessing a doctorate degree teaches one course for seniors. The course counts as college credit.

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.

The mission of Fayette County High School is to teach, to prepare, and to provide a positive learning environment for our students by recognizing their individual differences and by making allowances for those differences so that each student may succeed in their quest for higher education and their quest to become contributing members of our society.

FCHS embodies these goals in several ways. The most obvious path to success is through the creation of a positive learning environment. At FCHS this is achieved through incentives for active student/parent/teacher interaction. The creation of a Parent Advisory Panel, along with stakeholder participation by parents has also supported efforts to increase parent involvement. Positive behavior banners have been placed in the hallways and reinforced through a Character Education word of the month postings in the classroom each month. The FCHS Student Council is very active in promoting positive activities and student participation such as the Tiger 5K Color Run and 1K Fun Run. Seniors participate in a motivational speaker's bureau to learn pathways to goal setting success and college and career readiness. The FOCUS organization allows students to peer mentor and tutor others. THE Club members act as hostesses for events such as Parent Conference Day, allowing female students to practice community interaction and presentation skills.

In an effort to promote continued student learning beyond high school, college information is posted in the hallways, on the school website, and presented through college recruiters. Scholarships are promoted and advertised as well. Teachers promote college alma maters through door and bulletin board displays throughout the year. The school counselor uses the school cast system to relate important information related to individual grade levels. The counselor has also offered students exposure to international related college and career real world expectations through interactive sessions with leaders from companies outside the county, but within range of employment, such as Mercedes. These sessions, along with a College 101 Program, have given the rural students an opportunity to see what is required to work and further post-secondary educational goals. The addition of a Career Coach has also supported this initiative. Several programs target first generation college participation for lower income students. These include Upward Bound, Upward Bound Math and Science, FOCUS, and the CAMP program. Beville State Community College sponsors the TORCH program which is a competition for area students to showcase their talents and be rewarded for educational achievement in the areas of academic, career technical education, and performing arts. Study Island, a computer based learning system has been added for the 2014-2015 school year to advance exposure to technology and provide tiered learning and remediation for all students. A monogram machine, heat press, and scan and cut machine were added to the Family and Consumer Sciences program to allow students to gain experience and skills needed in the workforce. These programs, along with special tutoring and field trips open the possibilities for FCHS students.

FCHS faculty and staff provide leadership in several important ways. The school nurse has implemented a Rural Health Scholars program where students learn about employment in the health field through literature and on-site interaction with health professional at DCH Hospital. Through FFA, FCCLA, and FBLA, and the National Honor Society promote student leadership, competition, and the value of meeting high expectations. FFA students participated in several leadership activities. They attended the FFA Day on the Hill at Mississippi State University. A FCHS student was a candidate for district FFA officer and attended the JLDC in Birmingham, Alabama. Student sponsored organizations such as SWAM, Students with a Mission, and Mu Alpha Theta further the goal of allowing students to develop to their fullest potential.

The FCHS faculty vision is to prepare students for the challenges of 21st Century educational, work force, and community engagement. The goal is to have all students prepared and for all students to graduate. We believe students should be exposed to advanced technology and
SY 2014-2015

experiences that extend beyond the written curriculum. We want students to develop individual interest and determination to better themselves and seek positive personal advancement when they leave Fayette County High School. We value personal commitment, individuality, and determination to succeed. These qualities are necessary for success in the global economy our students will face.

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.

FCHS is proud to have notable achievements on all levels across the spectrum. The 2013-2014 State Secondary Teacher of the Year for District VII is a member of the FCHS faculty. Students were sent to Boys and Girls State. The Fayette County High School ECHO staff once again achieved Honorable Mention in the 2014 Balfour Yearbook Competition for, "Painting a New Picture: ECHO 2014". FCHS students earned multiple awards. One of the most distinguished organizations at FCHS is the FFA. These students placed first in state for FFA Dairy Cattle Judging and FFA Agri-science Fair Division. They placed 8th in FFA Agricultural Mechanics and 14th in FFA Poultry Judging at the district level. FFA placed 2nd in Tractor Driving at the county level. Students also participate in the livestock showing at the local county fair each October. Collectively the senior class received over one million dollars in scholarships in 2014. The music department at FCHS displayed excellence in several competitions. The show choir earned the distinction of being named one of the Top 6 at the Alabama National Fair Invitational Choral Competition. The choir also received all superior ratings at the 2014 State Choral Performance Assessment. The FCHS Concert Band received straight Superior ratings for the eighth consecutive year at the Alabama Bandmasters Association State Music Performance Assessment. FCHS band students also participated in honor bands at five state colleges, the Alabama Bandmasters Association District III All-District honor band, and the Alabama Bandmasters Association Alabama All-State Band. Currently, graduates perform with The University of Alabama, Auburn University, The University of North Alabama, and The University of South Alabama bands. FCCLA officers attended the State Leadership convention where they participated in various hands-on leadership opportunities. The FCHS Upward Bound Program was ranked #3 in their division. One female, minority student won the State 4-H \$15.00 Challenge which was a speech competition. Several other students won at the district level. The athletic department provided a path for seven athletes, four male and three female, to sign scholarships to play at the college level. The FCHS men's tennis team continued to perform well winning the district tournament and ending the season ranked fourth in the state. The football team won the regional championship. The golf team also reached the playoffs.

FCHS has steadily increased scores on state assessments. On the Quality Core Assessment FCHS had a proficiency score of 153 in English 10, and 154 in Algebra I. The data showed a statistical tie between male and female students. Test data also showed a closing of the achievement gap between racial subgroups on the English 10 EOC Reading test with only a 0.70% gap with whites scoring 81% and blacks 83%.

The faculty strives to continue to achieve 100% proficiency in all areas. Continuous improvement plans, professional development, and individual improvement plans will help faculty, students, and parents to succeed. Goals for percentage increases on state mandated tests are written into official plans for improvement.

Additional Information

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

The faculty of FCHS is determined to help every student reach his or her potential. They are committed to continued training and goal setting. Although household income, employment, and local funding have decreased, FCHS continues to achieve on the local and state level. With continued efforts to individualize instruction, set high standards, and provide extended opportunities for students to experience life beyond their immediate environment, Fayette County High School will continue to show improvement and success in all areas.

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.

In an effort to involve a representative cross-section of our community, the school leadership team invited several parents who are also community leaders to offer input into our plan. These stakeholders were chosen by the team based upon their roles in the community and vested interest in the success of the school. These stakeholders are parents of multiple current and future students of our school. As community leaders, these stakeholders are ones who will insure transitional needs are met as students matriculate from the middle to the high school. Initially, stakeholders were contacted via telephone and invited to be a part of our team. The team met with these parents during their lunch hour to review the background information and allow these stakeholders to offer their suggestions and ideas for our improvement goals.

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

The stakeholder groups are represented with members from the FCHS Leadership Team, parents, and local business leaders. The leadership team was responsible for compiling and disseminating data to facilitate the writing attainable goals for our school. All team members were assigned specific roles: data collection, data input, or data review and feedback. The parents and business leaders assisted in establishing methods for implementation and financing of measures necessary to insure the goals are implemented to fidelity. Following the completion of the plan, stakeholders reviewed all portions and made suggestions for insuring that the goals are met.

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 final improvement plan was communicated to all stakeholders through a variety of methods. Once the plan was completed, a copy was given to all stakeholders. Additionally, the final plan was uploaded to the school website. Printed copies of the final plan were made available for review in the school library and guidance counselor's office. If the plan necessitated revisions throughout the year, stakeholders were notified via email to facilitate immediate feedback.

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		Staff Survey Results Student Survey Results Parent Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Fall 2014 Data

Staff Survey

- 5. (4.44) Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- 12. (4.44) Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
- 1. (4.5) Our school's purpose statement is clearly focused on student success.

Student Survey

- 19. (3.76) All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.
- 8. (3.77) In my school, the principal and teachers have high expectations of me.
- 1. (3.82) In my school, programs and services are available to help me succeed.

Parent Survey

- 29. (3.69) Our school provides opportunities for students to participate in activities that interest them.
- 20. (3.78) My child knows the expectations for learning in all classes.
- 1. (3.83) Our school's purpose statement is clearly focused on student success.

Fall 2013 Data

Staff Survey

- 1. (4.55) Our school's purpose statement is clearly focused on student success.
- 4. (4.55) Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.
- 5. (4.55) Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Student Survey

- 19. (3.84) All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.
- 20. (3.77) All of my teachers provide me with information about my learning and grades.
- 28. (3.92) In my school, I can participate in activities that interest me.

Parent Survey

- 1. (3.98) Our school's purpose statement is clearly focused on student success.
- 19. (4.01) My child knows the expectations for learning in all classes.
- 26. (4.00) Our school provides a safe learning environment.

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

Fall 2014

Staff, parent, and student data consistently reflect approval that our school's purpose statement is clearly focused on student success and our school has a continuous data-based improvement process to measure for growth.

Parent and student data indicate an increasing trend toward approval of the high expectations the principal and teachers have for learning in all classes.

Stakeholder data also reflects increasing satisfaction for the programs, services, opportunities, and activities available to help students succeed.

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

The staff, student, and parent data from the reported findings above are all consistent.

The staff, parents, and students agree that the school's purpose is clear and focused on student success.

Students and parents are aware of the high learning expectations.

