



**ACIP**

**Vina High School**

**Franklin County Board of Education**

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Vina, AL 35593

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# Executive Summary

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## Introduction

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

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

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## Description of the School

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

Vina High School is a K - 12 school located in the northwest corner of Franklin County. It is one of the smallest schools in the state of Alabama. Enrollment is currently 330 which includes 327 white, 2 black and 1 other race students. Free and reduced lunch percentage is currently 76%. The LEA is considered a high poverty system with a system percentage of students qualifying for free and reduced lunches of 69.09%. Currently all Teachers are Highly Qualified in the their teaching field.

### Curriculum

Core classes offered are:

English 9-12

Math: 9th Algebra or Algebra 1A, 10th Algebra II or Algebra 1B, 11th Geometry or Geometry B, 12th Precalculus or Algebra 3

Science: 9th Biology, 10th Chemistry or Physical Science, 11th Physics or Environmental Science, 12th Forensics Science or Earth Science.

History: 9-11 History, 12th Government and Economics.

New Courses and Programs:

Pre-K Program

9th Career Preparedness

12th Forensics Science

Vina High School offers an Advanced and Standard Diploma.

Vina High School Offers an after school TRACKS program from 3:00 - 6:00 on MTWTH and 3:00 - 5:30 on Friday.

Distance Learning is provided through the county and Access was provided by the State.

Dual Enrollment was provided through NWSCC.

English 101& 102

History 101 & 102

Math 111 & 112

Psychology

Human Growth and Development

Girls Extracurricular Activities

Cross Country, Basketball, Softball, & Track

Boys Extracurricular Activities

Football, Basketball, Baseball, & Track



Career Tech Programs

Building Construction, Business & Computer, Collision Repair, Cosmetology, Drafting, Health Occupations, Small Engines, & Welding.

Summer School is offered through APEX at different schools throughout the county.

There is 1 gifted and 2 ELL teachers in the county.

We are adding a Pre-K program for the 2014-15 school year.

Vina High school provides remedial classes for struggling students in grades 7-12. Currently we have 0 students in remedial Math.

We have music program for grades K-6 and a band/chorus for grades 6-12.

We currently have 2 Special Education teachers for K-12 at Vina High School.

Currently we participate in Little League football, basketball, baseball, & softball for ages 5-12.

Vina High School's Drop Out Rate is less than 5%.

Graduation rate is 100%

Currently we have approximately 60% of students attending college.

Our graduating class of 2014 had 23 students and received a total of 27 different scholarships.

Stakeholder Involvement:

Vina High School includes stakeholder from the community, local organizations, Parents, Teachers and Students.

## 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.**

### Mission Statement

In collaboration with administration, faculty, families, and students, Vina High School is committed to providing a quality education that produces respectful, responsible, and resourceful citizens.

### Vision

The vision of Vina High School is to provide a program that will enable every student to achieve the maximum development of his or her abilities and will prepare every student to be an active and informed citizen of a democratic society.

### Vina's Beliefs

Vina High School embraces the belief that every student can learn.

A school should provide a loving, nurturing, and safe environment conducive to learning.

An open line of communication between students, parents, teachers, and school administrators is vital to each child's education.

Each student is a valued individual with special talents, abilities, and needs that should be met with varied instructional techniques, activities, and programs that are challenging, engaging, and meaningful.

## 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.**

### Strengths

100% on Graduation Exam last 3 years  
3rd-7th grade scored 100% on ARMT Math  
3rd-7th have scored 100% on ARMT Reading  
5th Grade made 91% met or exceeded standard in Alabama Science Assessment

### Areas for Continuous Improvement

To achieve 100% on the new Aspire test in grades 3-8  
Every student k-2 reach bench marks on DIBLES test  
All students will meet or exceed standards on the Alabama Science Assessment Test

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## Additional Information

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

Vina High School is dedicated to the growth and development of students.

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# Improvement Plan Stakeholder Involvement

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## 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.

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## 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.**

Title I Meetings

Survey's along with financial aide meetings

Parent Teacher Conferences Sceduled a year in advance

Newsletters

Use all call system to inform parents and stakeholders of all meetings and events

Progress Monitoring Reports

Parental Involvement meetings with refreshments and gifts

Monthly Parent Meetings

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

Survey's for student's and parent's are asked what makes a good school and comment boxes for what technology was needed to meet the needs of the 21st century work environment.

These survey responses were compiled and placed in order from highest to least mentioned. These results were discussed in the parent teacher conference meetings. The parents have ownership in what the school is trying to achieve, thus, helping with the improvement of their school.

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

Monthly parental meetings to discuss surveys and any other concerns that the parents and stakeholders have.

Parent Teacher Conferences three times a year.

Continous Improvement Plan is located in the Library and on the School Website.

# Student Performance Diagnostic

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## 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.

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### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

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## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

