Accreditation Report

Rehobeth High School

Houston County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Rehobeth High School is situated in the small town of Rehobeth, Alabama, and is one of five rural high schools in the Houston County school district. Our school is enriched by the family values and quietness of its rural location. In addition, it is only 10 miles south of Dothan, so our students benefit from an array of cultural and educational opportunities offered there. According to the 2010 census, almost half of Rehobeth's workforce works in educational services, healthcare, social services, construction, and retail trade. Most workers commute to work each day.

Rehobeth High school serves 688 students, with 38 teachers, 2 counselors, 2 special education aides, 1 media specialist, 1 nurse, 2 custodians, and 2 administrators. The general population of the community and the school is 86.77 % Caucasian, 9.59% Black, 2.9% Hispanic, 0.4% Multi Race, and 0.14% Asian and 0.14% Pacific Islander. The campus is composed of 4 permanent academic buildings and a sports complex. The oldest buildings were constructed in 2003.

The attendance area served by Rehobeth School includes approximately 110 square miles of southwestern Houston County. The incorporated communities within this area are Taylor, Madrid, and Rehobeth; the unincorporated areas are Hodgesville and Big Creek. The economic, cultural, recreational, and educational facilities for the area are mainly located in the city of Dothan.

The rural nature of the community is an asset to school and community relations. Because there are virtually no civic organizations except church-related ones, school-related organizations provide most of the community cohesiveness. Other than churches and volunteer fire departments, the only community organizations are the Rehobeth PTA, the Rehobeth PeeWee Football Parent's Club, the Rebel Club, the Taylor/Rehobeth Baseball Association, and the Senior Citizens' Centers of Rehobeth and Taylor.

One of the most significant developments in the community is the construction of several hundred new homes in subdivisions served by Rehobeth Schools, which has put a strain on the limited classroom space and transportation facilities. In 2013, Rehobeth High School added 8 new classrooms to address the problem of insufficient classroom space.

Many of our students have limited access to the fast-paced developments in computer technology. Furthermore, the funding for technology in the classroom has been limited and is insufficient for the number of students at Rehobeth High School.

The agricultural basis and rural nature of the community has served to improve our ability to give our students hands on teaching. Our Agriscience department recently purchased 7 acres adjacent to the school that is referred to as "the farm". Students are able to plant, fertilize and grow a variety of foods. These are harvested and donated to local food banks and needy local families.   Our Agriscience department built their own Greenhouse. Here, students are able to obtain a comprehensive understanding of plant care using an automated irrigation system. Students have built irrigation systems for both the farm and the greenhouse and learned the operation systems and benefits of both. Just this year our school has obtained the use of 2 fish ponds neighboring our school. Students will stock, raise and produce catfish in a controlled environment in the near future as a result of the efforts of our Agriscience department and the work of the community.

Rehobeth High School is fortunate enough to be the only school in Houston County to have a Naval ROTC program.   Naval Junior reserve officers training Corps (NJROTC) is a citizenship development program, that is modeled after the Navy in its structure and operation. Rehobeth NJROTC is one of only eight NJROTC programs in the state of Alabama. The unit was first established as a satellite program of Headland High, becoming a separate unit in 1993. The instructors in charge of the unit are Lieutenant Commander Jeffrey Treude and Gunnery Sergeant Ronald Morgan. The focus of this program is to develop citizenship and life skills, such as teamwork, leadership, integrity, responsibility. The program involves students in extra-curricular activities including school and community service. It fosters a sense of competition and excellence in various Drill, Academic, Athletic, Orienteering and Marksmanship teams. Rehobeth NJROTC has consistently

been designated as a Distinguished Unit (top 25% of all NJROTC units in the nation) including the past five years in a row.

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.

Rehobeth High School, as part of the Houston County school district, follows the mission statement, vision statement, and beliefs adopted by the local school board.

Mission Statement:

Houston County Schools, believing that children are our future, commit to a partnership with stakeholders, to provide safe, caring learning environments that encourage each student to achieve his or her full potential.

The mission of Rehobeth High School is to establish an environment which nurtures the intellectual, physical, social, and emotional development of all students while encouraging learners to reach their full potential as they advance toward future educational opportunities.

Vision Statement:

Houston County Schools, in partnership with our stakeholders, will prepare students to lead productive lives and meet the high expectations of a competitive global society. In this pursuit, we will strive to become innovative, exemplary, and technology-rich centers for learning. We will inspire, challenge, and empower students to become responsible citizens and lifelong learners who are excited about the challenges of tomorrow. By implementing high quality, research-based, educational strategies in a safe, secure, and nurturing environment, we will insure the success of our students to compete in the twenty-first century. While sharing this vision, we will shape the future through perseverance, dedication, and teamwork.

Beliefs:

- A school community should be a safe and caring environment that promotes respect, self-worth, creativity, and academic growth.

- All stakeholders should work collaboratively.

- Education should be responsive to the diversity of students.

- A school community should foster the intellectual, emotional, and physical well-being of each student.

- Education should be celebrated as a lifelong process that fosters personal growth.

- Essential components of learning are innovation, risk-taking, and challenging students' limits.

Description of Program Offerings:

1. All students and staff have equal opportunities to access available educational resources.

2. Students and staff are efficient, comfortable, and confident using technology and printed resources.

3. Students and staff are independent, lifelong learners.

4. Technology is used as a valuable tool for learning and teaching on a daily basis in order to meet the individual needs of the learner.

5. Strong bonds of communication are maintained between school, families, and community.

6. Ethical and responsible use of technology and other educational resources are observed.

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.

For the past three years, Rehobeth High School has met the requirements for Adequate Yearly Progress (AYP). Based on AHSGE results and graduation rate, students have made effective gains in all content areas.

It is the continuous goal for the faculty and staff or Rehobeth High School to ensure that our students excel in academic and other areas of development. The faculty and staff will continue to attend professional development workshops in order to gain knowledge of new technologies, curriculums, and evolving resources to improve the academic performance of the students. In addition, Rehobeth High School will continue to offer programs such as zero policy, Grade Recovery, school athletic teams and clubs, yearbook, and counseling resources to enhance the academic, emotional, and social needs of our students.

Some of our notable achievements are that our average ACT scores have increased over the past 3 years. ACT scores at Rehobeth High School were higher than the state average in English, Reading and Science in 2014. Rehobeth High Schools Average Composite ACT score was at or above the state average for the past 2 years. Overall reading and math increased by 1%. Reading Level III's increased by 6% and Math Level IV's increased by 10% on the Alabama High School Graduation Exam (AHSGE). In the 2011-2012 school year, at least 95% of 11th grade students scored a Level III of IV on the Reading portion of the AHSGE and 91% scored a Level III of IV on the Math portion of the AHSGE. Also, graduation rate has been at or above 87% since the 2009-2010 school year. The graduation rate for 2013-2014 school year was 95%.

Other areas of notability include the fact that beginning in the 10th grade students have the opportunity to obtain early admission to Wallace Community College and The University of Alabama Early College. Seniors are given the opportunity to take dual enrollment classes on site at Rehobeth High School, at our Career Technical Center campus, as well as classes on the Wallace College campus.

Students on free or reduced lunch are able to take one college course at Wallace College for no cost each semester due to a grant available to Houston County students. This grant has given numerous students the ability to earn college credits prior to graduating high school.

Areas of improvement for Rehobeth High School include the need for more access to updated technology. Houston County School Board has approved the use of cell phones in the classroom which teachers are taking advantage of to incorporate a digital learning environment in the classroom. New goals are being set based on the STI Assessments, ACT Test results and formative assessments for academic improvement and will be pinpointed from those results this year. Graduation rate is always an area for improvement as well as we strive to reach 100%.