Areas in Need of Improvement

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

Fall 2014 Data

Staff Survey

- 34. (3.59) In our school, all school personnel regularly engage families in their children's learning progress.
- 30. (3.66) In our school, staff members provide peer coaching to teachers.
- 38. (3.69) Our school provides sufficient material resources to meet student needs.

Student Survey

- 24. (2.89) In my school, students respect the property of others.
- 27. (2.92) In my school, I can participate in activities that interest me.
- 17. (2.93) All of my teachers change their teaching to meet my learning needs.

Parent Survey

- 13. (2.94) All of my child's teachers meet his/her learning needs by individualizing instruction.
- 16. (2.95) All of my child's teachers keep me informed regularly of how my child is being graded.
- 28. (3.0) Our school provides excellent support services (e.g., counseling, and/or career planning).

Fall 2013 Data

Staff Survey

- 30. (3.58) In our school, staff provide peer coaching to teachers.
- 31. (3.58) In our school, a formal process is in place to support new staff members in their professional practice.
- 38. (3.58) Our school provides sufficient material resources to meet student needs.

Student Survey

- 17. (3.15) All of my teachers change their teaching to meet my learning needs.
- 24. (3.07) In my school, students respect the property of other.
- 27. (3.11) In my school, students help each other even if they are not friends.

Parent Survey

- 16. (3.15) All of my child's teachers keep me informed regularly of how my child is being graded.
- 18. (3.51) My child sees a relationship between what is being taught and his/her everyday life.
- 25. (3.49) Our school provides an adequate supply of learning resources that are current and in good condition.

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

Fall 2014

SY 2014-2015

Staff feedback shows a trend toward decreasing satisfaction in sufficient material resources to meet student needs and the staff providing peer coaching to teachers.

Student surveys indicate a trend toward decreasing approval in the areas of student respect for the property of others and teacher changes to meet individual student learning needs.

Parent data reflects a trend toward decreasing satisfaction on being informed regularly of how their children are being graded by all of their child's teachers.

What are the implications for these stakeholder perceptions?

Staff perception could be related to limited time spent on new teacher orientation, training, and resources.

Parent perception could be related to limited teacher contact with parents.

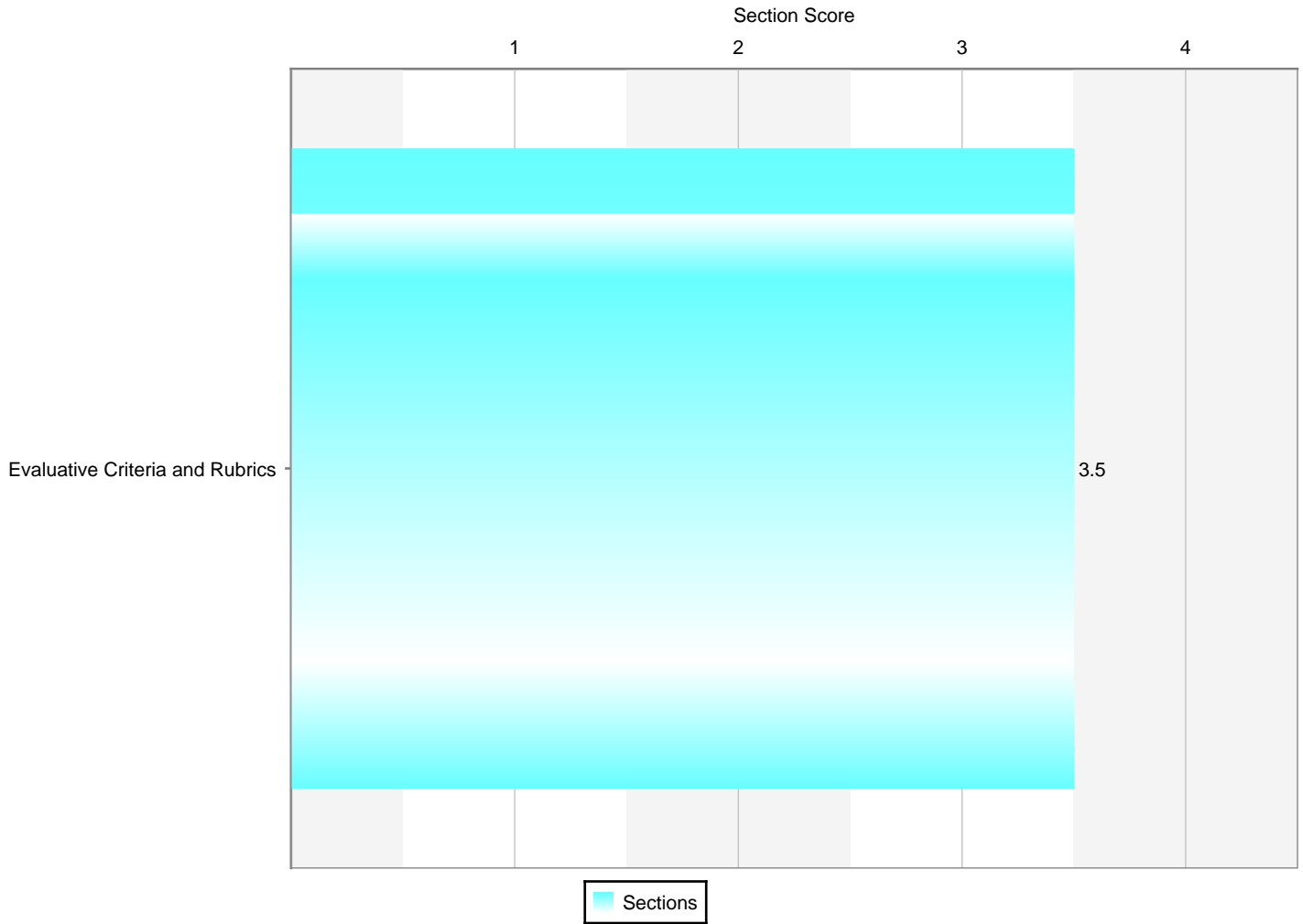
Student perception could be related to the limited amount of positive behavior support and a lack of parental involvement at the school level.

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

The reported results from the AdvaceEd survey did not show any correlation between the faculty, student, and parent data.

Report Summary

Scores By Section



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	The three assessment attached below (Quality Core, ACT, and PLAN) are in strict alignment with the the Alabama College and Career Readiness Standards and the local Fayette County Board of Education curriculum guides. These assessment have been shown to be valid, reliable, and unbiased. All test administrators and proctors are trained in the proper testing procedures. All testing requirements are met before, during, and after all testing. All students at Fayette County High School are tested and those students who have special needs are given the appropriate accommodations.	Quality Core Data ACT Data PLAN Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Quality Core Assessments

19% of student testing in the area of Algebra 1 were proficient.

53% of student testing in the area of English 10 were proficient.

ACT

In 2014 FCHS's average ACT score in English was a 19.4, compared to the needed benchmark score of 18.

PLAN

The sub category of Geometry was our highest sub score on the PLAN at 8.7. The national average was 9.0.

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

PLAN

This was the first year for the PLAN test.

ACT

FCHS has scored above the needed benchmark of 18 on the ACT the past five years.

Which area(s) indicate the overall highest performance?

ACT

English scored a 19.4 average.

PLAN

Geometry scored a 8.7 average.

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

Quality Core

Blacks/African American students scored the highest of the subgroups on English 10 with a 142.

Whites scored higher on Algebra I with an average of 145.

PLAN

There is a composite score of 16.8 for white males compared to the whole group.

ACT

White students scored a 21.1 where as all students scored a 20.2.

Between which subgroups is the achievement gap closing?

PLAN

The was the first year we adminstered the PLAN test.

ACT

The gap between white and African American students is 4.3 for average composite score. This average has been comparable for the last five years.

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

Plan scores were similar to the scores on the Quality Core End of Course Assessments in English 10 and Algebra I.

Areas in Need of Improvement

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

Quality Core

English 10 had only 53% of the students proficient.

Algebra I had only 19% of students proficient.

PLAN

Only 63% benchmarked in English 10.

In math (Geometry and Algebra I) only 16% were are at benchmark.

Reading has only 25% at benchmark.

Science was at 15% benchmark.

ACT

Science scored an average of 19.1 and the benchmark is 23.

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

PLAN

This was the first year of the PLAN test.

ACT

There no negative trends on ACT.

Which area(s) indicate the overall lowest performance?

Quality Core

Algebra I was at 19% proficient.

PLAN

Math was at 16% proficient comparable to national percentage to meet the benchmark.

ACT

Science was at 19.1.

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

There is not a steady decreasing trend in our subgroup data.

Between which subgroups is the achievement gap becoming greater?

Quality Core

Special Education and other groups is the highest gap.