Reading-According to district scores

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

Reading

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

Science

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

Reading

3rd

5th

6th

7th

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

NA

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

na

## Areas in Need of Improvement

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

Math

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

Math

8th Grade - Only 5% met the readiness standards

7th Grade - 18% Met

4th Grade - 30% Met

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

Math 8th Grade

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

8th Grade Math

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

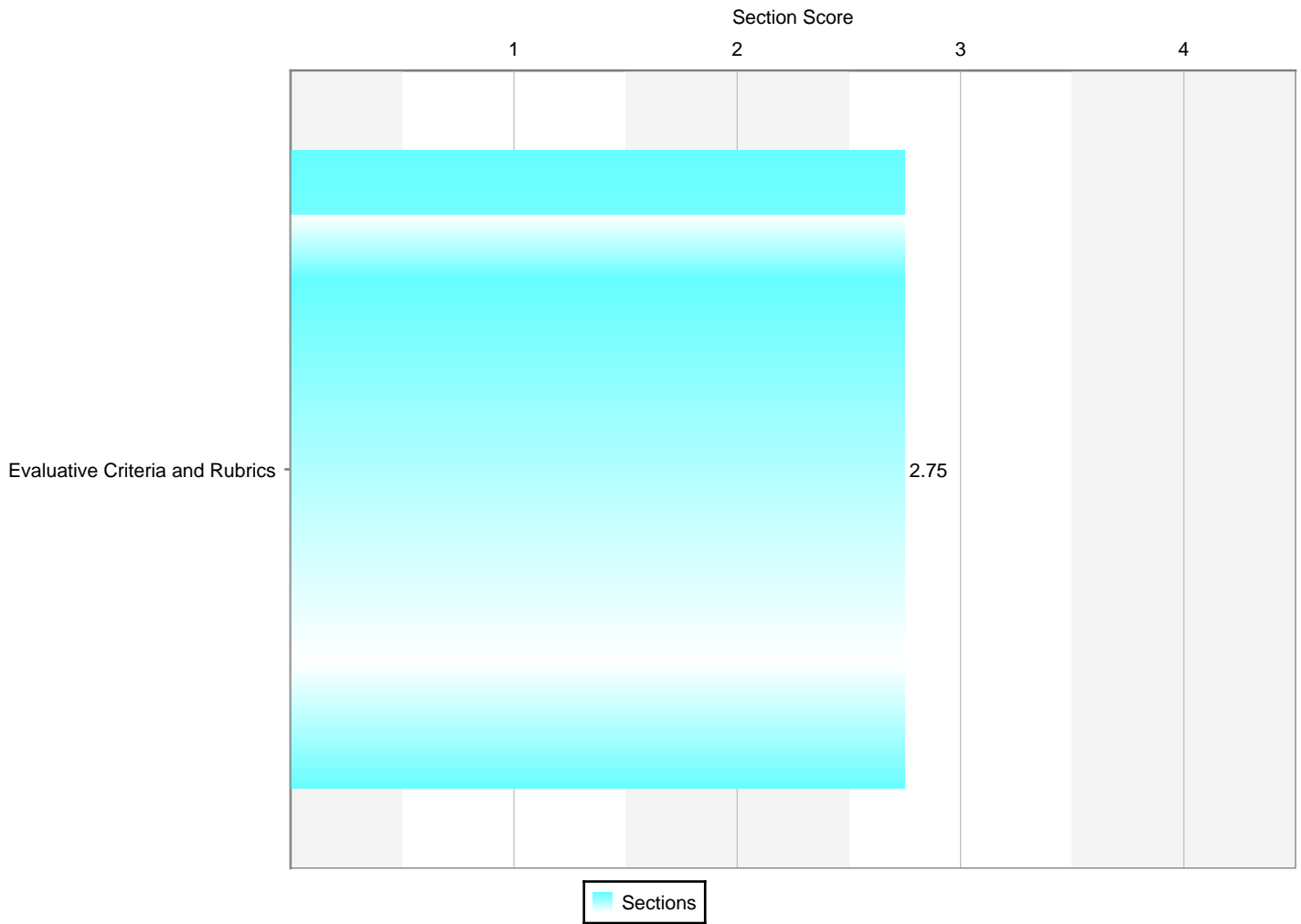
Between 6th and 7th Grade Math classes

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

7th grade Math

## Report Summary

### Scores By Section



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# ACIP Assurances

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## **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.

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## 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		Leadership Team

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 Discrimination Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Non Discrimination Policy

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		VHS Compact Signed

# Vina High School ACIP 2014-15

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## Overview

### Plan Name

Vina High School ACIP 2014-15

### Plan Description

Improvement Plan

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## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All educators and students will have the tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
2	Vina High School students will be proficient on the end of the year course test in English Language Arts.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Vina High School students will be proficient on the end of the year course test in Mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All students at Vina High School will meet or exceed standards on the Aspire Test in grades 5&7	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2000

## Goal 1: All educators and students will have the tools to access a comprehensive viable infrastructure when and where they need it.

### Measurable Objective 1:

demonstrate a behavior in accessing the computer network via WiFi capabilities by 05/20/2016 as measured by assuring that all rooms will have WiFi access throughout the schools.

### Strategy 1:

WiFi Access - Will establish viable access points in every classroom so that all students, teachers, and administrators can access network and Internet-based resources.

Promote, support, and fund the use of challenge-based, instructional strategies that are delivered by teachers in technology-rich learning environments via training and online resource materials.

Category:

Research Cited: Availability of technology resources has been proven to increase student achievement.

Transform 2020 Surveys

Alex Usage Reports

Activity - Broadband	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Installation of WiFi access points throughout the school.	Technology	01/03/2014	05/20/2016	\$5000	USAC Technology	Technology Staff

## Goal 2: Vina High School students will be proficient on the end of the year course test in English Language Arts.

### Measurable Objective 1:

80% of Tenth grade students will demonstrate a proficiency on end of course test in English Language Arts by 05/22/2015 as measured by Alabama End of Course Test in English Language Arts.

### Strategy 1:

HOT (Higher Order of Thinking) - At the beginning of each period the teacher will have a HOT question to engage students in create critical thinking that reaches the higher levels of Blooms Taxonomy. Also, by asking high levels of thinking question on the Blooms Taxonomy chart students will more familiar with critical thinking

question that will be seen on the end of course test.

Category:

Research Cited: Maryland State Department of Education Better Thinking and Learning (1991)

Activity - HOT (Higher Order of Thinking)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use walk throughs to monitor the use of HOT questions. HOT questions should be on the board as a student enters the room and enter into their groups. HOT questions should match the standard that was taught the previous day and lead into the standard be taught that day. This should generate high level thinking with both prior and new knowledge.	Academic Support Program	08/08/2014	05/15/2015	\$0	No Funding Required	English Language Arts Teacher Principal

### Goal 3: Vina High School students will be proficient on the end of the year course test in Mathematics.

#### Measurable Objective 1:

80% of Ninth and Tenth grade students will demonstrate a proficiency on end of course test in Mathematics by 05/22/2015 as measured by Alabama End of Course Test in Mathematics.

#### Strategy 1:

HOT (Higher Order of Thinking) - HOT (Higher Order of Thinking) - At the beginning of each period the teacher will have a HOT question to engage students in create critical thinking that reaches the higher levels of Blooms Taxonomy. Also, by asking high levels of thinking question on the Blooms Taxonomy chart students will more familiar with critical thinking question that will be seen on the end of course test.

Category:

Research Cited: Maryland State Department of Education Better Thinking and Learning (1991)

Activity - HOT (Higher Order of Thinking)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use walk through's to monitor the use of HOT questions. HOT questions should be on the board as a student enters the room and enter into their groups. HOT questions should match the standard that was taught the previous day and lead into the standard be taught that day. This should generate high level thinking with both prior and new knowledge.	Academic Support Program	08/08/2014	05/15/2015	\$0	No Funding Required	Mathematics Teachers Principal

### Goal 4: All students at Vina High School will meet or exceed standards on the Aspire Test in grades 5&7

**Measurable Objective 1:**

95% of Fifth and Seventh grade students will demonstrate a proficiency on ASPIRE Test in Science by 09/30/2016 as measured by Alabama ASPIRE Test.