Additional Information

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

The 2015-2016 school year will bring some new and exciting programs to Rehobeth High School. We will begin a teacher mentoring program for new employees. The goals of this program are to provide beginning teachers with an effective transition into the teaching profession. Our hope is to increase the retention rate of beginning teachers and to create a positive effect on student achievement.

In addition to the teacher mentoring program, we will implement a student/teacher mentor program. The goals of this program are to provide planned and structured interaction between students and mentors. Objectives will be derived from careful assessment of student needs and available resources. All faculty members will participate in this program.

Rehobeth High School's Athletics have improved as well over the last 3 years. Our football program had their first playoff appearance in 2014. Rehobeth Boy's and Girl's Basketball placed in the Wiregrass Athletic Conference Tournament held in Dothan. . Our Volleyball Team has held 3 Area Championships, 3 Super Regional Titles and had 2 Elite 8 Appearances over the last 3 years. This team has also had 3 players named to All- State. The Rehobeth Volleyball Team was the Wiregrass Athletic Conference Champs the past 3 years.

Rehobeth Baseball has been the Wiregrass Athletic Conference champs for 2 of the last 3 years. They have made it to the state playoffs the last 3 years and have been to the 2nd round or beyond the last 3 years. Over the last 3 years we have had 8 players signed for Athletic Scholarships for baseball.

Our softball program has won a total of 109 games and lost 30 over the last 3 years. They have had 3 area championships, 3 regional tournament appearances, 1 elite 8 appearance and finished 5th in the state. These teams have had 6 players named to all state and 1 named 5A player of the year. 2 players were selected to play in the AHSAA All Star Game and 4 have signed college scholarships. Our softball program has won the last 3 Wiregrass Area Conference Championships.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present •Website	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Statement of Purpose Meeting Minutes for CIP ACIP Survey Results Parent Survey 1-3 Student Survey 1-5 Staff Survey 1-5 ** Meeting Minutes for CIP ACIP	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan •School Data Profile (STI Assessment, Aspire, Plan, ACT, Workkeys) Survey results Parent Survey 1-3 Student Survey 1-5 Staff Survey 1-5 ***CIP School Data Profile Attendance Awards for perfect attendance Attendance Incentives for September 2nd semester attendance incentives	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

   Rehobeth High School functions well under a common purpose and direction that provides guidance. We have identified some areas of strengths that we should strive to maintain and some areas of weakness that we should strive to improve.

An area of strength we identified is standard 1.2 which states that the school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. We offer a variety of Honors classes to challenge the gifted students, and we offer an extensive special education program to assist the learners with an identified disability. Included in our special education department, we offer a life skills class to benefit students who qualify. In addition to the classes already mentioned, we also offer a wide variety of vocational programs on and off campus to reach yet another group of students. Students interested in pursuing a career in agriculture or business have several options here at RHS, or they have the option of being bussed to Ashford to participate in classes at the Career and Technical Center which is located on their campus. Our students who are interested in pursuing a military career can take advantage of our NJROTC program.

Another area of strength we identified is standard 1.3 which states that the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. In particular, we feel that we do a good job of communicating student learning and achievement to stakeholders. We utilize traditional and technological methods to communicate with students and parents. We mail progress reports and report cards home. We conduct PTA meetings that give parents and students a chance to talk personally to teachers. Families have access to INOW so that they can access updated student grades at any time. Parents and teachers can also communicate about student progress through email. Also our school participates in an attendance incentive program through Spectra-Care to encourage students to have perfect attendance each semester. This program gives rewards to those who have perfect attendance. We have held our own perfect attendance incentive programs as well to reward these students.

An area of weakness we identified is standard 1.1 which states that the school engages in a systematic, inclusive process to review, revise, and communicate our school's mission statement for student success. One possibility for improvement in this area is to clarify exactly what

the "mission" is. We make some effort to better include all stakeholders (parents, students, community, businesses) in the process. We have the Business Community and Education Partnership to include and recognize business owners and community members that participate in our school. This opens the door and gives us the opportunity to review, revise, and communicate the school mission. Annually, our school hosts a gathering for parents and shares with them valuable information for the upcoming school year. This year we are doing it by grade level. In the past teachers have hosted a Parent Party for parents of seniors so that they could be informed of all senior happenings. (Flyer is included in evidence as an example.)

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Governing body policies, procedures, and practices •-Student Code of Conduct -Teacher/Staff Handbooks -Professional development plans ***Student Handbook	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Proof of legal counsel •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Survey results regarding functions of the governing body •Agendas and minutes of meetings •-Roles and responsibilities of the principal -Roles and responsibilities of the vice principal. -Survey results regarding the functions of the governing authority and operations of the school.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •-Collaboration/shared leadership Example of departmental meetings -Professional development offerings and plans ***CIP PD related to CIP goals	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Involvement of stakeholders in a school improvement plan •-Examples of stakeholder input or feedback resulting in planning ***First responders luncheon 8th grade parent meetings Stakeholders committee (new for 2015 2016)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •-Supervision evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The system operates under governance and leadership that promotes and supports student performance and system effectiveness. Standard 2 was scored high overall by all committee members. As Standard 2 was discussed, the committee felt that there was enough evidence to score threes on all given indicators. There were certain strengths that stood out above the other indicators in Standard 2. Indicators 2.1 and 2.6 were rated the highest among the committee members. Indicator 2.1 states, "The governing body establishes policies and support practices that ensure effective administration of the school."Our highest level of performance was scored at a 3, which stated, "Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school." Rehobeth High School has a faculty handbook and a student Code of Conduct that both supports and encourages the effective operations of our school and the school system. The Faculty Handbook addresses roles and responsibilities of the faculty and staff, and also addresses department meeting standards. In order to access these strengths, needs, and weaknesses, we survey parents, students, and staff. Leaders in the system meet annually with stakeholders, students, teachers, and administrators to review our policy and procedures in the Code of Conduct and the Teacher Handbook.

Under Indicator 2.6, "The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success." The committee felt that the, "supervision and evaluation processes are consistently and regularly implemented." There are policies and practices which ensure professional growth of the entire faculty and staff. The Rehobeth High School system provides professional development through the school and during the summer that supports effective instruction and supports student learning. All members of the faculty and staff are required to attend professional workshops in the summer and during the school year. In addition, professional development must be approved and reported on the professional development website. Teachers complete professional development that is especially beneficial at Rehobeth High School and in their respected classrooms. Teachers complete a self-assessment on Educate Alabama, which helps them reflect on the areas of improvement that would benefit the students. It is summed up in the Teacher handbook: "Get all students actively involved in the learning process. Provide a wide variety of assessments to measure student success. Provide every student with the opportunity to acquire the skills needed for continuous lifelong learning." The committee feels that our areas for needed improvement are still areas of strength, but things that need improvement. This included Indicator 2.5.-"Leadership engages stakeholders effectively in support of the school's purpose and direction." Stakeholders are given opportunities to contribute to the decision-making process through several avenues:

-Pod Cast- school is able to call stakeholders to announce PTO, Surveys, parent/teacher conferences

-Open School Door Policy

-Surveys to parents, students, teachers and stakeholders

-Notification of Students Progress and Report Cards directly mailed to legal guardian

-Upcoming events via school website and social media

-Notification of School Board Meetings

-Parent and Advisory Groups (such as IEP meetings, RTI meetings, Parent/Teacher Conferences)