PLAN

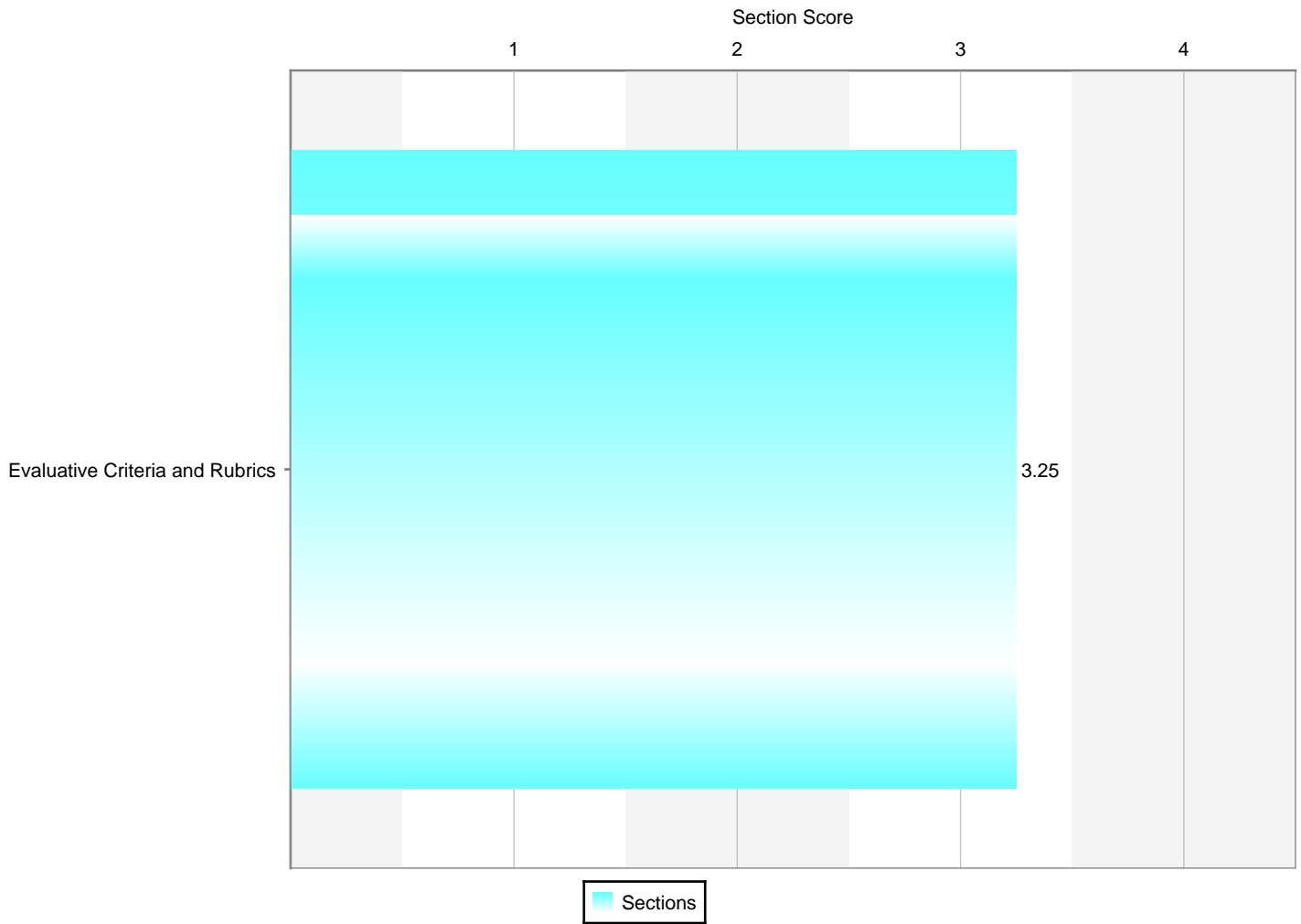
Black African American Males and white males demonstrate the overall biggest gap.

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

PLAN, ACT, and Quality Core demonstrate similar findings.

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		ACIP sign in sheet 2014 2015

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Non Discriminatory statement 2014

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	Jeremy Madden Principal 202 Tiger Drive Fayette, Al 35555 205 932 1990	Non Discriminatory Statement

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 Policy

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.	Yes		School Parent Compact

2014-2015 ACIP PLAN

Overview

Plan Name

2014-2015 ACIP PLAN

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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$17882
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3000
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$68695
4	Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments by 5/22/15	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$7715
5	All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready	Objectives: 5 Strategies: 8 Activities: 9	Organizational	\$67077
6	Increase the number of students scoring at a proficient level on the English Quality Core end-of-course assessments by 5/22/15	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/22/2015 as measured by Classroom/student observation, decreased usage of paper and hard copy materials, Speak Up surveys, Transformation 2020 surveys, and Educate Alabama data.

Strategy 1:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Research Cited: NETS-S 2, CCRS Literacy Standards: PLAN2020

Activity - Creation of Online Access Codes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Technology Coordinator and the Curriculum Specialist will work with the faculty to ensure that they receive the online access codes for the math textbooks	Professional Learning	08/01/2013	05/22/2015	\$3000	State Funds	Curriculum Specialist, Textbook Coordinator, Technology Coordinator

Strategy 2:

Increase Technology - Increase the number of technology devices and purchase software

Research Cited: ALSDE

Activity - Increase Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of technology devices and purchase software	Technology	08/14/2014	05/22/2015	\$14882	Title I Schoolwide	Principal, Media Specialist

Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Mathematics by 05/22/2015 as measured by all teachers attending workshops and training on Alabama's College and Career Ready Standards..

Strategy 1:

Professional Development - All classroom teachers will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists and state department trainers in the areas of career preparedness, and College and Career Ready Standards implementation.

Research Cited: Alabama State Department of Education

Activity - CCRS Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning	08/14/2014	05/22/2015	\$1000	Other	CCRS Implementation Team Members and Curriculum Coordinator

Activity - Quality Core Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training throughout the 2014-2015 school year.	Professional Learning	08/14/2014	05/22/2015	\$2000	General Fund	Director of Curriculum and Instruction

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/22/2015 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy 1:

Alabama Supercomputer - Continue to support online access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastructure Needs (2012). Retrieved from www.setda.org

Activity - Monitor Broadband Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/14/2014	05/22/2015	\$0	No Funding Required	Technology Coordinator

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Activity - Wireless Access Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology	08/14/2014	05/22/2015	\$12000	Other	Technology coordinator, Network Administrator

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 08/04/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy 1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Activity - Web Hosting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems	Technology	08/14/2014	05/22/2015	\$8695	USAC Technology	Technology Coordinator Network Administrator

Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/14/2014	05/22/2015	\$0	No Funding Required	Network Administrator

Activity - Phone Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations	Technology	08/14/2014	05/22/2015	\$48000	District Funding	Technology Coordinator Network Administrator Principals

Goal 4: Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

25% of Ninth and Tenth grade students will demonstrate a proficiency level of 149 on the Quality Core end-of course assessments in Mathematics by 05/22/2015 as measured by Quality Core end-of-course assessments .

Strategy 1:

Professional Learning - All 9 - 12 grade math teachers will receive professional development training during the 2014-2015 school year.

Research Cited: AMSTI, Principal, Study Island

Activity - Quality Core Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9-12 mathematics teacher will attend Quality Core training throughout the year.	Professional Learning	08/14/2013	05/22/2015	\$0	No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/22/2014	05/22/2015	\$0	No Funding Required	Director of Curriculum and Instruction

Strategy 2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.

Research Cited: ALSDE

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.	Academic Support Program	08/14/2014	05/22/2015	\$7715	Title I Schoolwide	Principal
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Goal 5: All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/22/2015 as measured by ALSDE Accountability Model.

Strategy 1:

Graduation Coach - The Graduation Coach will identify a list of students identified as at-risk and proposes interventions with teachers.

Research Cited: ALSDE

Activity - Student Monitoring by Graduation Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program	08/14/2014	05/22/2015	\$26549	Title I Schoolwide	Graduation Coach, Principal, Counselor

Strategy 2:

Class Size Reduction and Remediation - An additional .75 teacher unit was added at Fayette County High School.

Research Cited: ALSDE

Activity - Class Size Reduction and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FCHS added .50 teacher unit for Class Size Reduction and a .25 teacher unit for Remediation.	Academic Support Program	08/22/2014	05/22/2015	\$35247	Title I Schoolwide	Federal Programs Director, Principal

Strategy 3:

Professional Learning - Teachers, Counselor, and Administrators will attend professional development training.

Research Cited: ALSDE

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program	08/14/2014	05/22/2015	\$3000	Title I Schoolwide	Principals, Counselor, and Teachers

Measurable Objective 2:

demonstrate a proficiency in assisting struggling learners through RTI program by 05/22/2015 as measured by the percentage of students entering Tier II or Tier III.

Strategy 1:

Problem Solving Team - Fayette County High School will implement a Problem Solving team that will meet to address the needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Monthly Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program	08/14/2014	05/22/2015	\$0	No Funding Required	RTI team members, Principal

Measurable Objective 3:

collaborate to provide highly qualified teachers to all students at Fayette County High School by 05/22/2015 as measured by Graduation rate.

Strategy 1:

Teach in Alabama - Fayette County High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention	08/14/2014	05/22/2015	\$1200	District Funding	Principal

Strategy 2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor.

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention	08/14/2014	05/22/2015	\$0	No Funding Required	Principal and Department heads

Measurable Objective 4:

collaborate to help students make a smooth transitions by 05/22/2015 as measured by student and parent participation.

Strategy 1:

Transitions - Eighth to ninth grade - The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be held two weeks before the 2014/15 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

Twelfth grade to post secondary - Students must be prepared to enter a four year college, technical school, apprenticeship, or the workforce. (1) There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor relate information about financial aid, scholarships, and admissions requirements. (2) Beville State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces and vocations. (3) Beville State Community College also hosts College Day where various post secondary institutions are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and counseling plan

Activity - Ninth Grade Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program	08/14/2014	05/22/2015	\$0	No Funding Required	Guidance Counselor and Principal
Activity - Senior Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Beville State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Beville State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Principal, Counselor, Senior Sponsors, Beville State Representatives

Measurable Objective 5:

collaborate to increase parental involvement by 05/15/2015 as measured by sign-in sheets and parent surveys.