**Strategy 1:**

Hands on Experiences - Grades 4-6 will be departmentalized along with a science lab added to those grades. Thus using a lab students will have the opportunity to work with experiments causing the information to go from short term memory to long term memory, because of the hands on experiences.

Category:

Activity - Science Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science labs where students will be working with theories and proving or disproving their laws.	Academic Support Program	08/08/2014	05/21/2015	\$2000	District Funding	Jamie Payne

## 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
HOT (Higher Order of Thinking)	Principal will use walk through's to monitor the use of HOT questions. HOT questions should be on the board as a student enters the room and enter into their groups. HOT questions should match the standard that was taught the previous day and lead into the standard be taught that day. This should generate high level thinking with both prior and new knowledge.	Academic Support Program	08/08/2014	05/15/2015	\$0	Mathematics Teachers Principal
HOT (Higher Order of Thinking)	Principal will use walk throughs to monitor the use of HOT questions. HOT questions should be on the board as a student enters the room and enter into their groups. HOT questions should match the standard that was taught the previous day and lead into the standard be taught that day. This should generate high level thinking with both prior and new knowledge.	Academic Support Program	08/08/2014	05/15/2015	\$0	English Language Arts Teacher Principal
<b>Total</b>					<b>\$0</b>	

### USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Broadband	Installation of WiFi access points throughout the school.	Technology	01/03/2014	05/20/2016	\$5000	Technology Staff
<b>Total</b>					<b>\$5000</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Lab	Science labs where students will be working with theories and proving or disproving their laws.	Academic Support Program	08/08/2014	05/21/2015	\$2000	Jamie Payne
<b>Total</b>					<b>\$2000</b>	



# 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.

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### Stakeholder Feedback Data

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

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## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

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## Areas of Notable Achievement

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

98% of parents said they feel that the teachers in the school are interested and cooperative when the teacher discusses their child's academic progress and or academic concerns.

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

Parents feel more involved and welcomed into the school.

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

Parents feel that the academic goals of Vina High School have been portrayed to all parents.

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## Areas in Need of Improvement

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

Parent felt like they didn't know how they could be involved in school planning.

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

volunteer work

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

They are not being informed about what volunteer services and planning committees that they can be involved in.

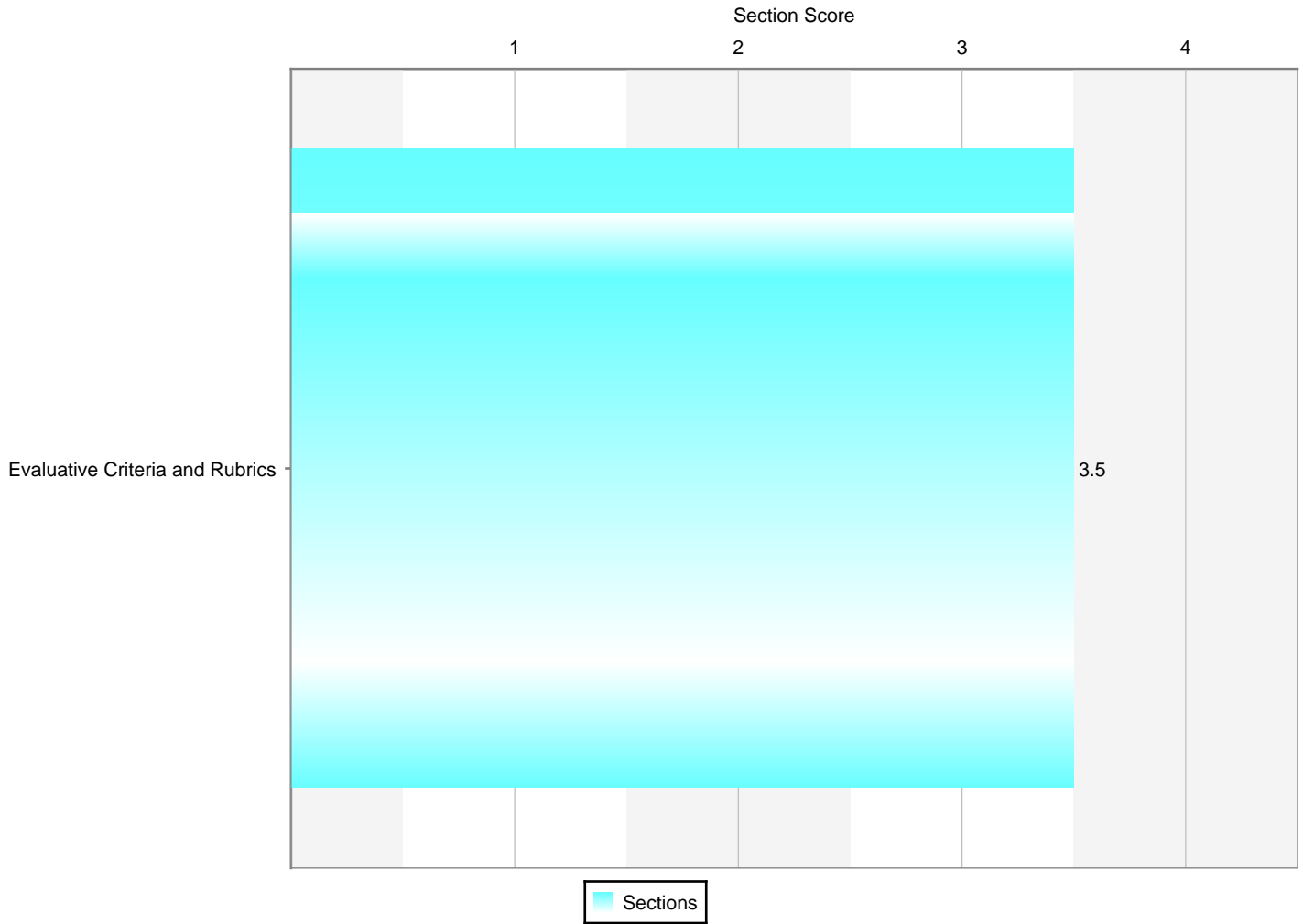
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Parents are not being informed about what volunteer services and planning committees that they can be involved in.