-Comments are solicited/encouraged on the county web site

The committee recognizes the fact that we need to use all effective use of communication strategies that we have available. Rehobeth High School's mission is to provide an educational environment where students work to attain their highest academic and vocational potential. The governing body consistently protects, supports, and respects the leadership to accomplish goals for achievement, instruction, and management of day-to-day operations of the school. Evidence of this can be supported by faculty/departmental meetings minutes, monitored lesson plans, administrative surveys, teacher surveys and stakeholder/parent surveys. The leadership supervision at Rehobeth High School has led to a higher rate of student success, as displayed by our rising test scores.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Learning expectations for different courses •Posted learning objectives •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques •Alabama Commission on Higher Education Summary of Alabama Public High School graduates who were enrolled in Alabama Public Colleges and Universites Course Syllabus (Learning expectations for different courses) Lesson Plans from various courses Daily posted learning objectives Various Instructional Strategies and techniques Individualized Education Program Measurable Annual goals Odyssey Tutorial Program Student Activity Daily Breakdown Report Career Planning Portfolio	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Course Descriptions Course Syllabi Pacing Guides/Curriculum Guides Professional Learning Plans and Evidence HCBOE Strategic Plan Continuous Improvement Plan (summary) Curriculum and Pacing Guides **Common Assessments: STI Assessments for English and Math STI Data meetings to review all common harassment data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Teacher Evaluations/ Observations Observation Criteria Class projects from various courses Teachers Educate Alabama Self Assessment Educate Alabama Evidence for indicators ** Strategic teaching meeting agendas. minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs •Walkthrough observation procedures Sends individuals to professional development to conduct turn around training ***New Teacher Mentor program Recognition of teachers with regard to successful observations Collection/Check off of lesson plans and gradebook weekly Professional development tied to prescribed education programs (Aspire, ACT, workkeys)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Department meeting agendas and sign ins (Agendas and minutes of collaborative learning committees) Professional Development Sign in and Agendas Professional Development list available to meet ACIP Goals for the year (Schedule of learning community meetings) Available Summer PD ***Survey results Peer Coaching Guidelines Faculty Meeting Agenda and sign-ins Calender/ Schedule for learning community meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •ACT Screener data that prompted modification in instruction RTI Guidelines RTI evidence Daily Learning Expectations Examples and Guide for student practice Student work samples **PLAN, Aspire, Workkeys data STI Assessment data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •***Survey results New teacher Mentor program Schedules of mentoring with references to school beliefs and values about teaching and learning.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •List of varied activities and communication modes with families, e.g., INOW portal, online newsletters, parent centers, academic nights, open house, early release days, parent teacher conferences, School cast	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Description of formal adult advocate structures •**Student/Teacher mentor program and documentation - Description of formal adult advocate structures List of students matched to adult advocate Master Schedule with time for formal adult advocate structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •**Grading procedures policies and processes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •- Teacher Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results •List of learning support services and student population served by such services •**Classworks data? to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

3.1

Rehobeth High School adequately prepares students for success at the next level; as a committee, we rated this standard a 3. This strength is apparent when considering our graduation rate for 2013 was 94%, and for 2014 it was 95%. It is further apparent in that the percentage of graduates attending an Alabama public college or university has increased over the past few years:

 2011-2012 54% 2012-2013 56% 2013-2014 60%

Of these graduates, the need for remedial courses has decreased:

 2011-2012 55% 2012-2013 54% 2013-2014 34%

In addition, the class of 2014 shows that 55 out of 144 graduates earned an advanced diploma; 31 graduates were rewarded scholarships; and 111 graduates declared concrete post-plans.

Rehobeth High School has the same high learning expectations in like courses. Evidence shows the following: (1) Teachers prepare and distribute syllabi with clearly stated goals, grading practices, and expectations to all students. (2) Objectives and expectations are posted daily for all students to see. (3) Lesson plans are detailed and available in each class and on INOW. (4) Our school maintains and updates course descriptions annually, which are kept available for all interested parties. The same evidence proves that our curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities. To address any weakness in this area, it is suggested that all teachers prepare syllabi, improve lesson plans, and post daily expectations and standards on a daily basis.

Some learning activities are individualized for students so that every student can be successful: (1) Strategic instructional techniques are so varied in classes that all learning levels are reachable. Some examples of these are evident in lesson plans: Turn & Talk, Think/Pair/Share,

3 Facts, 2 vocabulary words, 1 question, Exit Slip,Tic-Tac-Toe, Summarization Pyramid, Anticipation Guide, and Graphic Organizers, to name a few. (2) Students with special needs have an IEP with expected goals and outcomes. These are individualized and reviewed on a regular basis. (3) Students with varied needs are provided the opportunity of individual instruction through ACCESS Alabama and our Odyssey tutorial program.

It is apparent that we provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Rehobeth High School shows overall strength in our endeavor to prepare students for success at the next level. This standard receives an overall 3 ranking.

Standard 3.2

Teacher team members working on Standards 3.1-3.6 scored Rehobeth High School and Houston County School District high on Standard 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Members of the Houston County curriculum team representing the individual schools met to align the physical science and biology courses to the state's course of study. The team members discussed pacing of the course so that students who moved from one school to another during the year within the district would be studying approximately the same standard. Pacing guides were developed along with a proficiency goal for each standard. A common exam was written to assess the mastery of course standards. Student instruction was adjusted based on student proficiency on the tests and laboratory assessments for each standard. Teachers developed their own syllabi for the courses aligned to the curriculum guides. Pacing and curriculum guides for social studies, mathematics, and English courses were also developed following similar procedures. The mathematics and English guides are available on the Houston County Board of Education website. Science and social studies courses are being evaluated and will be restructured when the state adopts new standards in those areas.

Curriculum team members also developed guidelines for distinguishing honors course work from the general course work. For physical science and biology, outside reading assignments and extra laboratory experiences were chosen to enhance the critical thinking skills of students. Teachers used the laboratory experiences, as well as other reading and writing assignments, to help students with ACT skills. Teachers are also using ACT data for developing lessons to help students read graphs, tables, and other technical skills in science.

Rehobeth High School aligned our school's Continuous Improvement Plan (CIP) to the standards implemented by the Alabama State Department of Education starting in 2011. The plan includes alignment of standards in all core content areas along with reading and writing standards for each content area. As evidenced in the CIP, the school's goal is to increase collaboration among all stakeholders in making decisions involving education. Additionally, the plan calls for instruction such as strategic teaching methods that will close the gap between the student populations.

The evidence submitted supports progress toward improving the use of data to drive the curriculum and teaching methods so that all students achieve academic success. However, all content areas do not currently have state standards that are aligned with proficiency tests and instruction.

Standard 3.3

Rehobeth High School engages students in their learning through instructional strategies that ensure achievement of learning expectations. Teachers take part in professional development, self-assessments, and surveys. These assessments and surveys allow us to adequately evaluate instructional practices and improve classroom techniques. PLPs and self-assessments were done this year on technology and meeting state standards.

Students and parents also take surveys yearly.

Teachers are observed throughout the school year, both formally with Educate Alabama and with unannounced walk-throughs.

Students are assessed in many ways by some teachers; one way is through authentic assessments. Examples are included in our evidence. Although some teachers use authentic assessments, this is not done in all classes.

Teachers also collaborate with interdisciplinary projects. Examples are included in our evidence. Although there is collaboration among

teachers, it is not done across all curriculum.

Standard 3.4

Our principal conducts a minimum of 5 walk-throughs each week. These results are then emailed to the teachers. The principal will meet with teachers who have less than satisfactory results. Instructional practices are also monitored beyond classroom observations or cross-curricular planning through Educate Alabama PLP evidence, professional development opportunities and lesson plans.

Mentoring, coaching, and induction programs are underway to support instructional improvement consistent with the school's values and beliefs about teaching and learning. New teachers are being assigned a mentor or coach to guide and lead them during their first years at RHS.

There is little recognition of teachers with regard to successful observations, but this is an area to be improved.