Strategy 1:

Parent Leadership Team - A parent leadership team will be developed during the 2014-2015 school year. Parents will be involved with decision making.

Research Cited: ALSDE

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement	08/14/2014	05/22/2015	\$1081	Title I Schoolwide	Principal

Goal 6: Increase the number of students scoring at a proficient level on the English Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

60% of Tenth grade students will demonstrate a proficiency level of 153 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/22/2015 as measured by the End of Course Assessment.

Strategy 1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning	08/14/2014	05/22/2015	\$0	No Funding Required	All classroom teachers

Activity - Variety of Instructional Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning	08/19/2013	05/20/2014	\$0	No Funding Required	All classroom teachers

Strategy 2:

Professional Learning - Teachers will attend Study Island Professional Development training. Implementation of content learned from training will impact student achievement.

Research Cited: Edmentum

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement Study Island Software into the classroom instruction and intervention.	Professional Learning	08/14/2014	05/22/2015	\$0	No Funding Required	All certified faculty members
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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
Variety of Instructional Methods	All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning	08/19/2013	05/20/2014	\$0	All classroom teachers
Ninth Grade Orientation	There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program	08/14/2014	05/22/2015	\$0	Guidance Counselor and Principal
Study Island	Teachers will implement Study Island Software into the classroom instruction and intervention.	Professional Learning	08/14/2014	05/22/2015	\$0	All certified faculty members
Mentoring	All new teachers will be assigned a mentor	Recruitment and Retention	08/14/2014	05/22/2015	\$0	Principal and Department heads
Firewall/Network Security	M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/14/2014	05/22/2015	\$0	Network Administrator
Study Island	Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/22/2014	05/22/2015	\$0	Director of Curriculum and Instruction
Monitor Broadband Access	Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/14/2014	05/22/2015	\$0	Technology Coordinator
Senior Orientation	A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Beville State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Beville State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program	08/14/2013	05/23/2014	\$0	Principal, Counselor, Senior Sponsors, Beville State Representatives

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Quality Core Training	All 9-12 mathematics teacher will attend Quality Core training throughout the year.	Professional Learning	08/14/2013	05/22/2015	\$0	Director of Curriculum and Instruction
ARI Strategies	All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning	08/14/2014	05/22/2015	\$0	All classroom teachers
Problem Solving Team Monthly Meeting	The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program	08/14/2014	05/22/2015	\$0	RTI team members, Principal
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core Training	All 9-12 mathematics teachers will attend Quality Core training throughout the 2014-2015 school year.	Professional Learning	08/14/2014	05/22/2015	\$2000	Director of Curriculum and Instruction
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCRS Implementation Team	Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning	08/14/2014	05/22/2015	\$1000	CCRS Implementation Team Members and Curriculum Coordinator
Wireless Access Points	Continue to increase the number of wireless access points at each school	Technology	08/14/2014	05/22/2015	\$12000	Technology coordinator, Network Administrator
Total					\$13000	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Web Hosting	All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems	Technology	08/14/2014	05/22/2015	\$8695	Technology Coordinator Network Administrator
Total					\$8695	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement	08/14/2014	05/22/2015	\$1081	Principal
Class Size Reduction and Remediation	FCCHS added .50 teacher unit for Class Size Reduction and a .25 teacher unit for Remediation.	Academic Support Program	08/22/2014	05/22/2015	\$35247	Federal Programs Director, Principal
Increase Technology	Increase the number of technology devices and purchase software	Technology	08/14/2014	05/22/2015	\$14882	Principal, Media Specialist
Student Monitoring by Graduation Coach	The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program	08/14/2014	05/22/2015	\$26549	Graduation Coach, Principal, Counselor
Professional Development	Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program	08/14/2014	05/22/2015	\$3000	Principals, Counselor, and Teachers
Instructional Strategies	Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.	Academic Support Program	08/14/2014	05/22/2015	\$7715	Principal
Total					\$88474	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Creation of Online Access Codes	The Technology Coordinator and the Curriculum Specialist will work with the faculty to ensure that they receive the online access codes for the math textbooks	Professional Learning	08/01/2013	05/22/2015	\$3000	Curriculum Specialist, Textbook Coordinator, Technology Coordinator
Total					\$3000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruiting New Teachers	Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention	08/14/2014	05/22/2015	\$1200	Principal
Phone Services	Provide local and long distance telephone services to each of the schools and central office locations	Technology	08/14/2014	05/22/2015	\$48000	Technology Coordinator Network Administrator Principals
Total					\$49200	

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

We inform parents of the school's participation in Title I and Title I requirements, etc. during our schedule pick-days for Grades 10-12 and Freshmen Orientation. Parents are informed of what it means to be a Title I school and requirements are explained.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1. The leadership team at FCHS has put measures in place to offer parent meetings on a flexible schedule. Programs are offered monthly and at differing times of the day, in an effort to increase parent participation. Some meetings are offered at the school, while others may be offered at locations within the community.

2. Our process for how all parents have the opportunity for involvement in decision-making is as follows: parents receive notices of meetings, parents assist in planning and revising our CIP plan and budget meetings. A parent leadership committee will review the Parent Involvement Policy and Compact for input and updating. Furthermore, opportunities for Parent involvement are posted on the school website and SchoolCast messages will be sent out. Parents can also give feedback on parent surveys.

3. Funds allocated for parent involvement are being used in the school for postage for parent communication.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

Information describing the curriculum in place, as well as academic assessments and achievement expectations, is sent out via SchoolCast and can be located as a link on our school website. Parents are informed of assessments and achievement expectations during the beginning of the year Freshman orientation and Schedule Pickup for Grades 10-12. Parents receive information about the Title I program through the Parent Involvement Policy, Parent Conference Day, and monthly Title I meetings. Meetings will address various topics, such as INOW Parent Portal, College 101, Applying for financial aid, etc. Parents will be informed of these meetings via SchoolCast and the school website. Parents may have input through the end-of-the-year Title meeting and parent surveys.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Parents, School and students share responsibility for improved students academic achievement for participating students. Parents are given the opportunity to meet with teachers during Parent Teacher Conference Day, as well other times as requested. Teacher Email accounts are used to communicate with parents. The INOW Parent Portal gives parents access to up-to-date information regarding Grades, Attendance, discipline, demographics of students. The Parent Leadership Committee will meet at the end of each school year to review, revise and update the School-Parent Compact.

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

Parents may submit comments of dissatisfaction via feedback at parent meetings, phone calls, emails, and parent survey. Our Continuous Improvement Plan will be posted on the school website for parents to review.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Fayette County High School encourages parents to participate in various training opportunities throughout the year. Topics will be offered at different times and will include training on academic standards, State standards, and assessments. The requirements of Title I will be discussed at the first Parent Meeting of each year. Training will also be provided on the INOW Parent Portal, which allows parents to monitor their child's progress. Progress reports are sent home the third week of each grading period, and report cards are sent home every six weeks. The final report card for the year will be mailed to the parent.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Parents are encouraged to become equal partners in their child's education by attending parent-teacher conferences, Freshmen Orientation and Schedule Pick up days, volunteering at the school, Remind 101, School Cast notifications and the INOW Parent Portal. Parents can also offer feedback by taking the AdvancEd parent surveys.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

By scheduling various activities to promote parental involvement throughout the year, FCHS strives to educate our faculty and staff in the value of the contributions of parents. We reach out to and communicate with parents via email, SchoolCast and our School website, in order to build ties between parents and the school. Parents are also encouraged to participate in extra-curricular activities of our school, including sporting games, preparing for special events, and fundraising efforts. A Parent Leadership Team is formed in order to gather input on ACIP and other important matters for our school.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

FCHS coordinates parent involvement programs with other programs at our school. The Guidance Counselor's office is a valuable resource for parents. Information is posted and available on various careers, scholarships and

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Information related to school and parent programs, meetings, and other activities is provided to parents through various methods. A Superintendent Folder is sent home the first day of school, which contains our Parent Involvement Policy and School-Parent Compact. Throughout the year, SchoolCast system is used to remind parents of important upcoming events. The School Website is a lifeline to parents. The latest news items, School Calendar, Scholarship opportunities are all updated regularly. Our school marquee is updated weekly. In addition, school announcements are made over the public address system at sporting events. Oral and or written translation is provided as needed.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents are able to request other reasonable support for parental involvement through the AdvancEd parent survey, at Parent Conference Day, and through email communication. Parents are encouraged to make an appointment with teachers during their planning times to keep the lines of communication open. In addition, the Parent Leadership Team are asked for their input on making requests for other parent involvement activities.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

The school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students by providing oral and/or written translation as needed and by providing handicap accessible facilities.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Data was gathered from the ACT, ASPIRE, EOC assessment, SIR Data, and parent surveys. After this data was gathered, the Leadership Team reviewed the data. The data was then shared with all faculty members. The goals were then set to address the weaknesses that were identified.

2. What were the results of the comprehensive needs assessment?

In Algebra I, 19% of students were proficient. In English 10, 53% of students were proficient. ACT indicated that science was the area in most need of improvement.

3. What conclusions were drawn from the results?

In Algebra I, 19% of students were proficient. In English 10, 53% of students were proficient. ACT indicated that science was the area in most need of improvement. Improvements must be made in all areas.

