



ACIP

Slocomb High School

Geneva County Board of Education

Mr. J Harold Birge, Principal
591 South County Road 9
Slocomb, AL 36375

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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?

Slocomb High School is located in the town of Slocomb. The most recent census information lists Slocomb's population as 1,990 and classifies the town as 100% rural, with an 8% unemployment rate and nearly 19% living at or below the poverty level. As a result of these classifications, our students often struggle financially and lack access to the technology necessary to succeed. As the only high school in town, the enrollment in grades nine through twelve consists of 361 students. Of this population, 20% are minority, 16% receive special education services, and 58% receive free and reduced lunch. While poverty is a reality in our rural community, our school continues to produce successful graduates.

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.

At Slocomb High School, our purpose is to guide our students to be achievers in school and in life. Officially, our mission, in partnership with our parents and community, is to educate all students in a safe, supportive, challenging environment where they can learn to be responsible and productive citizens of a culturally diverse society.

Students at Slocomb High School are offered courses beyond the basics. Academic achievers are offered an honors curriculum. Career-minded students are offered business, construction, and agricultural classes. Students interested in the arts are offered band, choir, and theater. We believe the courses we offer help build our students into well-rounded individuals who will one day contribute immensely to our society.

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.

Slocomb High School continues to score highest in the areas of English and reading. In addition, of the ninety-four students taking the most recent Work Keys assessment, seventy-one were honored with gold, silver, or bronze certificates. While there were notable achievements, Slocomb High needs to work toward meeting state benchmark scores on all areas of the ACT.

Additional Information

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

Slocomb High School works to prepare our students for success in life. We offer a vast variety of both academic and career-centered course options and encourage an atmosphere based on community and family values.

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.

Our stakeholders are chosen from the school's student population, our pool of parents, and our community. Students are chosen from diverse ethnic and socioeconomic backgrounds. Parent stakeholders are chosen by teacher committee. Parents chosen are those who have consistently shown interest and involvement in our school. Like the students, they are also from diverse backgrounds. The teacher stakeholder committee contacts community members who have consistently shown interest in our school. Any who are willing to participate are invited to be members of our stakeholder group. Members of the committee are notified via letter, and periodic meetings are held on weeknights to accommodate all involved.

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

Our stakeholder representation is from different ethnic and socioeconomic backgrounds. Specifically, our committee consists of Caucasian, African-American, and Hispanic students and parents, some of whom are economically challenged. Our community members range in age and occupation (retired teachers, clergy, lawyers, doctors, businessmen, elected officials, and farmers). The group meets informally for question/answer sessions and participates in various home surveys, both written and digital

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 school's final improvement plan is communicated to all stakeholders through our school website where a link is provided for viewing. During the school improvement process, stakeholders are made aware of necessary details through the website, SchoolCast, and student handouts.

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 attached document outlines data collected from the 2016 administrations of the ACT, Aspire, and Work Keys assessments.	2016 Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

On the Spring 2016 administration of the WorkKeys assessment, 76% of students tested received gold, silver, or bronze honors. In addition, students who took the ACT Aspire were significantly above the target gain in the area of reading.

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

The average English score on the spring administration of the ACT is increasing to reach the state benchmark of 18. In addition, students taking the ACT Aspire in 2016 were significantly above target gain in the area of reading.

Which area(s) indicate the overall highest performance?

Students at Slocomb High School continually score well on the English portion of the ACT.

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

Students of diverse backgrounds scored similarly. There are no obvious inconsistencies among subgroups.

Between which subgroups is the achievement gap closing?

Because there are no inconsistencies among subgroups, there is no notable change.

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

All data indicates a consistent strength in English.

Areas in Need of Improvement

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

Students at Slocomb High School are below the state benchmark on all areas of the ACT. In addition, math test scores are significantly below the target gain on the ACT Aspire.