Standard 3.5

Teachers at Rehobeth High School participate in collaborative learning communities to improve instruction and student learning.

Some members of the school staff participate in collaborative learning. During our common planning periods as a faculty, we discuss various instructional methods that pertain to multiple departments and grade levels. This is shown in the evidence of multiple professional development opportunities we have participated in. We have collected the sign-in sheets and agendas from these meetings, which will serve as evidence.

Collaboration occasionally occurs across grade levels and content areas. We have multiple department meetings yearly. During these meetings, teachers in each department discuss content and teaching strategies as they pertain to subject matter. Agendas and sign-in sheets from these meetings have been collected as evidence. We occasionally have cross-curricular meetings to discuss opportunities that might involve multiple subjects in various assignments. Most of these meetings are informal, but are a great use of collaborative teaching. Staff members promote discussion about student learning. During collaborative meetings, teachers discuss student learning as it involves various classrooms strategies.

Reflecting on the use of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occurs among school personnel. Teachers will meet occasionally to discuss the examination of student work. The evidence of such has been collected with the sign-in sheets from our RTI meetings. Peer coaching is randomly used. We are in the process of developing a standardized tool for use in peer coaching.

School personnel express belief in the value of collaborative learning communities. All teachers, during our formal meetings and informal meetings, have a belief that collaborative learning communities will improve student achievement.

3.6

While the school does not have a specific type of uniformed, structured itinerary in support of student learning, teachers have developed their own instructional format that informs students of learning expectations; standards of performance; lesson breakdown by day, week, and month; culmination activities; and assessment. See evidence. Exceptions include RTI (Response to Intervention), a document which consists of specific intervention guidelines when students are failing classes, and it is used to collaborate between all stakeholders included in the evidence. A survey is included that shows an ACT Reading Screener Pilot given to 10th graders taking general classes and students enrolled in 11th grade honor classes. The test was given to establish an ACT benchmark in reading. An overall strength is that evidence supports school's instructional process in support of student learning. An area for continued improvement is for evidence to support a uniformed structured itinerary that informs students of learning expectations and assessment.

With regard to Indicator 3.7, our school has in place a program that sets expectations for all school personnel and includes measures of performance. School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. Our administrators take active steps to monitor and support the improvement of instructional practices of teachers. We have a formal and consistent approach to monitor instructional practices through EducateAlabama and the practice of periodic classroom walk-throughs. Administrators use a walk-through rubric app on the iPad during

observations and e-mail results to the teacher for immediate feedback. Formal and informal conversations are held between administrators and teachers regarding EducateAlabama, PLP plans, and observations.

An area where we need to show improvement is mentoring our new hires. We are in the process of creating a manual for our new teachers and their mentors. The new teachers will have a handbook that includes information regarding our school's expectations and about its teaching and learning values. The mentor teachers will have a schedule for observing and meeting with the new teachers. By implementing this mentoring program, we hope to eliminate some frustration and help our new teachers succeed.

An area of strength at our school is in fostering family engagement, Indictator3.8. We offer meaningful ways for families to engage and stay informed of their children's learning progress. The school uses a variety of communication modes to accomplish this goal. The district website (HCBOE.us) provides links to our individual school, where students and parents can find a district-wide school calendar and our school's monthly calendar of events. The school mails progress reports and report cards, and the I-Now Home Portal offers 24/7 access to grades, attendance records, and school announcements. School Cast makes automated phone calls to parents about school events and student absences. Individual teachers call parents and communicate through e-mails to discuss a child's progress. Remind101.com sends texts to students and parents about upcoming school events, classroom assignments, and club announcements. Family involvement is also encouraged throughout the school year at events such as Open House, Senior Night, Freshman Orientation, Athletic Awards Banquets, and Honors Day.

Regarding Indicator 3.9, our school provides at least one adult advocate in the school who supports individual students' educational experience. There is an informal approach by administrators, counselors, teachers, and staff to build a strong relationship with individual students. This relationship allows the school employee to gain insight into and serve as an advocate for the student's needs. Our school has newly implemented a more formalized and systematic approach by assigning each teacher with the task of giving special attention to the students in their fourth period class. The goal is to ensure that no student is without at least one advocate within the school. Teachers are to meet individually and regularly with each student to build a relationship and to act as a support for any needs the student has that may be affecting his/her educational success. The teacher provides information to the parents as well. This will not only benefit the typical student but it will also benefit transfer students and exchange students. Although the school does an adequate job in this area, improvement could be made in the curriculum and activities of the formal adult advocate structure. Adult advocates can expose students to curriculum and activities related to learning skills, thinking skills and life skills, which would provide more support for every individual student.

Another area of strength for our school is our use of common grading and reporting procedures (Indicator 3.10). Our school communicates on a regular basis with parents and stakeholders about grading and reporting. Most teachers provide parents with a class syllabus which outlines grading procedures for the course.   Additionally, the district website provides a link to the school's monthly calendar, and the school provides a yearly calendar which informs parents of mailing dates for all progress reports and report cards. Teachers use common grading policies and procedures to represent student progress in I-Now, which is readily available to parents through the I-Now Home Portal. Administrators regularly oversee and evaluate the grading procedures of teachers and provide feedback.

RHS is successful in making sure that all staff members participate in a continuous program of professional learning (Indicator 3.11). To ensure that there is alignment between professional learning and identified needs of students, we use results from STI assessments and the ACT Aspire test to direct our professional development meetings. Professional development is provided throughout the school year at the district level as well as the local school level and is specific to the needs of our students.   Additionally, a professional development needs assessment survey is conducted for staff, and the results are used to plan PD opportunities. This ensures that professional learning opportunities meet the needs of all staff.

With regard to Indicator 3.12, our school does an effective job of providing learning support services to meet the unique learning needs of students. Students with specific learning disabilities are served based on data from the KTEA-3 and BASC. Disabilities are determined in reading, math, and written language. Speech, ESL and gifted services are also provided based on data collected through a variety of testing instruments.

An area of needed improvement in the area of learning support services that needs to be addressed is the amount of training and professional learning related to research on unique characteristics of learning. More professional development opportunities at both the district and local level would provide necessary information to our teachers and student aides, and it would ensure that affected teachers

remain current in research on unique characteristics of learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •*Central Office Policies, Processes, procedures, and other documentation related to the hiring, placement, and retention of professional and support staff * Whillock School budgets for the last three years *Central Office Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•School schedule •School calendar •Attached School Calendar 2014-2015 *Need to Print School Calendar 2015-2016 *Whillock School Schedule 2014-2015 & 2015-2016 Survey results?	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Safety committee responsibilities, meeting schedules, and minutes •*Linder Safety committee responsibilities, meeting schedules and minutes Attached Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures Attached: Fire/Tornado Evac Procedures *Survey Survey Results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •List Graduation Coach, School Cast, I-Now, ACCESS ***Remind 101, teacher websites, Study Blue	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Policies relative to technology use •*Central Office Technology plan and budget to improve technology services and infrastructure 2014-2015 and 2015-2016 plan Attached Policies relative to technology use. *Central Office Assessments to inform development of technology plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •*Counselors (?) List of support services available to students *Central Office (?) Agreements with school community agencies for student-family support (SpectraCare) SpectraCarecounseling services County wide meetings - Suicide Suicide assembly fro students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process •List of services available related to counseling, assessment, referral, educational and career planning List (Holland-career planning) Career Fairs, Mock Interviews, uses Alabama Career Information Network where students can create resumes, complete career assessments and four-year educational plans Attached Description of referral process Attached Description of IEP process	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Houston County Schools System is fiscally sound and provides material assets necessary for the effectiveness of the system. Resources are closely monitored and managed which enables the provisions of safe and healthy environments for all stakeholders. The system strives to provide the best possible staff to ensure a successful learning environment for all students. Available positions are posted at the local schools, central office, and on the Alabama State Department of Education website. Our system offers new teacher/staff orientation for new hires in an effort to promote a successful career with Houston County Schools.