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

Perception:

The following indicators elicited low rankings from parent surveys:

- 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.
- 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.
- 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
- 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

The following indicators elicited high rankings from parent surveys:

- 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
- 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.
- 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Student Achievement:

According to the End-of-Course test data, 53% of students were proficient in English 10; however, 25% scored within five points of proficiency.

School Programs/Process:

FCHS participates in Science in Motion. Several students are taking Access classes as well as dual-enrollment classes. We have an RTI team and teachers with time allotted to them throughout the day to assist students who are placed in Tier II or Tier III remediation. We also continue to focus on the use of technology in the classrooms to achieve high student interest. Our focus on technology is demonstrated through our "Bring Your Own Device" policy, as well as our implementation of Study Island, which will be used with a heavy focus on RTI.

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

Fayette County High School's goals are connected to priority needs and the needs assessment. Academic goals are tied to weak areas of the needs assessment for improvements.

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

FCHS's goals are based on multiple types of data. The data was analyzed and used to create goals that address the needs of the school. The types of data used were: parent involvement surveys, standardized test scores, school program/process information, and demographic data.

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

The goals address the needs of the whole school population because they are based on data that reflects the entire school population. The goals also demonstrate recognition of children who are disadvantaged through the utilization of data to help students achieve at a higher level.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Mathematics by 05/22/2015 as measured by all teachers attending workshops and training on Alabama's College and Career Ready Standards..

Strategy1:

Professional Development - All classroom teachers will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists and state department trainers in the areas of career preparedness, and College and Career Ready Standards implementation.

Research Cited: Alabama State Department of Education

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training throughout the 2014-2015 school year.	Professional Learning			08/14/2014	05/22/2015	\$2000 - General Fund	Director of Curriculum and Instruction

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning			08/14/2014	05/22/2015	\$1000 - Other	CCRS Implementation Team Members and Curriculum Coordinator

Goal 2:

Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

25% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of course assessments in Mathematics by 05/22/2015 as measured by Quality Core end-of-course assessments .

Strategy1:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.

Research Cited: ALSDE

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.	Academic Support Program			08/14/2014	05/22/2015	\$7715 - Title I Schoolwide	Principal

Strategy2:

Professional Learning - All 9 - 12 grade math teachers will receive professional development training during the 2014-2015 school year.

Research Cited: AMSTI, Principal, Study Island

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/22/2014	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teacher will attend Quality Core training throughout the year.	Professional Learning			08/14/2013	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Goal 3:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/22/2015 as measured by ALSDE Accountability Model.

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Fayette County High School

Strategy1:

Professional Learning - Teachers, Counselor, and Administrators will attend professional development training.

Research Cited: ALSDE

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program			08/14/2014	05/22/2015	\$3000 - Title I Schoolwide	Principals, Counselor, and Teachers

Strategy2:

Graduation Coach - The Graduation Coach will identify a list of students identified as at-risk and proposes interventions with teachers.

Research Cited: ALSDE

Activity - Student Monitoring by Graduation Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program			08/14/2014	05/22/2015	\$26549 - Title I Schoolwide	Graduation Coach, Principal, Counselor

Strategy3:

Class Size Reduction and Remediation - An additional .75 teacher unit was added at Fayette County High School.

Research Cited: ALSDE

Activity - Class Size Reduction and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS added .50 teacher unit for Class Size Reduction and a .25 teacher unit for Remediation.	Academic Support Program			08/22/2014	05/22/2015	\$35247 - Title I Schoolwide	Federal Programs Director, Principal

Measurable Objective 2:

collaborate to increase parental involvement by 05/15/2015 as measured by sign-in sheets and parent surveys.

Strategy1:

Parent Leadership Team - A parent leadership team will be developed during the 2014-2015 school year. Parents will be involved with decision making.

Research Cited: ALSDE

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement			08/14/2014	05/22/2015	\$1081 - Title I Schoolwide	Principal

Measurable Objective 3:

demonstrate a proficiency in assisting struggling learners through RTI program by 05/22/2015 as measured by the percentage of students entering Tier II or Tier III.

Strategy1:

Problem Solving Team - Fayette County High School will implement a Problem Solving team that will meet to address the needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	RTI team members, Principal

Measurable Objective 4:

collaborate to provide highly qualified teachers to all students at Fayette County High School by 05/22/2015 as measured by Graduation rate.

Strategy1:

Teach in Alabama - Fayette County High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/22/2015	\$1200 - District Funding	Principal

Strategy2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor.

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal and Department heads

Measurable Objective 5:

collaborate to help students make a smooth transitions by 05/22/2015 as measured by student and parent participation.

Strategy1:

Transitions - Eighth to ninth grade - The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be held two weeks before the 2014/15 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

Twelfth grade to post secondary - Students must be prepared to enter a four year college, technical school, apprenticeship, or the workforce.

(1) There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor relate information about financial aid, scholarships, and admissions requirements. (2) Beville State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces and vocations. (3) Beville State Community College also hosts College Day where various post secondary institutions are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and counseling plan

Activity - Ninth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	Guidance Counselor and Principal

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Activity - Senior Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Bevill State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program			08/14/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors, Bevill State Representatives

Goal 4:

Increase the number of students scoring at a proficient level on the English Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

60% of All Students will demonstrate a proficiency level of 153 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/22/2015 as measured by the End of Course Assessment.

Strategy1:

Professional Learning - Teachers will attend Study Island Professional Development training. Implementation of content learned from training will impact student achievement.

Research Cited: Edmentum

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Study Island Software into the classroom instruction and intervention.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	All certified faculty members

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

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Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers

Activity - ARI Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	All classroom teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/22/2015 as measured by Classroom/student observation, decreased usage of paper and hard copy materials, Speak Up surveys, Transformation 2020 surveys, and Educate Alabama data.

Strategy1:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Research Cited: NETS-S 2, CCRS Literacy Standards: PLAN2020

Activity - Creation of Online Access Codes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and the Curriculum Specialist will work with the faculty to ensure that they receive the online access codes for the math textbooks	Professional Learning			08/01/2013	05/22/2015	\$3000 - State Funds	Curriculum Specialist, Textbook Coordinator, Technology Coordinator

Strategy2:

Increase Technology - Increase the number of technology devices and purchase software

Research Cited: ALSDE

Activity - Increase Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of technology devices and purchase software	Technology			08/14/2014	05/22/2015	\$14882 - Title I Schoolwide	Principal, Media Specialist

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Mathematics by 05/22/2015 as measured by all teachers attending workshops and training on Alabama's College and Career Ready Standards..

Strategy1:

Professional Development - All classroom teachers will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists and state department trainers in the areas of career preparedness, and College and Career Ready Standards implementation.

Research Cited: Alabama State Department of Education

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning			08/14/2014	05/22/2015	\$1000 - Other	CCRS Implementation Team Members and Curriculum Coordinator

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training throughout the 2014-2015 school year.	Professional Learning			08/14/2014	05/22/2015	\$2000 - General Fund	Director of Curriculum and Instruction

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 08/04/2014 as measured by Transform 2020 Survey

Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Firewall/Network Security	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology			08/14/2014	05/22/2015	\$0 - No Funding Required	Network Administrator

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems	Technology			08/14/2014	05/22/2015	\$8695 - USAC Technology	Technology Coordinator Network Administrator

Activity - Phone Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations	Technology			08/14/2014	05/22/2015	\$48000 - District Funding	Technology Coordinator Network Administrator Principals

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/22/2015 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

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Alabama Supercomputer - Continue to support online access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastructure Needs (2012). Retrieved from www.setda.org

Activity - Wireless Access Points	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology			08/14/2014	05/22/2015	\$12000 - Other	Technology coordinator, Network Administrator

Activity - Monitor Broadband Access	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology			08/14/2014	05/22/2015	\$0 - No Funding Required	Technology Coordinator

Goal 4:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/22/2015 as measured by ALSDE Accountability Model.

Strategy1:

Graduation Coach - The Graduation Coach will identify a list of students identified as at-risk and proposes interventions with teachers.

Research Cited: ALSDE

Activity - Student Monitoring by Graduation Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program			08/14/2014	05/22/2015	\$26549 - Title I Schoolwide	Graduation Coach, Principal, Counselor

Strategy2:

Professional Learning - Teachers, Counselor, and Administrators will attend professional development training.

Research Cited: ALSDE

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program			08/14/2014	05/22/2015	\$3000 - Title I Schoolwide	Principals, Counselor, and Teachers

Strategy3:

Class Size Reduction and Remediation - An additional .75 teacher unit was added at Fayette County High School.

Research Cited: ALSDE

Activity - Class Size Reduction and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS added .50 teacher unit for Class Size Reduction and a .25 teacher unit for Remediation.	Academic Support Program			08/22/2014	05/22/2015	\$35247 - Title I Schoolwide	Federal Programs Director, Principal

Measurable Objective 2:

collaborate to help students make a smooth transitions by 05/22/2015 as measured by student and parent participation.

Strategy1:

Transitions - Eighth to ninth grade - The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be held two weeks before the 2014/15 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

Twelfth grade to post secondary - Students must be prepared to enter a four year college, technical school, apprenticeship, or the workforce. (1) There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor relate information about financial aid, scholarships, and admissions requirements. (2) Beville State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces and vocations. (3) Beville State Community College also hosts College Day where various post secondary institutions are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and counseling plan

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Activity - Senior Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Bevill State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program			08/14/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors, Bevill State Representatives

Activity - Ninth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	Guidance Counselor and Principal

Measurable Objective 3:

collaborate to provide highly qualified teachers to all students at Fayette County High School by 05/22/2015 as measured by Graduation rate.