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

Due to lack of longitudinal data, the ACT Aspire cannot identify trends within student performance; however, the ACT continues to identify weakness through decrease of average composite scores.

Which area(s) indicate the overall lowest performance?

Results from both the ACT Aspire and the ACT indicate that math is an overall area of weakness for Slocomb High School.

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

The data does not reveal in subgroup-specific deficiencies.

Between which subgroups is the achievement gap becoming greater?

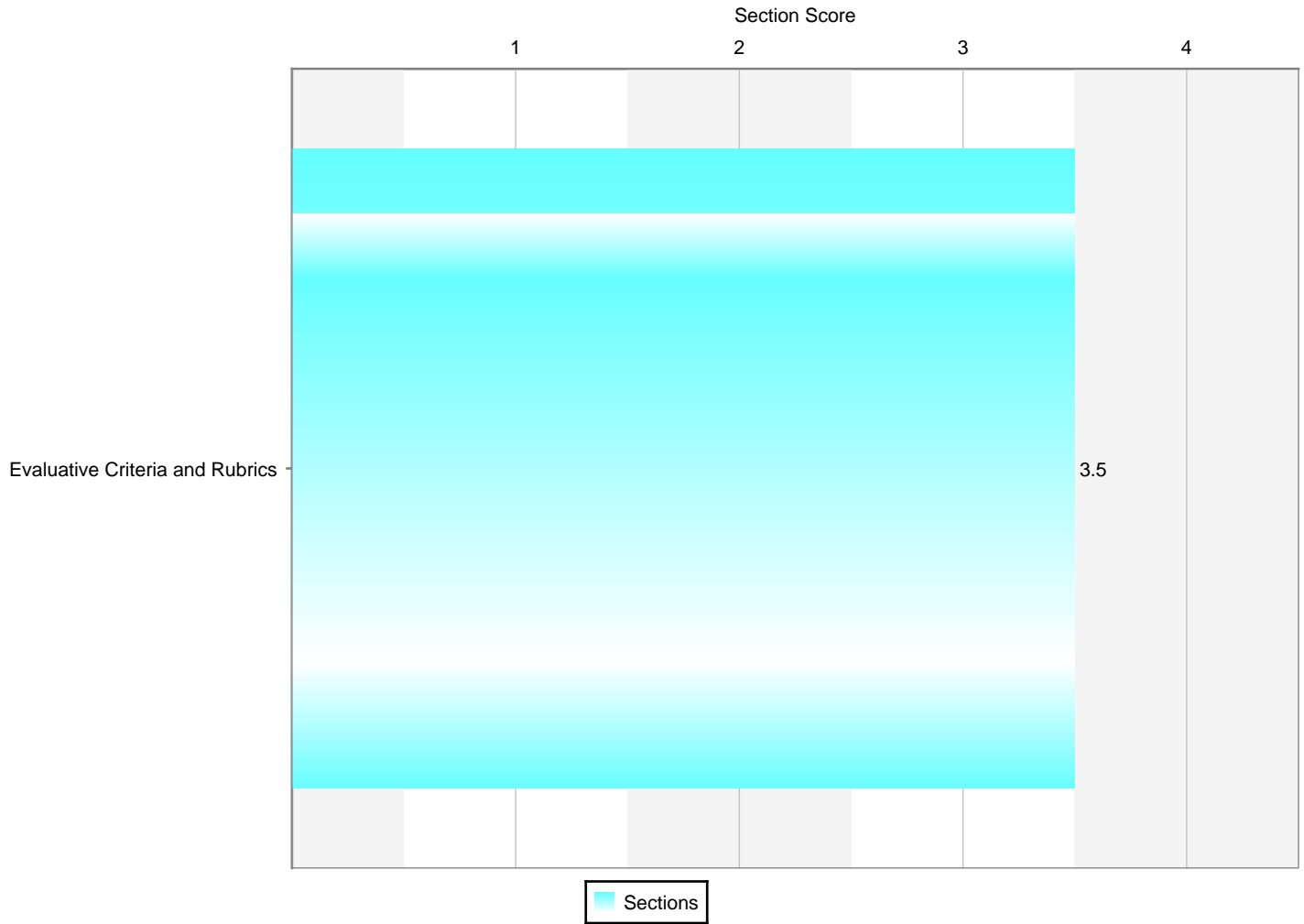
All subgroups are achieving similarly.