At Rehobeth High School, applicants are interviewed by our principal along with a selected committee. Each applicant is treated in a fair and professional manner and is presented to the board for approval and employment. Teachers are evaluated through Educate Alabama which is designed as a growth instrument and used to create high expectations in the classrooms. All staff members utilize professional development at both the county and school levels which help to ensure that curriculum standards and initiatives are met. Maintaining highly qualified and well-trained employees is essential to the success of our students, school, and system.

Even though our instructional time is usually protected, we, at times, have interruptions. Being a 9-12 grade school, our students are involved in a variety of activities. Although these activities may be educational, the daily schedule can become altered. However, it is our school leaders' desire to remain focused on meeting the needs of our students, including instructional time, material resources, and fiscal assets.

Our school facilities, services, and equipment are maintained and provide a safe, clean, and healthy environment for all students and staff. This is successfully accomplished through the implementation and continuous improvement of our safety plan along with cooperating local law enforcement and community agencies. Proper upkeep and daily cleaning of our facilities and grounds contribute to the positive learning environment.

Our school's educational programs are supported via a wide range of resources. Qualified personnel are available to assist students, as well as school personnel, in learning about useful tools and how to best utilize available information. Among other valuable resources, Rehobeth

High School has a graduation coach, and routinely tools such as Information Now, ACCESS, and SchoolCast.

The technology infrastructure meets the teaching, learning, and operational needs of our staff and students. Our dependency on technology is great and ever-changing; therefore, we have plans and budgets in place to improve services and infrastructure as needs arise. Our system has made vast upgrades and improvements as demands increase. In order to ensure our stakeholders integrity and accountability, Houston County Schools System has in place a Computer, Network, and Internet Acceptable Use Policy (AUP) for Students and Employees. We do provide support services for our students to meet their physical, social, and emotional needs. Much effort is made to identify those who would benefit from family/community agencies. Additionally, school counselors are available to students and offer one-on-one time as needed. Our counselors and teachers strive to incorporate character education through various avenues. We also encourage participation in Spectra-Care classes; we have conducted our own suicide awareness assemblies.

Rehobeth High School provides services that support the counseling, assessment, referral, educational, and career planning needs of its students. We have adopted county-wide policies: Special Education Process Referral through IEP Implementation and Response to Instruction Framework Requirements. Our county-wide Career Coach works with both students and staff to coordinate programs and services necessary to meet the needs of our students. The Alabama Career Information Network is used to help students make a four-year educational plan, complete career assessments, and create resumes. Students also participated in career fairs and mock interviews.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free • Student Assessments: STI Assessment Data Aspire ACT WorkKeys	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •CIP meetings Data Meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •STI Assessment data meetings/sign in/schedules ACT professional developments	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Some areas of strength that were noted by the committee include the large number of data sources used to assess students and inform school personnel of student learning and school performance. RHS uses assessments created by ACT, for example the ACT with writing and the ACT Aspire. During monthly Continuous Improvement Plan meetings results from STI Assessments, ACT plus Writing, Classworks, and the ACT Aspire are used to develop ways to close achievement gaps and develop benchmarks and goals. The standardized tests given at RHS are deemed reliable and unbiased. RHS also uses the STI Assessment series to formatively assess instruction and student learning throughout the school year. Students at RHS are given the instruction and resources to succeed at the next level. The committee found that

RHS does have a support mechanism of data to improve student learning. The continuous improvement team of Rehobeth High School has implemented an action plan to enhance student learning, and conditions that support learning. Most professionals at Rehobeth High School are trained in the evaluation, interpretation and use of data used to measure our student's academic ability level.
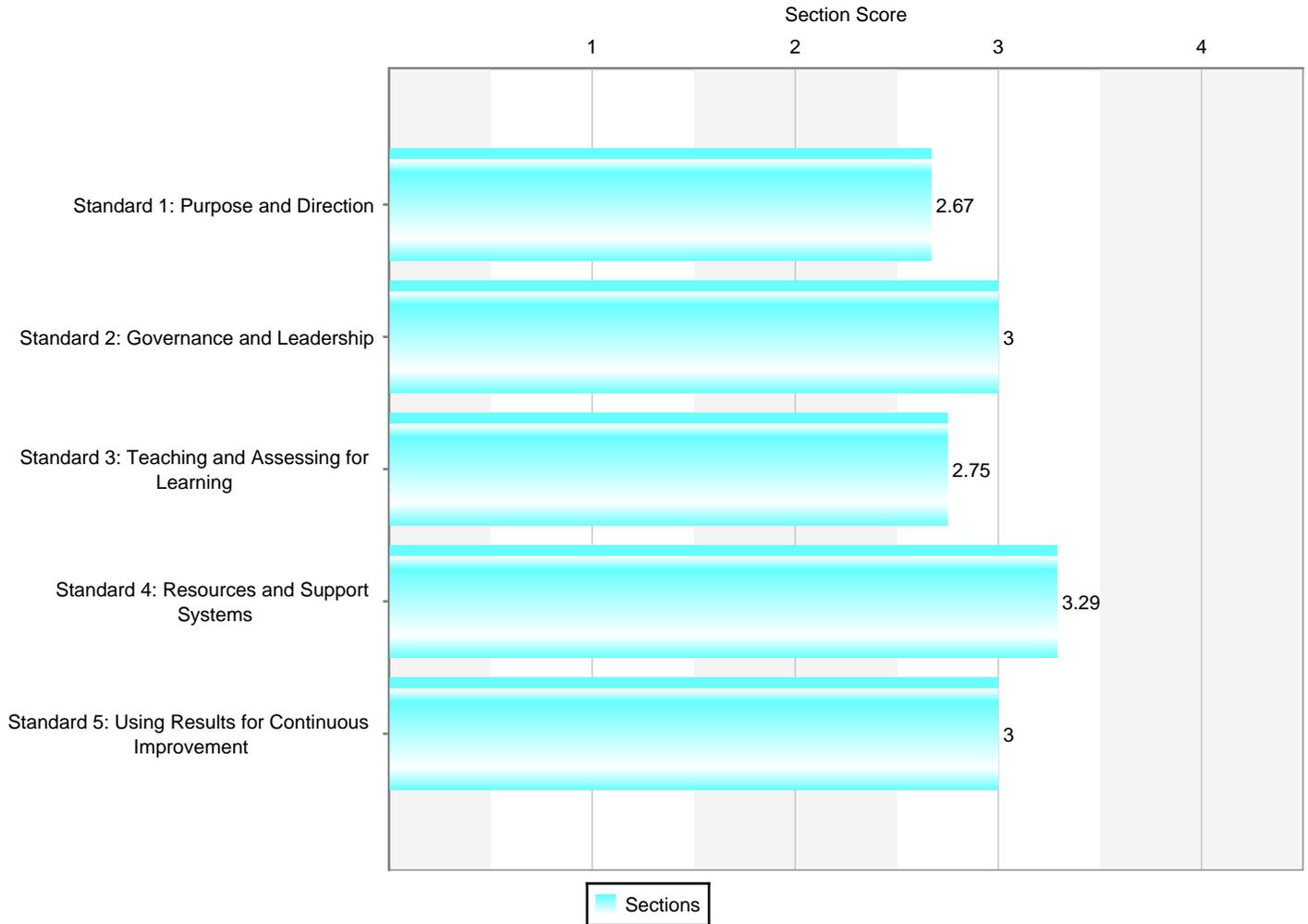
Data meetings are held for all STI Assessments to help teachers focus on standards that need improvement. The committee found that the school uses multiple delivery methods to communicate results to stakeholder groups such as the school website, a weekly e-newsletter, the INOW home portal, and meetings. To sustain these areas of strength the committee believes that RHS must continue to utilize state assessments that are deemed reliable and bias free (ACT, Aspire, WorkKeys). The committee believes that RHS plans to enhance the current level of training that school personnel have with more professional development training. In anticipation of additional testing and the data resources it will provide, the ACT Aspire test for 10th grades will also be used to drive goal setting and plans of action.