Strategy1:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor.

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal and Department heads

Strategy2:

Teach in Alabama - Fayette County High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

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Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/22/2015	\$1200 - District Funding	Principal

Measurable Objective 4:

demonstrate a proficiency in assisting struggling learners through RTI program by 05/22/2015 as measured by the percentage of students entering Tier II or Tier III.

Strategy1:

Problem Solving Team - Fayette County High School will implement a Problem Solving team that will meet to address the needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	RTI team members, Principal

Measurable Objective 5:

collaborate to increase parental involvement by 05/15/2015 as measured by sign-in sheets and parent surveys.

Strategy1:

Parent Leadership Team - A parent leadership team will be developed during the 2014-2015 school year. Parents will be involved with decision making.

Research Cited: ALSDE

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement			08/14/2014	05/22/2015	\$1081 - Title I Schoolwide	Principal

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Mathematics by 05/22/2015 as measured by all teachers attending workshops and training on Alabama's College and Career Ready Standards..

Strategy1:

Professional Development - All classroom teachers will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists and state department trainers in the areas of career preparedness, and College and Career Ready Standards implementation.

Research Cited: Alabama State Department of Education

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning			08/14/2014	05/22/2015	\$1000 - Other	CCRS Implementation Team Members and Curriculum Coordinator

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training throughout the 2014-2015 school year.	Professional Learning			08/14/2014	05/22/2015	\$2000 - General Fund	Director of Curriculum and Instruction

Goal 2:

Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

25% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of course assessments in Mathematics by 05/22/2015 as measured by Quality Core end-of-course assessments .

Strategy1:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.

Research Cited: ALSDE

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.	Academic Support Program			08/14/2014	05/22/2015	\$7715 - Title I Schoolwide	Principal

Strategy2:

Professional Learning - All 9 - 12 grade math teachers will receive professional development training during the 2014-2015 school year.

Research Cited: AMSTI, Principal, Study Island

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teacher will attend Quality Core training throughout the year.	Professional Learning			08/14/2013	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/22/2014	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Goal 3:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to provide highly qualified teachers to all students at Fayette County High School by 05/22/2015 as measured by Graduation rate.

Strategy1:

Teach in Alabama - Fayette County High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

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Fayette County High School

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/22/2015	\$1200 - District Funding	Principal

Strategy2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor.

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal and Department heads

Measurable Objective 2:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/22/2015 as measured by ALSDE Accountability Model.

Strategy1:

Graduation Coach - The Graduation Coach will identify a list of students identified as at-risk and proposes interventions with teachers.

Research Cited: ALSDE

Activity - Student Monitoring by Graduation Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program			08/14/2014	05/22/2015	\$26549 - Title I Schoolwide	Graduation Coach, Principal, Counselor

Strategy2:

Class Size Reduction and Remediation - An additional .75 teacher unit was added at Fayette County High School.

Research Cited: ALSDE

Activity - Class Size Reduction and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS added .50 teacher unit for Class Size Reduction and a .25 teacher unit for Remediation.	Academic Support Program			08/22/2014	05/22/2015	\$35247 - Title I Schoolwide	Federal Programs Director, Principal

Strategy3:

Professional Learning - Teachers, Counselor, and Administrators will attend professional development training.

Research Cited: ALSDE

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program			08/14/2014	05/22/2015	\$3000 - Title I Schoolwide	Principals, Counselor, and Teachers

Measurable Objective 3:

collaborate to help students make a smooth transitions by 05/22/2015 as measured by student and parent participation.

Strategy1:

Transitions - Eighth to ninth grade - The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be held two weeks before the 2014/15 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

Twelfth grade to post secondary - Students must be prepared to enter a four year college, technical school, apprenticeship, or the workforce. (1)There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor relate information about financial aid, scholarships, and admissions requirements. (2) Bevill State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces and vocations. (3) Bevill State Community College also hosts College Day where various post secondary institution are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and counseling plan

Activity - Senior Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Bevill State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program			08/14/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors, Bevill State Representatives

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Activity - Ninth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	Guidance Counselor and Principal

Measurable Objective 4:

collaborate to increase parental involvement by 05/15/2015 as measured by sign-in sheets and parent surveys.

Strategy1:

Parent Leadership Team - A parent leadership team will be developed during the 2014-2015 school year. Parents will be involved with decision making.

Research Cited: ALSDE

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement			08/14/2014	05/22/2015	\$1081 - Title I Schoolwide	Principal

Measurable Objective 5:

demonstrate a proficiency in assisting struggling learners through RTI program by 05/22/2015 as measured by the percentage of students entering Tier II or Tier III.

Strategy1:

Problem Solving Team - Fayette County High School will implement a Problem Solving team that will meet to address the needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	RTI team members, Principal

Goal 4:

Increase the number of students scoring at a proficient level on the English Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

60% of All Students will demonstrate a proficiency level of 153 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/22/2015 as measured by the End of Course Assessment.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers

Activity - ARI Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	All classroom teachers

Strategy2:

Professional Learning - Teachers will attend Study Island Professional Development training. Implementation of content learned from training will impact student achievement.

Research Cited: Edmentum

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Study Island Software into the classroom instruction and intervention.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	All certified faculty members

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Mathematics by 05/22/2015 as measured by all teachers attending workshops and training on Alabama's College and Career Ready Standards..

Strategy1:

Professional Development - All classroom teachers will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists and state department trainers in the areas of career preparedness, and College and Career Ready Standards implementation.

Research Cited: Alabama State Department of Education

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning			08/14/2014	05/22/2015	\$1000 - Other	CCRS Implementation Team Members and Curriculum Coordinator

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training throughout the 2014-2015 school year.	Professional Learning			08/14/2014	05/22/2015	\$2000 - General Fund	Director of Curriculum and Instruction

Goal 2:

Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

25% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of course assessments in Mathematics by 05/22/2015 as measured by Quality Core end-of-course assessments .

Strategy1:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.

Research Cited: ALSDE

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Fayette County High School

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.	Academic Support Program			08/14/2014	05/22/2015	\$7715 - Title I Schoolwide	Principal

Strategy2:

Professional Learning - All 9 - 12 grade math teachers will receive professional development training during the 2014-2015 school year.

Research Cited: AMSTI, Principal, Study Island

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teacher will attend Quality Core training throughout the year.	Professional Learning			08/14/2013	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/22/2014	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Goal 3:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/22/2015 as measured by ALSDE Accountability Model.

Strategy1:

Professional Learning - Teachers, Counselor, and Administrators will attend professional development training.

Research Cited: ALSDE

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program			08/14/2014	05/22/2015	\$3000 - Title I Schoolwide	Principals, Counselor, and Teachers

Strategy2:

SY 2014-2015

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Class Size Reduction and Remediation - An additional .75 teacher unit was added at Fayette County High School.

Research Cited: ALSDE

Activity - Class Size Reduction and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS added .50 teacher unit for Class Size Reduction and a .25 teacher unit for Remediation.	Academic Support Program			08/22/2014	05/22/2015	\$35247 - Title I Schoolwide	Federal Programs Director, Principal

Strategy3:

Graduation Coach - The Graduation Coach will identify a list of students identified as at-risk and proposes interventions with teachers.

Research Cited: ALSDE

Activity - Student Monitoring by Graduation Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program			08/14/2014	05/22/2015	\$26549 - Title I Schoolwide	Graduation Coach, Principal, Counselor

Measurable Objective 2:

collaborate to help students make a smooth transitions by 05/22/2015 as measured by student and parent participation.

Strategy1:

Transitions - Eighth to ninth grade - The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be held two weeks before the 2014/15 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

Twelfth grade to post secondary - Students must be prepared to enter a four year college, technical school, apprenticeship, or the workforce.

(1) There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor relate information about financial aid, scholarships, and admissions requirements. (2) Beville State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces and vocations. (3) Beville State Community College also hosts College Day where various post secondary institutions are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and counseling plan

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Activity - Senior Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Bevill State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program			08/14/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors, Bevill State Representatives

Activity - Ninth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	Guidance Counselor and Principal

Measurable Objective 3:

collaborate to increase parental involvement by 05/15/2015 as measured by sign-in sheets and parent surveys.

Strategy1:

Parent Leadership Team - A parent leadership team will be developed during the 2014-2015 school year. Parents will be involved with decision making.

Research Cited: ALSDE

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement			08/14/2014	05/22/2015	\$1081 - Title I Schoolwide	Principal

Measurable Objective 4:

collaborate to provide highly qualified teachers to all students at Fayette County High School by 05/22/2015 as measured by Graduation rate.

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Strategy1:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor.

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal and Department heads

Strategy2:

Teach in Alabama - Fayette County High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/22/2015	\$1200 - District Funding	Principal

Measurable Objective 5:

demonstrate a proficiency in assisting struggling learners through RTI program by 05/22/2015 as measured by the percentage of students entering Tier II or Tier III.

Strategy1:

Problem Solving Team - Fayette County High School will implement a Problem Solving team that will meet to address the needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	RTI team members, Principal

Goal 4:

Increase the number of students scoring at a proficient level on the English Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

60% of All Students will demonstrate a proficiency level of 153 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/22/2015 as measured by the End of Course Assessment.