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

Test results from the ACT and the ACT Aspire indicate a need for improvement in order to make all students college and career ready.

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		Instructional Leadership Team 2016

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		Compliance

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	Harold Birge, principal 591 South County Road 49 Slocomb, AL 36375 334-886-2008	Harold Birge

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		Parental Involvement Plan 2016

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 2016

Plan for ACIP 2016-2017

Overview

Plan Name

Plan for ACIP 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All math teachers will apply MDC training to improve summative assessment results.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All English teachers will apply ACT test prep resources to improve reading scores on the ACT and the ACT Aspire.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All math teachers will apply MDC training to improve summative assessment results.

Measurable Objective 1:

A 5% increase of Tenth and Eleventh grade students will demonstrate a proficiency on summative assessments in Mathematics by 05/25/2017 as measured by ACT and Aspire assessments.

Strategy 1:

MDC Incorporation - All math teachers will receive direct or indirect MDC training and implement MDC modules in ninth through eleventh grade math classes.

Category: Develop/Implement Turnaround Principles

Research Cited: Lawrence, Nancy, and Felicia Sanders. "Establishing a Strong Foundation: District and School Supports for Classroom Implementation of the MDC Framework." Research for Action (2011): 1-39. ERIC. Institution of Educational Sciences, Sept. 2011. Web. 25 Sept. 2015.

Activity - Incorporating MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will include MDC modules in lessons plans and teaching.	Academic Support Program	10/18/2016	05/25/2017	\$0	No Funding Required	Harold Birge, Kelly Langham, Brett Singletary, Scottie Burdeshaw

Goal 2: All English teachers will apply ACT test prep resources to improve reading scores on the ACT and the ACT Aspire.

Measurable Objective 1:

A 5% increase of Tenth and Eleventh grade students will demonstrate a proficiency on the ACT and ACT Aspire in Reading by 05/25/2017 as measured by ACT and Aspire scores.

Strategy 1:

ACT Test Prep - All English teachers will use ACT Test Prep resources (Quality Core, ACT Test Prep) in weekly lesson plans. As a result, students will be better prepared for the ACT and ACT Aspire assessments.

Category: Develop/Implement Learning Supports

Research Cited: "Why Use QualityCore?" ACT QualityCore®. ACT, 2014. Web. 03 Oct. 2014. <<http://www.act.org/qualitycore/why.html>>.

"ACT Online Prep - Prepare for the Test Anytime or Anywhere." ACT. N.p., n.d. Web. 11 Oct. 2016. <<http://www.act.org/content/act/en/products-and-services/the->

[act/test-preparation/act-online-prep.html](#)>.

Activity - ACT Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will incorporate ACT Test Prep reading resources into lesson plans at least once weekly.	Academic Support Program	10/18/2016	05/25/2017	\$0	No Funding Required	Harold Birge, Amy Hendrix, Casie Harcus, Jacquelyn Dykes

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
ACT Test Prep	All English teachers will incorporate ACT Test Prep reading resources into lesson plans at least once weekly.	Academic Support Program	10/18/2016	05/25/2017	\$0	Harold Birge, Amy Hendrix, Casie Harcus, Jacquelyn Dykes
Incorporating MDC	Math teachers will include MDC modules in lessons plans and teaching.	Academic Support Program	10/18/2016	05/25/2017	\$0	Harold Birge, Kelly Langham, Brett Singletary, Scottie Burdeshaw
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

According to data collected in AdvanceED surveys, 100% of parents agree that Slocomb High School clearly communicates expectations. In addition, 87% of parents agree that the curriculum meets the needs of the students.