The committee believes that RHS must not only maintain its current accessible data resources but also foster the growth and use of these resources by teachers, administration, and parents. In order to encourage the area of strength, the school staff will develop more action plans for student readiness for the next level whether it is college, military, or workforce. Throughout the school-year, administration will continue to meet with teachers and support staff for continued improvement and understanding on the interpretation and use of data. To improve in this area the school staff intends to increase record keeping of students that have graduated and are successful on the next level.

An area which could be improved upon is developing a written protocol and procedure for data collection, analysis and usage by teachers and support personnel on a pre-determined schedule to enforce consistency and guaranteed usage among school staff. The school does analyze data to determine student readiness for the next level, yet the committee found that school professionals and support personnel do not all feel confident in their ability to evaluate, interpret, and use data. This is an ongoing effort. Assessments such as the ASPIRE, ACT, and Workkeys have had several changes over the last 2 years and these changes have made it difficult to conduct training for targeted grade level teachers and school staff.   The committee believes that school leaders will need to develop a formalized process of monitoring student learning, conditions that support student learning, and achievement of school improvement goals. Resources such as evidence of student success on the next level and minutes from departmental meetings will be used more to determine the improvement of student learning and readiness.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 3.29

Standard 5: Using Results for Continuous Improvement — 3

Sections

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 attached	Parent indictor sheet Staff indicator sheet Stakeholder Feedback Data Document Student indicator sheet

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?

Areas of Notable Achievement

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

According to Parent survey results, the following statements were given the highest level of approval:

1. Our school provides a safe learning environment.

2. My child knows the expectations for learning in all classes.

3. Our school provides students with access to a variety of information resources to support their learning.

4. My child has at least one adult advocate in the school

According to Staff survey results, the following statements were given the highest level of approval:

1. Our school's purpose statement is clearly focused on student success.

2. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.

3. Our school maintains facilities that contribute to a safe environment.

4. Our school maintains facilities that support student learning.

According to Student survey results, the following statements were given the highest level of approval:

1. In my school, programs and services are available to help me succeed.

2. All of my teachers use tests, projects, presentations and portfolios to check my understanding of what was taught.

3. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.

4. In my school, I have access to counseling, career planning, and other programs to help me in school.

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

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

According to Parent survey results from 2014-2015 and 2015-2016 survey administrations, the following statements show a trend toward increasing stakeholder satisfaction:

1. My child has at least one adult advocate in the school. (3.81 to 3.84)

2. Our school provides a safe learning environment (3.99-4.01)

3. Our school provide students with access to a variety of information resources to support their learning environment. (3.82-3.85)

According to Student survey results from 2014-2015 and 2015-2016 survey administrations, the following statements show a trend toward increasing stakeholder satisfaction:

1. In my school, the principal and teachers have high exceptions of me. (3.46-3.57)

2. My school provides me with challenging curriculum and learning experiences (3.51-3.63)

3. All of my teachers use tests, projects, presentations and portfolios to check my understanding of what was taught. (3.57-3.7)

According to Staff survey results from 2014-2015 and 2015-2016 survey administrations, the following statements show a trend toward

increasing or consistent stakeholder satisfaction:

1. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.

2. Our school maintains facilities that contribute to a safe environment.

3. In our school, all staff members participate in continuous professional learning based on identified needs of the school.

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

All of the reported findings are supported with stakeholder feedback from the administered Advanc-Ed surveys. The above reported items all scored high on the administered surveys. These same items were also scored highly on other feedback resources.

Areas in Need of Improvement

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

Areas in Need of Improvement

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

According to Parent survey results, the following statements were areas of need:

1. All of my child's teachers help me to understand my child's progress.

2. All of my child's teachers keep me informed regularly of how my child is being graded.

3. All of my child's teachers meet his/her learning needs by individualizing instruction.

According to Staff survey results, the following statements were areas of need:

1. In our school, a formal process is in place to support new staff members in their professional practice.

2. In our school, staff members provide peer coaching to teachers.

3. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

4. All teachers in our school regularly use instructional strategies that require student collaboration, self reflection, and development or critical thinking skills.

According to Student survey results, the following statements were areas of need:

1. In my school, all students are treated with respect.

2. In my school, students respect the property of others.

3. In my school, students help each other even if they are not friends.

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

According to Parent survey results from 2014-2015 and 2015-2016 survey administrations, the following statements show a trend toward decreasing stakeholder satisfaction:

1. My child is given multiple assessments to measure his-her understanding of what was taught. (3.82-3.64)

2. Our school shares responsibility for student learning with its stakeholders. (3.75-3.48)

3. Our schools purpose statement is clearly focused on student success (3.91-3.77)

According to Student survey results from 2014-2015 and 2015-2016 survey administrations, the following statements show a trend toward decreasing stakeholder satisfaction:

1. In my school, all students are treated with respect. (3.07-2.89)

2. In my school,, students treat adults with respect (3.05-2.92)

3. In my school, students respect the property of others. (2.96-2.81)

According to Staff survey results from 2014-2015 and 2015-2016 survey administrations, the following statements show a trend toward

decreasing stakeholder satisfaction:

1. In our school, staff members provide peer coaching to teachers.

2. In our school, a formal process is in place to support new staff members in their professional practice.

3. Our schools leaders expect staff members to hold all students to high academic standards.

4. All teachers provide students with specific and timely feedback about their learning.

What are the implications for these stakeholder perceptions?

A new teacher mentor program is being implemented for the 2015 2016 school year with veteran mentor teachers for all new/non tenured teachers. We hope to improve this program over the year and in future years.

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

2013/14 surveys and 14/15 surveys are our other sources of stakeholder feedback at this time. Some areas of needed improvement have increased from these past 2 surveys. We are working towards increasing scores in all areas.