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## Report Summary

### Scores By Section



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# Title I Schoolwide Diagnostic

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## 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).

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## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

Student performance on state assessments was tracked from test-to-test, analyzed and data compiled to determine areas in need of improvement. We tracked groups of students by teacher to identify teachers who consistently have students scoring above or below average. We tracked individual student progress to determine which levels students are scoring in from year to year to determine if they are making progress towards meeting the state's challenging student performance standards. We tracked performance of high school students on the ACT. We used data from local assessments including basal reading and elementary math program, Study Island web based instructional program, US Test Prep web based instructional program, Coach ELA and Math instructional programs and classroom assessments to provide further evidence on student performance. This information was used to develop and revise goals, objectives, strategies and activities to meet identified needs.

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

From the needs assessment results identified areas in need of improvement which were incorporated into the schools goals, objectives, strategies and activities. We are focusing on providing extended learning opportunities and support including additional instruction, tutoring, remediation, etc. to meet the needs of the individual students who are performing below average. We are working with special education program, reading and math program personnel and CTC personnel to develop and implement strategies to better meet the needs of these students. See goals section for list of goals developed from the needs assessment.

### 3. What conclusions were drawn from the results?

We identified specific skills areas individual low performing students have demonstrated a need for improvement. We have developed instructional strategies and provided new SRB instructional resources and supplemental materials to meet these needs. We are planning to provide professional development for our staff on working effectively with low performing students, meeting the needs of all student subgroups and using new instructional resources in the classroom instructional program.

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

We believe we have a high quality instructional program that is above average in meeting the needs of students. We have an effective remedial program evidenced by improvements from year-to-year as students improve their performance. We are perceived by stakeholders as being a safe, effective school with a good learning environment which focuses on academic, CCRS and getting students ready for college or career.

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

From the needs assessment a list of needs was developed and placed in priority order. Our goals reflect our efforts to meet the top needs and as many as possible of the lesser priority needs.

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

We are continuously monitoring the performance of our students through pre-tests, unit tests, benchmark tests and progress monitoring. The needs assessment includes data from multiple sources along with state assessments. From this, we feel we have plenty of information to form a clear picture of the level of our student's performance and we pinpoint skills areas which may need to be emphasized more in the instructional program and we identify students who may need remediation and other support in order to make progress towards meeting state standards. The effectiveness of our school program is evidenced by improvements on student performance from test-to-test.

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

We track student performance by group, individual student and by student subgroups where this data is available. We make efforts to determine if the disadvantaged students are performing at the same or great levels than other subgroups, identify low performing students across subgroups and provide the extended learning opportunities, instructional, remediation and other support needed to help all our students make progress and remove barriers to learning.

## Component 2: Schoolwide Reform Strategies

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

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a behavior in accessing the computer network via WiFi capabilities by 05/20/2016 as measured by assuring that all rooms will have WiFi access throughout the schools.

**Strategy1:**

WiFi Access - Will establish viable access points in every classroom so that all students, teachers, and administrators can access network and Internet-based resources.

Promote, support, and fund the use of challenge-based, instructional strategies that are delivered by teachers in technology-rich learning environments via training and online resource materials.

Category:

Research Cited: Availability of technology resources has been proven to increase student achievement.

Transform 2020 Surveys

Alex Usage Reports

Activity - Broadband	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Installation of WiFi access points throughout the school.	Technology	01/03/2014	05/20/2016	\$5000 - USAC Technology	Technology Staff

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

**Goal 1:**

Vina High School will prepare teachers to utilize digital resource and technology to create career ready students.

**Measurable Objective 1:**

80% of English Learners students will demonstrate a proficiency on Aspire 7th and 8th grade in English Language Arts by 05/05/2017 as measured by State of Alabama Aspire English Language Arts Test..

**Strategy1:**

Promethian Slates - By using Promethian Slates the teacher is able to walk around the room and monitor students as they work in small groups, while still being able to show work on the board, and interacting with the students using higher order thinking questions as measured on Bloom's Taxonomy. If at least 70% doesn't understand what information is being covered the information should be retaught.

Category:

Research Cited: Transform 2020 Surveys: Teachers

Activity - Promethian Slate Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A representative from Promethian will come to the school and train English teachers on how to use the Promethian slate and Promethian Plant to create interactive lessons to improve student interaction and learning.	Professional Learning	08/19/2013	05/20/2016	\$800 - Title I Schoolwide	English Language Teachers

**Strategy2:**

Active Expressions - By using Active Expression, the teacher is able to instantly see what each student's answer is and their knowledge of higher order thinking questions as measured on Bloom's Taxonomy. This allows the teacher to instantly know each student's understand of the information taught. If at least 70% doesn't get the correct answer, then the information should be retaught.

Category:

Research Cited: Transform 2020 Surveys: Teachers

Activity - Active Expressions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train English teachers will be trained by a representative from Promethian on active expressions. This will show how to use this technology to improve teaching and understanding in the English classroom.	Professional Learning	08/19/2013	05/20/2016	\$2500 - Title I Schoolwide	English Language Teachers

### 3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

**Goal 1:**

Vina High School students will Engage and Empower the Learner Through the use of Technology

**Measurable Objective 1:**

90% of Tenth grade students will demonstrate a proficiency on the English Language Arts end of course test in English Language Arts by 05/01/2017 as measured by English language arts end of course test.

**Strategy1:**

Computer Essentials - Since all state testing will be given by computer this, will help students be more familiar with all computer functions and typing.

Category:

Research Cited: Transform 2020 Surveys

Activity - Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade twice a week will participate in a keyboarding enrichment class. 6th grade three times a week will participate in a keyboarding enrichment class. 7th grade will take one semester of computer essentials. 8th grade will take one year of computer applications.	Technology	01/03/2014	05/05/2017	\$0 - No Funding Required	Business Teacher Elementary Teacher

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

**Goal 1:**

All students at Vina High School will meet or exceed standards on the Aspire Test in Science in grades 5&7

**Measurable Objective 1:**

95% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on ASPIRE Test in Science by 09/30/2016 as measured by Alabama ASPIRE Science Test.