Strategy1:

Professional Learning - Teachers will attend Study Island Professional Development training. Implementation of content learned from training will impact student achievement.

Research Cited: Edmentum

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Study Island Software into the classroom instruction and intervention.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	All certified faculty members

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers

Activity - ARI Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	All classroom teachers

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Mathematics by 05/22/2015 as measured by all teachers attending workshops and training on Alabama's College SY 2014-2015

and Career Ready Standards..

Strategy1:

Professional Development - All classroom teachers will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists and state department trainers in the areas of career preparedness, and College and Career Ready Standards implementation.

Research Cited: Alabama State Department of Education

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training throughout the 2014-2015 school year.	Professional Learning			08/14/2014	05/22/2015	\$2000 - General Fund	Director of Curriculum and Instruction

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning			08/14/2014	05/22/2015	\$1000 - Other	CCRS Implementation Team Members and Curriculum Coordinator

Goal 2:

Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

25% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of course assessments in Mathematics by 05/22/2015 as measured by Quality Core end-of-course assessments .

Strategy1:

Professional Learning - All 9 - 12 grade math teachers will receive professional development training during the 2014-2015 school year.

Research Cited: AMSTI, Principal, Study Island

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teacher will attend Quality Core training throughout the year.	Professional Learning			08/14/2013	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/22/2014	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Strategy2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.

Research Cited: ALSDE

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.	Academic Support Program			08/14/2014	05/22/2015	\$7715 - Title I Schoolwide	Principal

Goal 3:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

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Strategy1:

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement			08/14/2014	05/22/2015	\$1081 - Title I Schoolwide	Principal

Measurable Objective 2:

demonstrate a proficiency in assisting struggling learners through RTI program by 05/22/2015 as measured by the percentage of students entering Tier II or Tier III.

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The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	RTI team members, Principal

Measurable Objective 3:

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Strategy1:

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Strategy2:

Graduation Coach - The Graduation Coach will identify a list of students identified as at-risk and proposes interventions with teachers.

Research Cited: ALSDE

Activity - Student Monitoring by Graduation Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program			08/14/2014	05/22/2015	\$26549 - Title I Schoolwide	Graduation Coach, Principal, Counselor

Strategy3:

Professional Learning - Teachers, Counselor, and Administrators will attend professional development training.

Research Cited: ALSDE

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program			08/14/2014	05/22/2015	\$3000 - Title I Schoolwide	Principals, Counselor, and Teachers

Measurable Objective 4:

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Strategy1:

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Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/22/2015	\$1200 - District Funding	Principal

Strategy2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor.

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal and Department heads

Measurable Objective 5:

collaborate to help students make a smooth transitions by 05/22/2015 as measured by student and parent participation.

Strategy1:

Transitions - Eighth to ninth grade - The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be held two weeks before the 2014/15 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

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(1)There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor

relate information about financial aid, scholarships, and admissions requirements. (2) Bevill State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces and vocations. (3) Bevill State Community College also hosts College Day where various post secondary institution are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and counseling plan

Activity - Ninth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	Guidance Counselor and Principal

Activity - Senior Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Bevill State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program			08/14/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors, Bevill State Representatives

Goal 4:

Increase the number of students scoring at a proficient level on the English Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

60% of All Students will demonstrate a proficiency level of 153 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/22/2015 as measured by the End of Course Assessment.

Strategy1:

Professional Learning - Teachers will attend Study Island Professional Development training. Implementation of content learned from training will impact student achievement.

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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Study Island Software into the classroom instruction and intervention.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	All certified faculty members

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers

Activity - ARI Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	All classroom teachers

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

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to help students make a smooth transitions by 05/22/2015 as measured by student and parent participation.

Strategy1:

Transitions - Eighth to ninth grade - The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be

held two weeks before the 2014/15 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

Twelfth grade to post secondary - Students must be prepared to enter a four year college, technical school, apprenticeship, or the workforce.

(1) There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor relate information about financial aid, scholarships, and admissions requirements. (2) Beville State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces and vocations. (3) Beville State Community College also hosts College Day where various post secondary institutions are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and counseling plan

Activity - Senior Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Beville State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Beville State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program			08/14/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors, Beville State Representatives

Activity - Ninth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	Guidance Counselor and Principal

Measurable Objective 2:

collaborate to provide highly qualified teachers to all students at Fayette County High School by 05/22/2015 as measured by Graduation rate.

Strategy1:

Teach in Alabama - Fayette County High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/22/2015	\$1200 - District Funding	Principal

Strategy2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor.

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal and Department heads

Measurable Objective 3:

demonstrate a proficiency in assisting struggling learners through RTI program by 05/22/2015 as measured by the percentage of students entering Tier II or Tier III.

Strategy1:

Problem Solving Team - Fayette County High School will implement a Problem Solving team that will meet to address the needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	RTI team members, Principal

Measurable Objective 4:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/22/2015 as measured by ALSDE Accountability Model.

Strategy1:

Class Size Reduction and Remediation - An additional .75 teacher unit was added at Fayette County High School.

Research Cited: ALSDE

ACIP

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Activity - Class Size Reduction and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS added .50 teacher unit for Class Size Reduction and a .25 teacher unit for Remediation.	Academic Support Program			08/22/2014	05/22/2015	\$35247 - Title I Schoolwide	Federal Programs Director, Principal

Strategy2:

Professional Learning - Teachers, Counselor, and Administrators will attend professional development training.

Research Cited: ALSDE

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program			08/14/2014	05/22/2015	\$3000 - Title I Schoolwide	Principals, Counselor, and Teachers

Strategy3:

Graduation Coach - The Graduation Coach will identify a list of students identified as at-risk and proposes interventions with teachers.

Research Cited: ALSDE

Activity - Student Monitoring by Graduation Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program			08/14/2014	05/22/2015	\$26549 - Title I Schoolwide	Graduation Coach, Principal, Counselor

Measurable Objective 5:

collaborate to increase parental involvement by 05/15/2015 as measured by sign-in sheets and parent surveys.

Strategy1:

Parent Leadership Team - A parent leadership team will be developed during the 2014-2015 school year. Parents will be involved with decision making.

Research Cited: ALSDE

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement			08/14/2014	05/22/2015	\$1081 - Title I Schoolwide	Principal

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/22/2015 as measured by Classroom/student observation, decreased usage of paper and hard copy materials, Speak Up surveys, Transformation 2020 surveys, and Educate Alabama data.

Strategy1:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Research Cited: NETS-S 2, CCRS Literacy Standards: PLAN2020

Activity - Creation of Online Access Codes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and the Curriculum Specialist will work with the faculty to ensure that they receive the online access codes for the math textbooks	Professional Learning			08/01/2013	05/22/2015	\$3000 - State Funds	Curriculum Specialist, Textbook Coordinator, Technology Coordinator

Strategy2:

Increase Technology - Increase the number of technology devices and purchase software

Research Cited: ALSDE

Activity - Increase Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of technology devices and purchase software	Technology			08/14/2014	05/22/2015	\$14882 - Title I Schoolwide	Principal, Media Specialist

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Mathematics by 05/22/2015 as measured by all teachers attending workshops and training on Alabama's College and Career Ready Standards..

Strategy1:

Professional Development - All classroom teachers will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists and state department trainers in the areas of career preparedness, and College and Career Ready Standards implementation.

Research Cited: Alabama State Department of Education

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training throughout the 2014-2015 school year.	Professional Learning			08/14/2014	05/22/2015	\$2000 - General Fund	Director of Curriculum and Instruction

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning			08/14/2014	05/22/2015	\$1000 - Other	CCRS Implementation Team Members and Curriculum Coordinator

Goal 3:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/22/2015 as measured by ALSDE Accountability Model.

Strategy1:

Graduation Coach - The Graduation Coach will identify a list of students identified as at-risk and proposes interventions with teachers.

Research Cited: ALSDE

Activity - Student Monitoring by Graduation Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Graduation Coach will monitor the at-risk students and work with the teachers to provide intervention strategies for identified students.	Academic Support Program			08/14/2014	05/22/2015	\$26549 - Title I Schoolwide	Graduation Coach, Principal, Counselor

Strategy2:

Professional Learning - Teachers, Counselor, and Administrators will attend professional development training.

Research Cited: ALSDE

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Counselor and Administrators will attend conferences to implement up to date learning strategies.	Academic Support Program			08/14/2014	05/22/2015	\$3000 - Title I Schoolwide	Principals, Counselor, and Teachers

Strategy3:

Class Size Reduction and Remediation - An additional .75 teacher unit was added at Fayette County High School.

Research Cited: ALSDE

Activity - Class Size Reduction and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS added .50 teacher unit for Class Size Reduction and a .25 teacher unit for Remediation.	Academic Support Program			08/22/2014	05/22/2015	\$35247 - Title I Schoolwide	Federal Programs Director, Principal

Measurable Objective 2:

demonstrate a proficiency in assisting struggling learners through RTI program by 05/22/2015 as measured by the percentage of students entering Tier II or Tier III.

Strategy1:

Problem Solving Team - Fayette County High School will implement a Problem Solving team that will meet to address the needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	RTI team members, Principal

Measurable Objective 3:

collaborate to help students make a smooth transitions by 05/22/2015 as measured by student and parent participation.