Findings are consistent with other feedback sources.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
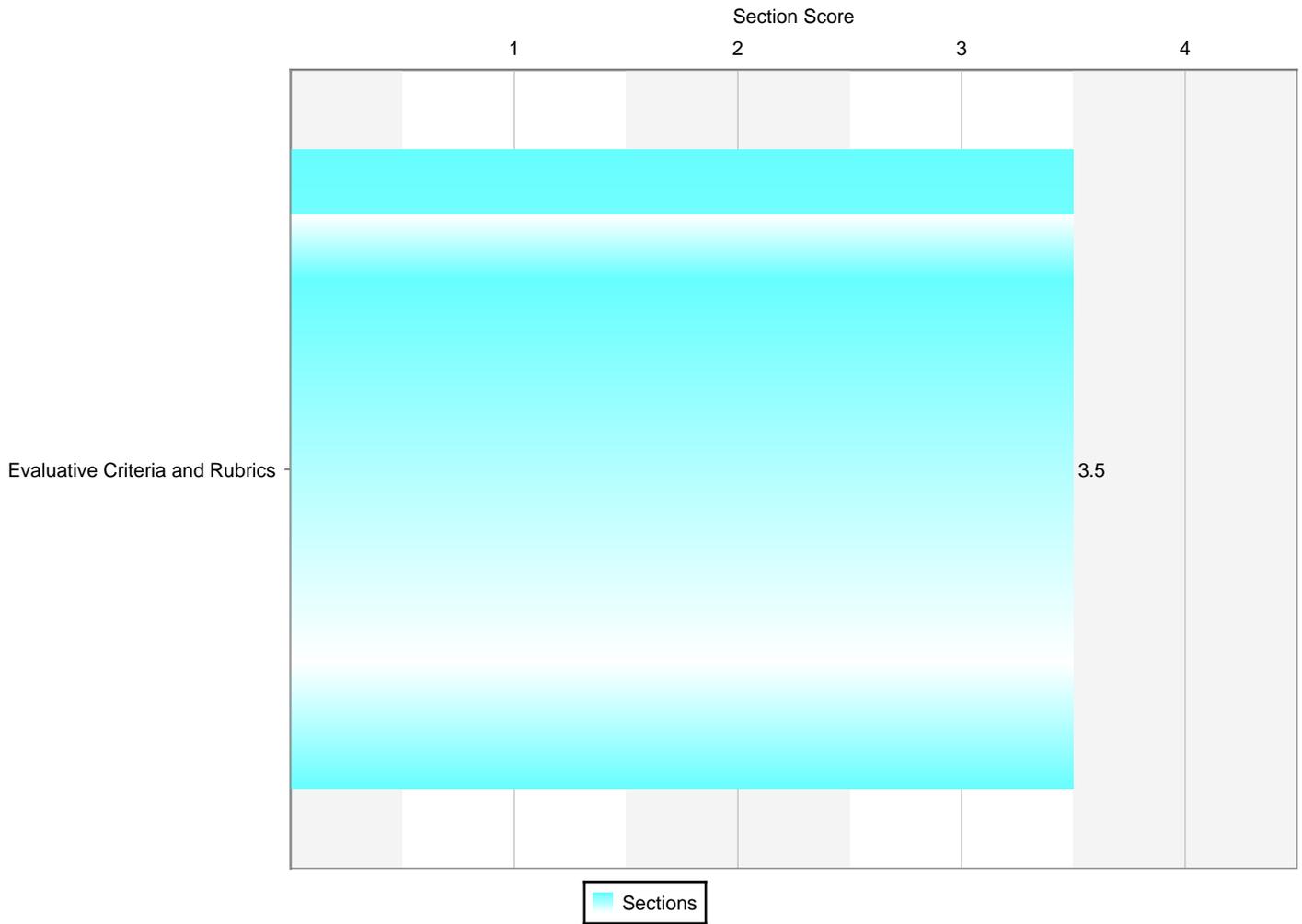
Student Performance Diagnostic

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		Student Data Document 2015 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates 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?

Math 9

2c (7) Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. [7-RP2c]

3 (4) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [4-OA3]

41 (A-I) Represent data with plots on the real number line (dot plots, histograms, and box plots). [S-ID1]

33 (G) Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. [G-GPE7]

Math 10

28 (6) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. [6-SP4]

3 (8) Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3-5 = 3-3 = 1/33 = 1/27. [8-EE1]

12 (8) Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. [8-F2]

35 (A-I) Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. [F-BF2]

ELA Reading 9

1 (9) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]

4 (9) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]

8 (9) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]

13 (9) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]

ELA Reading 10

3 (10) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]

11 (10) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped

and refined by specific details; provide an objective summary of the text. [RI.9-10.2]

13 (10) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]

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

This data is not yet available as this is a new assessment (STI assessment) based on the ACT Aspire. Performance trend information will be available after the January administration of the STI assessments and can be revisited after the April administration as well.

Which area(s) indicate the overall highest performance?

Math 9

2c (7) Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. [7-RP2c]

3 (4) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [4-OA3]

41 (A-I) Represent data with plots on the real number line (dot plots, histograms, and box plots). [S-ID1]

33 (G) Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. [G-GPE7]

Math 10

28 (6) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. [6-SP4]

3 (8) Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. [8-EE1]

12 (8) Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. [8-F2]

35 (A-I) Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. [F-BF2]

ELA Reading 9

1 (9) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]

4 (9) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]

8 (9) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]

13 (9) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]

ELA Reading 10

3 (10) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]

11 (10) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]

13 (10) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]

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

This data is not yet available as this is a new assessment (STI assessment). Subgroup trend information will be available after the January administration of the STI assessments and can be revisited after the April administration as well.

Between which subgroups is the achievement gap closing?

The free/reduced subgroup showed scores very close to the paid lunch group so there were no significant gaps in achievement in either the ELA assessment or the Math assessment.

Gender showed no significant gaps in achievement in either the ELA assessment or the Math assessment. Our racial subgoup is not large enough to maintain statistical significance to be reported so our Race sub-populations showed no significant gaps in either test, if it did it borders on statistically insignificant.

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

District wide STI Assessment results were consistent with the Rehobeth High School data on areas of notable achievement on both STI Assessments.

Areas in Need of Improvement

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

Math 9

4 (8) Use square root and cube root symbols to represent solutions to equations of the form $x2 = p$ and $x3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that 2 is irrational. 3. [8-EE2]

14 (8) Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. [8-F4]

47 (A-I) Understand that two events A and b are independent if the probability of A and b occurring together is the product of their probabilities, and use this characterization to determine if they are independent. [S-CP2]

5 (A-I) Define appropriate quantities for the purpose of descriptive modeling. [N-Q2]

29 (G) Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. [G-GPE1]

Math 10

24 (7) Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. [7-SP8]

8 (A-I) Use the structure of an expression to identify ways to rewrite it. For example, see $x4 - y4$ as $(x2)2 - (y2)2$, thus recognizing it as a difference of squares that can be factored as $(x2 - y2)(x2 + y2)$. [A-SSE2]

21 (G) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. [G-SRT8]

41 (G) Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). [G-MG3]

ELA 9

14 (9) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]

17 (9) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

ELA 10

10 (10) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]

17 (10) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

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

This data is not yet available as this is a new assessment (STI assessment) based on the ACT Aspire. Performance trend information will be available after the January administration of the STI assessments and can be revisited after the April administration as well.

Which area(s) indicate the overall lowest performance?

Math 9

4 (8) Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that 2 is irrational. 3. [8-EE2]

14 (8) Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. [8-F4]

47 (A-I) Understand that two events A and b are independent if the probability of A and b occurring together is the product of their probabilities, and use this characterization to determine if they are independent. [S-CP2]

5 (A-I) Define appropriate quantities for the purpose of descriptive modeling. [N-Q2]

29 (G) Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. [G-GPE1]

Math 10

24 (7) Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. [7-SP8]

8 (A-I) Use the structure of an expression to identify ways to rewrite it. For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2). [A-SSE2]

21 (G) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. [G-SRT8]

41 (G) Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). [G-MG3]

ELA 9

14 (9) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]

17 (9) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

ELA 10

10 (10) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]

17 (10) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

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

This data is not yet available as this is a new assessment (STI assessment). Subgroup trend information will be available after the January

administration of the STI assessments and can be revisited after the April administration as well.

Between which subgroups is the achievement gap becoming greater?

The free/reduced subgroup showed scores very close to the paid lunch group so there were no significant gaps in achievement in either the ELA or Math assessment .

Gender showed no significant gaps in achievement in either the ELA or Math assessment .

Race sub-populations showed no significant gaps in either test.

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

District wide STI Assessment results were consistent with the Rehobeth High School data on areas of lowest performance on both STI Assessments.