**Strategy1:**

ACT Aspire Periodic - Students will take the ACT Aspire Periodic program, which is timed and produced by ACT, which will simulate the ACT test taken at the end of the year. This will give teachers a benchmark for each student to use as an improvement indicator for each year.

Category:

Research Cited: ACT Aspire

Activity - ACT Aspire Periodic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Aspire Periodic will be given twice a year and used for a benchmark.	Academic Support Program	10/10/2014	05/01/2015	\$900 - State Funds	All teachers grades 3-8.

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

**Goal 1:**

Vina High School students will be proficient on the end of the year course test in English Language Arts.

**Measurable Objective 1:**

80% of Tenth grade students will demonstrate a proficiency on end of course test in English Language Arts by 05/22/2015 as measured by Alabama End of Course Test in English Language Arts.

**Strategy1:**

HOT (Higher Order of Thinking) - At the beginning of each period the teacher will have a HOT question to engage students in create critical thinking that reaches the higher levels of Blooms Taxonomy. Also, by asking high levels of thinking question on the Blooms Taxonomy chart students will more familiar with critical thinking question that will be seen on the end of course test.

Category:

Research Cited: Maryland State Department of Education Better Thinking and Learning (1991)

Activity - HOT (Higher Order of Thinking)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will use walk throughs to monitor the use of HOT questions. HOT questions should be on the board as a student enters the room and enter into their groups. HOT questions should match the standard that was taught the previous day and lead into the standard be taught that day. This should generate high level thinking with both prior and new knowledge.	Academic Support Program	08/08/2014	05/15/2015	\$0 - No Funding Required	English Language Arts Teacher Principal

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

**Goal 1:**

80% of Seniors at Vina High School will visit at least 3 colleges and 1 local business

**Measurable Objective 1:**

demonstrate a behavior Senior will visit at least 3 colleges and 1 local business to learn about different career and college pathways available by 05/20/2016 as measured by Number of colleges and businesses visited.

**Strategy1:**

Career Choices - Seniors will visit different colleges and businesses to get a better understanding of the different college and career pathways that will be available after graduation. The guidance counselor will give out surveys to see what college or career paths they are interested in. Once the surveys are tallied she will set up times and locations for the seniors to visit throughout the year using their interest surveys and funds provided by the appalachian grant.

Category:

Research Cited: N/A

Activity - Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Visit college and local businesses	Field Trip Career Preparation/ Orientation	09/04/2015	05/20/2016	\$7200 - Other	Guidance Counselor and Senior Sponsor

**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:**

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

**Measurable Objective 1:**

demonstrate a behavior in accessing the computer network via WiFi capabilities by 05/20/2016 as measured by assuring that all rooms will have WiFi access throughout the schools.

**Strategy1:**

WiFi Access - Will establish viable access points in every classroom so that all students, teachers, and administrators can access network and Internet-based resources.

Promote, support, and fund the use of challenge-based, instructional strategies that are delivered by teachers in technology-rich learning environments via training and online resource materials.

Category:

Research Cited: Availability of technology resources has been proven to increase student achievement.

Transform 2020 Surveys

Alex Usage Reports

Activity - Broadband	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Installation of WiFi access points throughout the school.	Technology	01/03/2014	05/20/2016	\$5000 - USAC Technology	Technology Staff



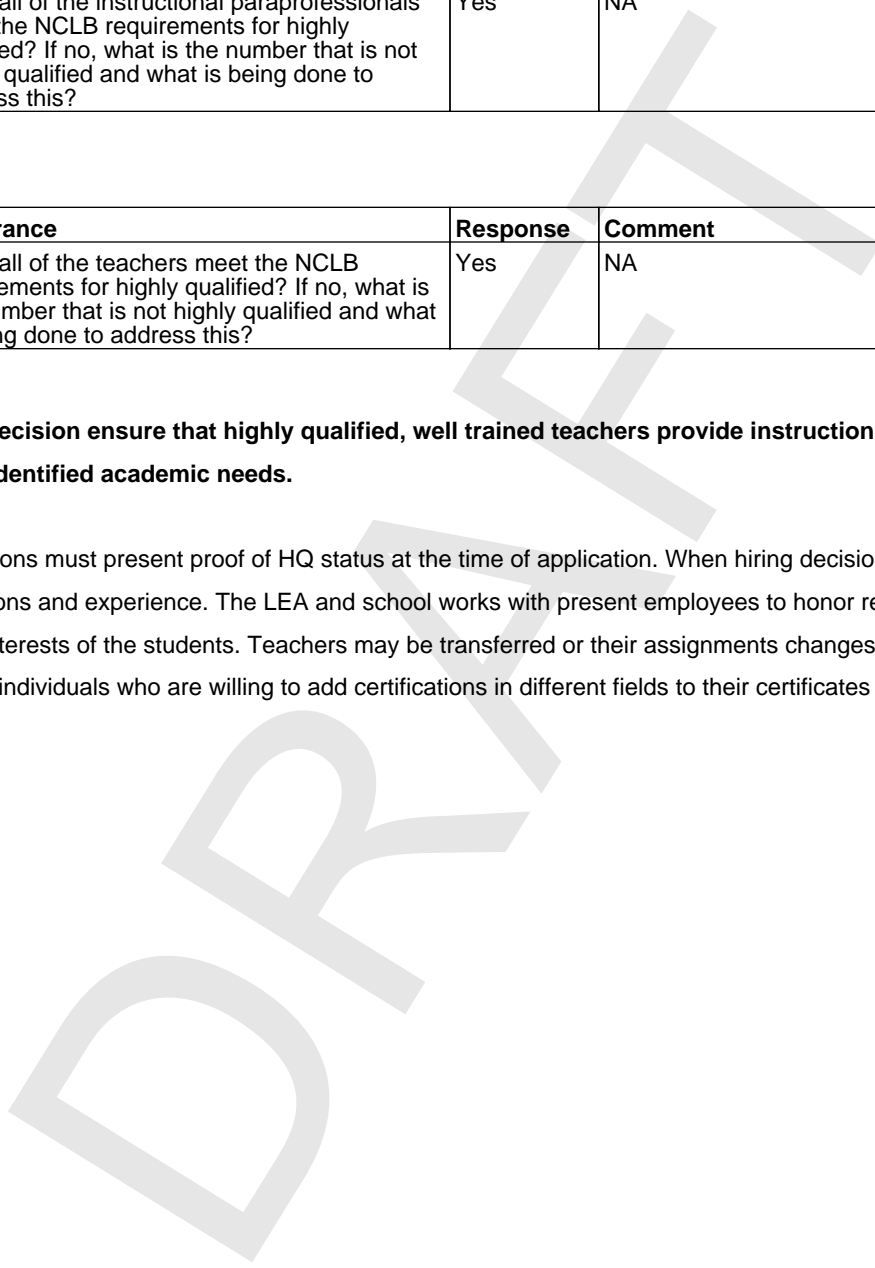
### Component 3: Instruction by Highly Qualified Staff