Strategy1:

Transitions - Eighth to ninth grade - The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be held two weeks before the 2014/15 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

Twelfth grade to post secondary - Students must be prepared to enter a four year college, technical school, apprenticeship, or the workforce. (1) There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor relate information about financial aid, scholarships, and admissions requirements. (2) Beville State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces and vocations. (3) Beville State Community College also hosts College Day where various post secondary institutions are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and counseling plan

Activity - Ninth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/22/2015	\$0 - No Funding Required	Guidance Counselor and Principal

Activity - Senior Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarship-s, admission requirements, schedules and senior expenses. Beville State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Beville State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Academic Support Program			08/14/2013	05/23/2014	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors, Beville State Representatives

Measurable Objective 4:

collaborate to provide highly qualified teachers to all students at Fayette County High School by 05/22/2015 as measured by Graduation rate.

Strategy1:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor.

Research Cited: ALSDE

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Fayette County High School

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal and Department heads

Strategy2:

Teach in Alabama - Fayette County High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/22/2015	\$1200 - District Funding	Principal

Measurable Objective 5:

collaborate to increase parental involvement by 05/15/2015 as measured by sign-in sheets and parent surveys.

Strategy1:

Parent Leadership Team - A parent leadership team will be developed during the 2014-2015 school year. Parents will be involved with decision making.

Research Cited: ALSDE

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A leadership team will be developed. Parent meetings will be held monthly. Progress reports and report cards will be distributed each grading periods. Student information flyers are sent periodically regarding school related activities.	Parent Involvement			08/14/2014	05/22/2015	\$1081 - Title I Schoolwide	Principal

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

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

Fayette County High School strives to ensure that all positions are filled with highly qualified, well-trained teachers. Jobs are posted through the state's job application site, Teach in Alabama. Applicants who are qualified for the job are then contacted for an interview. The principal holds that interviews and makes recommendations for filling jobs based on the academic needs of the school.

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for FCHS was twelve percent. Two positions were due to teacher retirement.

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

The entire faculty is Highly Qualified. Of our thirty-two faculty members, sixteen hold Master of Science degrees, fourteen hold Bachelor of Science degrees, and one administrator is working to obtain a doctorate. Our faculty teaching experience ranges from one year to thirty-four years.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Our school strives to attract and retain highly qualified teachers. Jobs are posted on the school system's website and on the state application site. Representatives from Fayette County are sent to universities to recruit potential graduates and universities are contracted to allow their placement offices to recommend applicants to the system. Fayette County is marketed as an excellent place to live and raise a family, which makes it a wonderful place to begin a career. Beville State Community College is located in Fayette. The University of Alabama, the University of North Alabama, and the University of West Alabama are in close proximity. These colleges generate ample applications for each job opening. New teachers are monitored by the administration and central office staff for three years. All teachers are required to participate in professional development activities organized by the local school and encouraged to seek additional professional development activities.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Our school system strives to attract and retain highly qualified teachers. Jobs are posted on the school system's website and on the state application site. Representatives from Fayette County are sent to universities to recruit potential graduates and universities are contracted to allow their placement offices to recommend applicants to the system. Fayette County is marketed as an excellent place to live and raise a family, which makes it a wonderful place to begin a career. Beville State Community College is located in Fayette. The University of Alabama, the University of North Alabama, and the University of West Alabama are in close proximity. These colleges generate ample applications for each job opening. New teachers are monitored by the administration and central office staff for three years. All teachers are required to participate in professional development activities organized by the local school and encouraged to seek additional professional development activities.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The following initiatives are in place to lower the turnover rate:

- teacher mentoring program
- teacher evaluation cycle which involves instructional coaching
- ARI professional development and instruction for first year teachers

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Study Island, Samuel ELL workshop, and CCRS turn around training are professional development activities provided to FCHS faculty.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

The following opportunities are available:

Parents -- INow training, Title I Parent Involvement

Staff -- Secretaries' conference

Paraprofessionals -- Physical restraint training

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

New teachers are given experienced teacher mentors to whom they may ask questions and seek advice as needed.

4. Describe how this professional development is "sustained and ongoing."

The professional development at FCHS is sustained and ongoing. Study Island training is provided by Edmentum, and College and Career readiness training is provided by AMSTI and Fayette County Board of Education's Director of Curriculum and Instruction. The training is ongoing throughout the year, and the trained teachers are expected to provide turn around training to other faculty members.

Component 6: Transition Strategies

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

Transition from 8th Grade to 9th Grade:

The counselor will go into the eighth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding the transition to high school from middle school; study skills including organization and study habits. The counselor will provide information on scheduling and classes that are available at FCHS. A student and parent orientation will be held two weeks before the 2015-2016 school year begins. The principal and counselor will provide information on school rules, policies, schedules, grades, and procedures. The student council will be present to give tours of the school to incoming freshmen.

Transition from 12th Grade to Post-secondary/workforce:

Students must be prepared to enter a four-year college, technical school, apprenticeship, or the workforce. (1) There is a senior orientation session held in August that all seniors and their parents are invited to attend. The principal and counselor relate information about financial aid, scholarships, and admissions requirements. (2) Bevill State Community College hosts a career day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. (3) Bevill State Community College also hosts College Day where various post-secondary institutions are represented. Seniors talk to college representatives and receive information to take home to share with parents. (4) The counselor will present various lessons based on senior needs.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers analyze data for the purpose of improving the academic achievement of all students. Teachers analyze formal and informal data daily from their classrooms to gauge students' understanding. Teachers also analyze the data from Study Island and EOC assessments to determine areas of improvement for all students.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

Students who score below 60 at the end of each six weeks are referred to RTI by the regular education teacher. The RTI teacher develops a plan of strategies to help the student master the standards at proficient levels.

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

Students are referred to RTI when they have a class average of 60 or below at the end of a six-week grading period. At this time, the student is placed on Tier II of the RTI process for six weeks. If the student is unsuccessful after Tier II strategies for the six-week grading period, the student is then placed under Tier III of the RTI process for the following six weeks. When a student is still unsuccessful after the Tier III, the student is then referred for testing for possible special education eligibility.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All teachers at FCHS received training in strategic teaching methods. Teachers involve group work and project-based learning on a daily basis. Students' individual learning styles are addressed in the general education classrooms through differentiated instruction.

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

Study Island is available online to students at all times. FCHS teachers also provide online resources through the school's website and are available before and after school for individual tutoring per the request of students or parents.

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

When students pass through RTI, they are referred to special education. ELs are screened, provided with a plan for interventions, and they have access to a translator as needed. All parents and students are provided a questionnaire at the beginning of the year so as to help accommodate those in a homeless situation.

At this point in time, FCHS is not the home to any migrant or neglected/delinquent students.

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

All students are scheduled for career tech courses during their time at FCHS. Students from economically disadvantaged families have fees waived. FCHS is handicap accessible. ELs have access to translators. Those students who are pregnant are provided with healthcare plans from the school nurse and accommodated in the classroom.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

The Fayette County Board of Education and FCHS have implemented the following programs. These programs are vital components in the success of the ACIP. The objectives of these programs will be met through the efforts of the Fayette County Board of Education, program coordinators, FCHS administration, faculty, staff, parents, and students. These programs aid in the acquisition and mastery of educational goals for every student at FCHS.

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

These programs are coordinated and integrated toward the achievement of the schoolwide goals through the formation of committees that work to integrate involvement, technology, and improvement in academics.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

FCHS's Child Nutrition Program provides financially needy students with free or reduced breakfast and lunch each school day. All of our career technical programs also receive federal funding in order to better prepare our students.

Component 10: Evaluation

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

The leadership committee at FCHS conducts regular reviews and amendments to our ACIP as needed throughout the school year. The plan is always available to the public through our school's website. We encourage and appreciate feedback from our stakeholders to determine what improvements can benefit our school.

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

Our leadership committee meets to analyze from assessments such as the ACT and End of Course to determine progress in reaching our goals to increase proficiency in academics. We evaluate RTI data as well as student grades to determine our progress in meeting our goal to prepare every student to be college and career ready. New and mentoring teachers are communicated with in order to address concerns or needs of improvement for novice teachers. Teachers complete technology surveys at the end of the year to measure the use of technology in the classroom.

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

State assessment data and student grade data are monitored by the leadership committee.

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

The FCHS leadership committee meets throughout the year to review and revise the ACIP plan. A mid-year review by the leadership team and the Board of Education determines if amendments are needed in our plan. A review is also conducted at the end of the year to determine the effect of the plan.

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: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	24.44

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	24.52

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1152442.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	84536.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	31722.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	53286.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	50223.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	0.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total

1,372,209.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Class-size reduction and remediation teacher totaling .64 FTEs for a total of \$35,247 for salaries and benefits. A graduation coach for .5 FTEs totaling \$26,549. Purchased services for \$2,500 for copier maintenance. Materials and supplies for \$5215. Computers and software totaling \$14,882. Professional development subs \$500, travel and registration \$2,500. Parent involvement for postage and supplies for \$1,081.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	88474.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Supplies \$4998, Computers \$1,200, Professional development subs \$1210, travel and registration \$1,835 for a total of \$9,243

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	9243.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

ACIP

Fayette County High School

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

N/A

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

FCHS spends their local money in the following areas: salaries/benefits, instructional materials/supplies, utilities, operation/maintenance, travel/training, office supplies, copier maintenance, items for resale, and transfers.

Label	Question	Value
2.	Local Funds Provide the total.	393453.0