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

AdvancED surveys show that stakeholders continue to agree that Slocomb High School is equipped with qualified staff members that support student learning.

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

Open-ended survey response questions and verbal input from various stakeholders are consistent with reported findings.

Areas in Need of Improvement

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

AdvancED surveys show that only 21% of students at Slocomb High School feel that students help each other.

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

Lack of respect for personal property continues to be an issue at Slocomb High School.

What are the implications for these stakeholder perceptions?

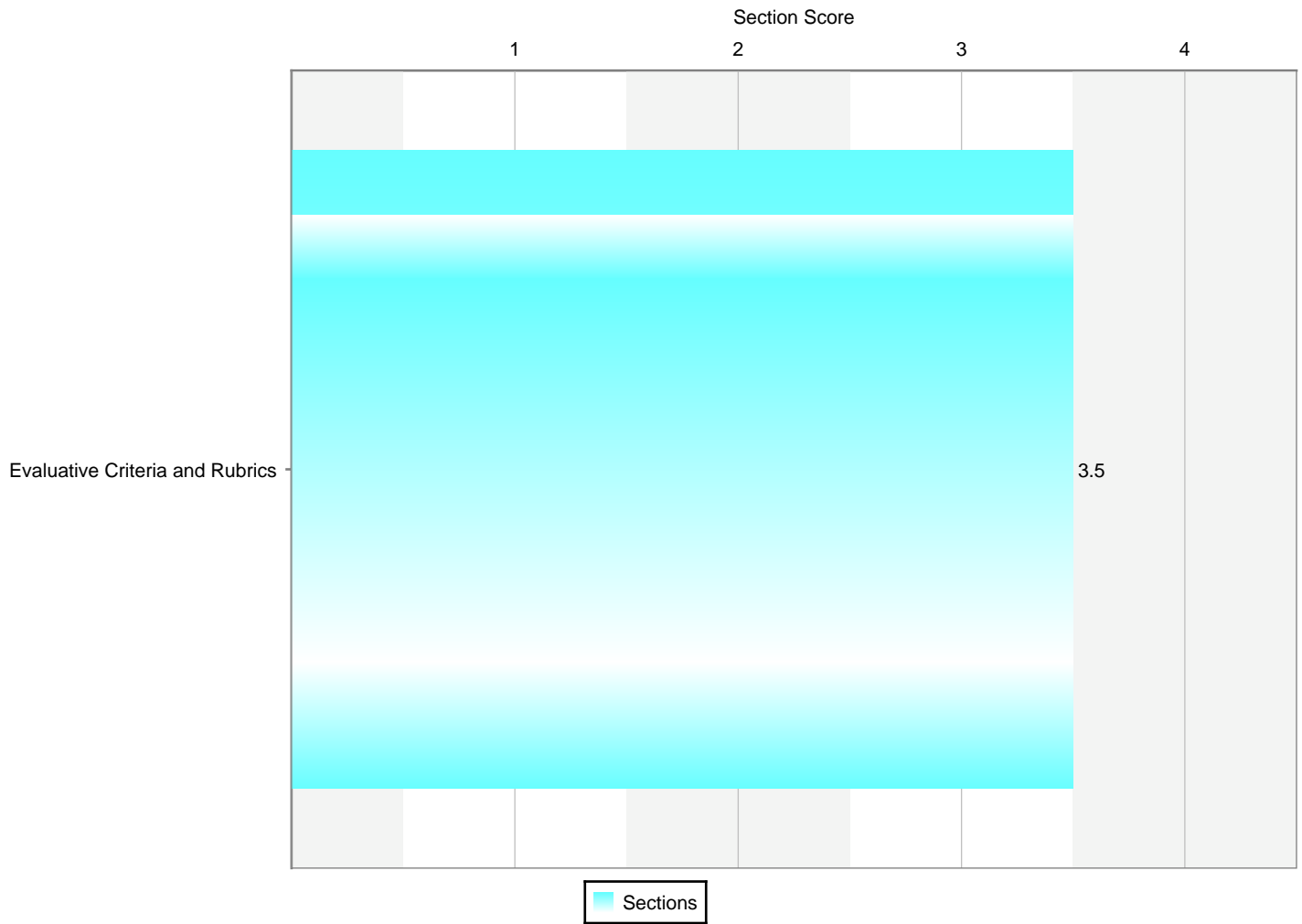
If these perceptions are not changed, Slocomb High School could be negatively affected. As a result, teacher effectiveness and student morale may decrease.