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	NA	

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	NA	

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

All applicants for open positions must present proof of HQ status at the time of application. When hiring decisions are made, administrators look at applicants qualifications and experience. The LEA and school works with present employees to honor requests for transfer if it is deemed this is in the best interests of the students. Teachers may be transferred or their assignments changes based on student performance. We work with individuals who are willing to add certifications in different fields to their certificates or pursue higher degrees.



## Component 4: Strategies to Attract Highly Qualified Teachers

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

One teacher retired and three new teachers were hired for positions vacated due to teachers leaving the system or transferring to another school. This is a retention rate of approx. 90 % from the previous year.

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

Our faculty includes 25 teachers. 7 have less than 10 years experience (28%), 5 have 10-15 years experience (20 %), 5 have 15-20 years (20%) and 8 have 20 or more years experience (32%) which means 72% of the faculty has more than 10 years experience making our group very seasoned educators. Education levels include 10 (40%) bachelors degrees, 11 (44%) masters level and 4 have AA level certification.

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

We work with employees to meet their needs and try to honor requests for transfers within the school and the LEA. Present employees are encouraged to complete higher degrees and may receive assistance for this in critical needs areas. When there are vacant positions at the school on in the LEA, present employees are encouraged to apply. Employees are provided opportunities to extend their employment through part-time opportunities in the after school and summer programs. Accomplishments and milestones of employees are celebrated by our close-knit faculty.

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

We work closely with our schools to fill vacant positions through promotion or transfer. We work with neighboring LEAs to seek information about possible candidates for openings. We work with the University of North Alabama, Athens State University and other area colleges to obtain information about recent graduates who might want to apply. We use the SDE ;prospective teacher application website to obtain information about prospective candidates for open positions.

### 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?

NA

## 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?

We plan and provide professional development activities based on Alabama Professional Development Standards, results from LEA and school level needs assessments and results from EDUCATE AL PLP's and needs assessments. We provide activities at the school and LEA levels. We encourage teachers to participate in regional and state level professional development activities based on their needs. We encourage individuals to participate in SDE e-learning and other online courses and PD activities. Individuals who participate in activities outside the school are asked to return and share their knowledge in a variety of ways. Many of our activities are on the same topic which includes more than one session over a period of time. We track participation and monitor the implementation of new instructional strategies in the classroom.

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

1. Mandatory activities on topics of school safety, anti bullying and child abuse reporting.
2. Analyzing and using student assessment data to strengthen the instructional program
3. Using technology effectively in the learning process
4. Internet learning resources
5. Differentiating instruction to meet the needs of low performing students
6. Working effectively with students and subgroups that may be at-risk
7. Continuous monitoring of student progress methods and strategies

### 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 may be assigned to work closely with a veteran teacher the first year as they learn school routines, requirements and work to develop an effective instructional program. Experienced teachers are sometimes asked to observe new teachers and provide suggestions on improvement. Administrators make frequent walk throughs and teacher observations. Administrators work with non-tenured personnel through Educate Alabama which includes observations, dialogue and development of PLPs.

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

Many of our PD activities are carried over from year-to-year as we develop knowledge and skills in these areas. Topics such as student performance and meeting the needs of low performing students are always at the forefront of all school improvement activities. We frequently include these topics in training, faculty meetings and other activities throughout the school year. Monitoring of student performance, progress and development and provision of appropriate interventions is a continuous process. School safety is a topic we talk about on a very frequent basis. All these activities make our PD program sustained and ongoing.

DRAFT

## 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.**

Our school is located on a very compact campus with several grades sharing one building. This makes it easy for students to transition to the next grade. Pre-kindergarten and kindergarten students visit the school before enrollment to tour and learn about the school and school routine they will be involved in. Sixth grades are introduced to their junior high level teachers before school is out in the spring before seventh grade begins. High school students are provided opportunities to meet with teachers and counselors to work together with the parents to plan for their high school career. New students may be assigned a buddy to help them navigate and acclimate to the school campus and routines during the first few days of attendance.

DRAFT

## 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 as stakeholders serve on school improvement committees and leadership teams. Teachers are asked to provide suggestions and input in meetings and activities in which student data is analyzed, goals are developed and strategies are devised to meet student need. Teachers frequently hold grade level/subject area meetings in which these topics are discussed. Teachers work closely with each other and with administrators to monitor student progress and use input from faculty members in program development, revision and evaluation of the effectiveness of the program.

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## **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?**

Individual low performing students are identified when state assessment results is analyzed. Student reports from assessments and pre-test data is used to pinpoint skills in which the student is performing below average. Progress monitoring and benchmark testing identify specific skills areas immediately so teachers can provide remediation and other support before additional skills are taught. Struggling students are identified and appropriate interventions provided to help them overcome difficulties in a timely manner.

### **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?**

Individual low performing students are identified when state assessment results is analyzed. Student reports from assessments and pre-test data is used to pinpoint skills in which the student is performing below average. Progress monitoring and benchmark testing identify specific skills areas immediately so teachers can provide remediation and other support before additional skills are taught. Struggling students are identified and appropriate interventions provided to help them overcome difficulties in a timely manner.

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

Tier 1, 2, and 3 students have been identified and instruction is provided based on SRB instructional strategies that target each group. Students in Tier 2 and 3 may receive additional instruction, remediation or tutoring to help them master the skills. Student who demonstrate little progress may be referral to other groups who offer support including special education program and extended learning through the after school and summer programs.

### **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.**

Students are encouraged to participate in the after school program and summer program. Arrangements are made to service low income students with no cost and transportation is provided. High school students who fail a core academic class may enroll in summer school programs. Students may take courses through the ACCESS and LEA distance learning programs. Students who qualify are encouraged to participate in dual enrollment classes to receive high school and college credit.

### **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.**

We have no migratory students or ELLs at this time. We work with students and their parents to meet their educational and basic needs. We provide extended learning activities, remediation, tutoring and re-teaching for all students who are low performing regardless of their group. Students who qualified receive services and support from the special education program, low income students receive free breakfast and lunch and they are eligible to participate in all appropriate school programs and activities. All students receive services provided by the student health program. Homeless, neglected and delinquent students are provided services specific to their needs and they are eligible to participate in all appropriate school programs and activities on the same basis as other 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 who are enrolled in appropriate grades may elect to enroll in career technical courses offered at the CTC or at the school. Accommodations are made for physically or mentally challenged students to help them be successful in the programs. The CTC personnel work closely with schools, parents and students to identify and address needs that may occur. Students enrolled in CTC courses may receive support, monitoring, guidance and assistance in internships and jobs.



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## 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?

All our school programs and activities are provided with a focus on improving student performance. Funds provide supplemental programs, resources and activities that enhance and extend the regular instructional program and make it possible to extend our curriculum and to support student need. The LEA and school receives state, federal and local funds which may these activities possible. See coordination of resources and budget sections for detailed lists of the programs and funding.

### 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.

Title I - provides personnel, instructional resources, equipment and technology to support and supplement the instructional program

Title II - provides funds for professional development and class size reduction teacher units in critical needs areas

Title III - provides services and support for ELLs

Title IV - provides services and support for at-risk students and safe and drug free schools activities

Title VI - provides instructional resources, equipment and technology in critical needs areas

Carl Perkins CTC - provides career technical program and courses

State foundation program - provides personnel, professional development, technology, instructional program resources and support, transportation, etc. to provide the basic school program

Local funds - provide for activities, programs, resources that are not covered entirely by the other programs

Special Education Program - provides programs and support for qualified students

Child Nutrition Program - provides free breakfast and lunch for all students

Grants - provide additional supplemental funding to support and enhance the instructional program

### 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.

Funds are appropriated to the schools in an equitable manner based on federal and state regulations. Most funding is based on student enrollment or enrollment of low income students. Grants are written to provide for specific needs and for specific schools. Resources may be budgeted to target the needs of specific student subgroups, grade levels or subject areas when need is identified and allowable.

## Component 10: Evaluation

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

End of the year data and input is collected. Stakeholder input is solicited. Student performance levels are compared to funding sources and resources provided. All programs are evaluated at the end of the cycle and compared with student performance to determine if the programs may have had a positive impact on student performance.

### 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?

Student performance is tracked from test-to-test and analyzed by group, class and individual student to determine if adequate progress is being made towards meeting the state's challenging student performance standards.

### 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?

Student performance is tracked from test-to-test and analyzed by group, class and individual student to determine if adequate progress is being made towards meeting the state's challenging student performance standards. During this process individual low performing students are identified and their performance tracked over their school career to determine if progress is being made, at what rate and if interventions are successful.

### 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 SW plan is reviewed and revised annually by a committee made up of all stakeholder groups. Results are shared with stakeholders.

### 5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Most of our goals are long range with some of them continuous into the future. We look at adding activities and strategies each year to existing goals. Goals which have been accomplished will be archived once they are no longer needed and new goals are developed and added to the plan each year as they are identified.

### 6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We added some new strategies to our existing goals, developed and added a Local Indicator and made minor changes in other goals.

DRAFT

# Title I Targeted Assistance Diagnostic

DRAFT

## Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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).

**DRAFT**

## Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

NA

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

NA

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

NA

DRAFT

## Component 2: Services to Eligible Students

1. What Title I, Part A program services are provided to ensure eligible children receive supplemental assistance?

NA

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

NA

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores.

NA

4. How are students with the greatest needs receiving services?

NA

5. What are the multiple criteria by which students may exit the program?

NA

6. What program's resources are used to help participating children meet State's challenging student academic achievement standards?

NA

### Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

NA

DRAFT



## Component 4: Instructional Strategies

1. Describe effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school.

NA

2. Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

**Goal 1:**

Vina High School will prepare teachers to utilize digital resource and technology to create career ready students.

**Measurable Objective 1:**

80% of English Learners students will demonstrate a proficiency on Aspire 7th and 8th grade in English Language Arts by 05/05/2017 as measured by State of Alabama Aspire English Language Arts Test..

**Strategy1:**

Active Expressions - By using Active Expression, the teacher is able to instantly see what each student's answer is and their knowledge of higher order thinking questions as measured on Bloom's Taxonomy. This allows the teacher to instantly know each student's understand of the information taught. If at least 70% doesn't get the correct answer, then the information should be retaught.

Category:

Research Cited: Transform 2020 Surveys: Teachers

Activity - Active Expressions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train English teachers will be trained by a representative from Promethian on active expressions. This will show how to use this technology to improve teaching and understanding in the English classroom.	Professional Learning	08/19/2013	05/20/2016	\$2500 - Title I Schoolwide	English Language Teachers

**Strategy2:**

Promethian Slates - By using Promethian Slates the teacher is able to walk around the room and monitor students as they work in small groups, while still being able to show work on the board, and interacting with the students using higher order thinking questions as measured on Bloom's Taxonomy. If at least 70% doesn't understand what information is being covered the information should be retaught.

Category:

Research Cited: Transform 2020 Surveys: Teachers

Activity - Promethian Slate Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A representative from Promethian will come to the school and train English teachers on how to use the Promethian slate and Promethian Plant to create interactive lessons to improve student interaction and learning.	Professional Learning	08/19/2013	05/20/2016	\$800 - Title I Schoolwide	English Language Teachers

**3. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?**

NA

**4. What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?**

NA

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

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a behavior in accessing the computer network via WiFi capabilities by 05/20/2016 as measured by assuring that all rooms will have WiFi access throughout the schools.

**Strategy1:**

WiFi Access - Will establish viable access points in every classroom so that all students, teachers, and administrators can access network and Internet-based resources.

Promote, support, and fund the use of challenge-based, instructional strategies that are delivered by teachers in technology-rich learning environments via training and online resource materials.

Category:

Research Cited: Availability of technology resources has been proven to increase student achievement.

Transform 2020 Surveys

Alex Usage Reports

**ACIP**

Vina High School

Activity - Broadband	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Installation of WiFi access points throughout the school.	Technology	01/03/2014	05/20/2016	\$5000 - USAC Technology	Technology Staff

DRAFT

## Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs?