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

In addition to open-ended feedback, teachers and students have communicated that lack of respect for one another is an issue of concern at Slocomb High School.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	21.49	21.99	1,044,460.63
Administrator Units	1.00	1.0	85,301.03
Assistant Principal	0.50	0.5	32,533.00
Counselor	1.00	1.0	58,454.00
Librarian	1.00	.5	27,056.50
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,232.00
Professional Development	0.00	0	1,594.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	10,132.00
Library Enhancement	0.00	0	531.00
Totals			1,264,294.16

Title I

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

Provide a brief explanation and breakdown of expenses.

Slocomb High School receives no federal funding.

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Slocomb High School receives no federal funding.

Title II

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

Provide a brief explanation and a breakdown of expenses.

Slocomb High School receives no federal funding.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Slocomb High School receives no federal funding.

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.

Slocomb High School receives no federal funding.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

Slocomb High School receives no federal funding.

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.

Slocomb High School receives no federal funding.

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

Provide a brief explanation and breakdown of expenses.

Slocomb High School receives no federal funding.

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.

Slocomb High School receives no federal funding.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

Slocomb High School receives no local funding.

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.

Slocomb High School receives no Title I funding.

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.

Slocomb High School receives no Title I funding.

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.

Slocomb High School receives no Title I funding.

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).

Slocomb High School receives no Title I funding.

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

Slocomb High School's CIP is published on our school website. In addition, hard copies are available in the school office and media center. Parents are welcome to submit comments of dissatisfaction via email, phone, or conference.

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)

Each year, Slocomb High School provides opportunities for parental involvement through open house opportunities and grade-level meetings. At these meetings, school staff explain content standards, achievement standards, and academic assessments. These meetings also provide opportunities for individualized assistance in understanding standards, assessments, and student achievement. In addition, we provide the INOW Parent Portal for parents to monitor their students' progress. Slocomb High School has an open-door communication policy. Parents are welcome to email, call, or conference with administrators, counselors, and teachers.

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)

Slocomb High School provides the parents of its students several opportunities to partner in the education of their children. Our counselor's office has information on free literacy and technology training. In addition, resource teachers at Slocomb High School assist parents with community resources such as the Wiregrass Rehabilitation Center. The school also has a migrant liaison who works closely with the parents of ELL students to insure their quality partnership.

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)

Slocomb High School promotes parental involvement through the use of our school's website, digital sign, Facebook, Remind 101 texts, and SchoolCast calls. Teachers and school staff members are trained to use their individual webpages and other technology to keep parents involved in the educational needs of their children.

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)

Not applicable. Slocomb High School receives no federal funding.

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)

Slocomb High School strives to provide information to parents in as many formats as needed. The school website, Remind 101, Facebook, and SchoolCast announcements are simply stated in English; however, our migrant liaison is available to translate as necessary

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)

At the request of parents, administrators, and teachers, Slocomb High School is open to additional communication methods and ideas.

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.

Parents with disabilities can participate in teleconferences and email communications as needed. Our migrant liaison eliminates the language barrier with our Spanish-speaking parents through emails, letters, phone calls, and home visits.