NA

DRAFT

**Component 6: 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? What action is being taken to meet this requirement.	Yes	All paraprofessional meeting HQ standards	

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? What action is being taken to meet this requirement?	Yes	All teachers meet HQ standards	

DRAFT

## Component 7: High Quality and Ongoing Professional Development

1. Describe opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.

NA

DRAFT

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

1. 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.

NA

2. 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.

NA

3. 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. (N/A for Elementary Schools)

NA

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

NA

5. 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?

NA

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

NA

## Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

NA

2. In what ways are the programs are coordinated and integrated toward the achievement of the Targeted Assistance goals?

NA

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

NA

4. 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 Targeted Assistance goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

NA

DRAFT



## Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

NA

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

NA

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

NA

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 Targeted Assistance program?

NA

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

NA

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

NA

# Coordination of Resources - Comprehensive Budget

DRAFT

## Introduction

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

DRAFT

**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	17.83	22.33	1,073,340.00
Administrator Units	1.00	1.0	82,590.00
Assistant Principal	0.50	.50	71,983.00
Counselor	1.00	1.0	58,384.00
Librarian	1.00	1.0	50,522.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	0.00
Professional Development	0.00	0	0.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	0.00
Library Enhancement	0.00	0	0.00
<b>Totals</b>			<b>1,336,819.00</b>

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	85428.0

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

Salaries - 59202.00

Benefits - 25656.00

Teacher Materials - 570.00

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

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

N/A

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	2000.0

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

Professional development activities will focus on needs identified through needs assessments, student assessment performance data, and CCRS, Common Core Standards, AMSTI and ARI. Funds will be used to pay expenses for instructional staff to participate in local, regional, and state activities.

DRAFT

**Title III**

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

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

N/A

DRAFT

**Title IV**

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

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

N/A

DRAFT



**Title VI**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	5000.0

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

N/A

DRAFT

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### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

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

N/A

DRAFT

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

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

N/A

DRAFT

# Strategies to Increase Parental Involvement

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## **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.

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## 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.**

1. Parents were given Parent Involvement Policies/Plans at the beginning of the school year and the plan was explained and discussed at parent meetings. Parent rights provisions of NCLB were explained to parents during the parent meetings and at Parent Expos.
2. Parents signed and returned Parent-School Learning Compacts
3. Parents were provided Parents Right to Know information at the beginning of the school year and their rights were explained during parent meetings

### **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 Title I committee meets to plan and decide how parent involvement funds will be spent
2. The team offers meetings at different times of the day, which provides flexibility for the parents
3. The parents are invited to attend Title I meetings so they can have a voice in the process
4. Child care is provided for parents attending meetings
5. A certain number of parents are invited to serve on the Title I committee
6. The funds that were spent before Oct. 1 were used to purchase take home binders for all of the students in grades k-6
7. The take home binders are utilized in order to encourage communication between the teachers and parents
8. There will be a parent Expo night for the parents to give them the opportunity to give feedback on how to improve academic performance in the school

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

1. Parent Expos were held to help parents learn to help their children improve their core academic performance. Topics included helping students improve their reading and math skills, programs available to extend learning, child safety issues, children's nutrition issues and student health issues
2. Parent Newsletters were sent home monthly to provide information and to keep parents informed of issues related to their children's education
3. Parents were provided information about their child's goals and performance levels on state assessments during meetings with teachers and counselors

4. Parents were provided information and tips on helping their child with schoolwork and to help them prepare for tests

**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).**

1. Parent Expos were held to help parents learn to help their children improve their core academic performance. Topics included helping students improve their reading and math skills, programs available to extend learning, child safety issues, children's nutrition issues and student health issues
2. Parent Newsletters were sent home monthly to provide information and to keep parents informed of issues related to their children's education
3. Parents were provided information about their child's goals and performance levels on state assessments during meetings with teachers and counselors
4. Parents were provided information and tips on helping their child with schoolwork and to help them prepare for tests
5. Parents were sent home regular progress reports detailing skills areas in which their child's performance was below par
6. Parents were encouraged to enroll their children in appropriate extended learning after school, summer and other tutoring and remedial activities and programs
7. Parents were invited to attend parent-teacher conferences to discuss student performance and to receive information about helping their child improve weak skills areas
8. Parents received review materials and activities to use at home to prepare their child for achievement tests
9. Teachers e-mailed parents with information about their child's performance, schedules of activities and meetings, tips on improving and other pertinent information

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

1. Parents were asked to complete surveys
2. Parents were invited to serve on school and LEA level committees
3. Provide open-house activities 2-3 times during school year

**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)**



1. Vina has an open house and Title I night every semester
2. During these activities the school provides parents the latest on common core and state standards
3. Parent teacher conference are held every October and March
4. These conferences help the parents to monitor their child's progress and work with teachers to improve the achievement of their children
5. During these conferences the teachers and counselor will explain performance levels on state assessments
6. Teachers send home mid-term progress reports every 5 weeks

**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)**

1. The school will encourage parent involvement within the school
2. Teachers will make phone calls, send notes home, and even make home visits when needed.
3. Teachers send e-mails about their child's performance and any other pertinent information
4. In order to improve student achievement there must parental involvement
5. Vina provides Parent Expos' that help to provide vital information and training for parents on how to improve their child's achievement
6. The training will offer help with literacy and the use of technology

**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)**

In order to have success with parental involvement the teachers, office personnel, and other staff will be trained on communication and parental involvement. Title I funds will be utilized to offer professional development in the areas of parental involvement. The school will bring a professional in to train the staff during a faculty meeting.

**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)**

The school will use all available resources in the community that are willing to work with the school to help inform parent about what is happening in their school. Parents who own businesses are asked to participate in career awareness activities and open houses. This will help to increase student achievement at Vina High School.

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

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

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

Information that is being presented to parents will be presented in their native language to make sure that it is fully understood. The cultural diversity within a school setting must be considered in order to encourage parental involvement.

**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)**

When a parent requests information or a need is there a school must provide the necessary information and means to take care of the need. A parent must feel welcome and supported in that school setting. There must be a partnership built between the parent and school staff.

**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 information to the parent is in a language that the parent can understand. When needed Vina will have all information translated to a different language to make sure the parents fully understand the information provided. There will be a presenter that is capable of speaking to parents who English is their second language.