Report Summary

Scores By Section

Section Score

| | | | |
|1|2|3|4|

Evaluative Criteria and Rubrics — 3.75
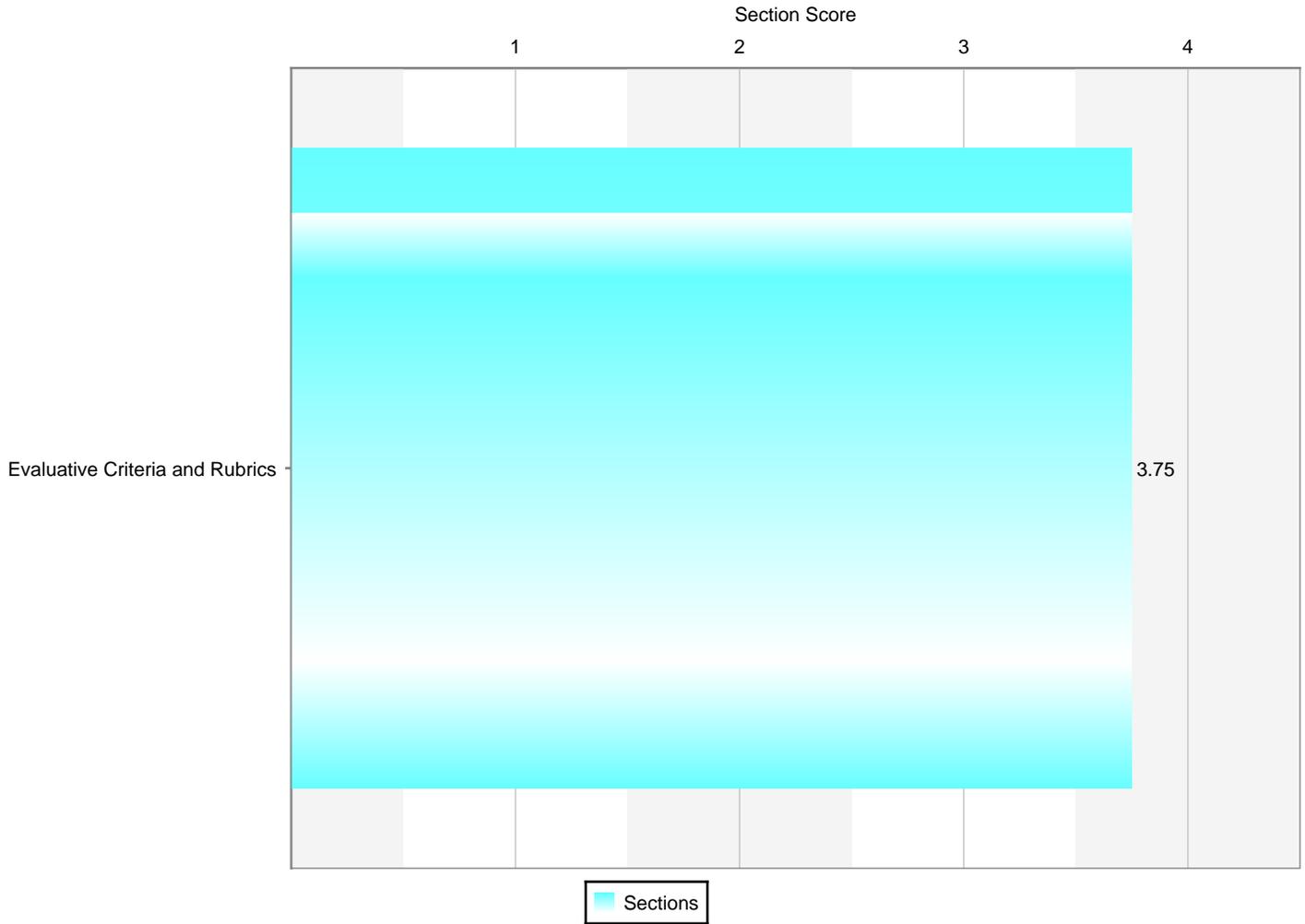
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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 Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	See Safety Plan 2015-2016	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	See ASSIST	

2015-2016 ACIP

Overview

Plan Name

2015-2016 ACIP

Plan Description

2015-2016 ACIP

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	Technology 2015-2016: Prepare and support teachers and leaders to graduate college and career ready students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
2	Professional Development 2015-2016: Prepare and Support teachers to graduate College and Career Readiness students as outlined by PLAN 2020 professional objective 1: Every child it taught by a well prepared, resources, supported, and effective teacher.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0
3	Technology Goal 2015-2016: Engage and improve the learner through technology	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
4	Transition Goal 2015-2016	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0
5	Local Indicator: Develop a plan to increase student awareness of healthy nutritional habits and physical fitness which research proves will increase student academic performance as indicated in Alabama's Plan 2020 Objective 5.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	$0
6	2015-2016 Engage the Learner through high quality 9-12 aligned college and career ready standards, instruction, and assessments for all core content areas.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$0
7	2015-2016 EL Goal: Adequate Progress on Language Acquisition	Objectives: 2 Strategies: 1 Activities: 4	Organizational	$0
8	2015-2016 Safety: Students at Rehobeth High School will feel safe during school hours.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0

Goal 1: Technology 2015-2016: Prepare and support teachers and leaders to graduate college and career ready students.

Measurable Objective 1:

demonstrate a behavior by participating in courses where teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools by 05/27/2016 as measured by classroom observations, student performance products, lesson plans and Educate Alabama PLP evidence..

Strategy 1:

Professional Development - Teachers will participate in professional development to review the use of Educate Alabama and technology resources available for their use in school.

Category:

Research Cited: Alabama Quality Teaching Standards, Educate Alabama, Common Core standards

Activity - Teacher Training Educate Alabama	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in completion of the online Educate Alabama PLP.	Professional Learning	08/07/2015	05/27/2016	$0	No Funding Required	Instructional Coach, teachers

Activity - Teacher Training ACT Vantage and ALEX	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in the use of the ACT Vantage website and ALEX. Review resources and digital learning tools available to our school	Professional Learning	08/07/2015	05/27/2016	$0	No Funding Required	Instructional Coach, teachers

Goal 2: Professional Development 2015-2016: Prepare and Support teachers to graduate College and Career Readiness students as outlined by PLAN 2020 professional objective 1: Every child it taught by a well prepared, resources, supported, and effective teacher.

Measurable Objective 1:

collaborate to graduate College and career ready students and use CCRS standards in all core classrooms by 05/27/2016 as measured by lesson plans, walk-through observations and participation in professional development activities and graduation rate.

Accreditation Report

Rehobeth High School

Strategy 1:

Teacher Learning opportunities/ support and training - This strategy will give teachers training, resources, and support that is needed to increase student effectiveness.

Teachers will be provided with opportunities and professional development to increase their knowledge of strategic teaching and
CCRS standards so that they can better implement this in the classroom as well as showcase their strategic teaching abilities.Teachers will continue to collaborate on strategies to increase teacher effectiveness and student learning.

Category:

Research Cited: Research based strategic teaching activities to increase student performance

Education Week's Education, September 2009, Volume 15, Number 3; Highly Effective teachers

Activity - Monitor Implementation of Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher implementation of strategic teaching and use of CCRS standards will be monitored using walk through observations, formal observations and lesson plan evaluations.	Professional Learning	08/07/2015	05/27/2016	$0	No Funding Required	Administration

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ARI Specialist will continue to train teachers on CCRS. Teachers will be provided with professional development opportunities throughout the year to further increase their knowledge of appropriate strategies to use in the classroom as well as standards based lesson planning. Faculty meetings and department meetings will serve as follow ups and allow time for teachers to discuss strategies. Teachers will be provided with opportunities and professional development to increase their knowledge of strategic teaching and CCRS standards so that they can better implement this in the classroom as well as showcase their strategic teaching abilities.Teachers will continue to collaborate on strategies to increase teacher effectiveness and student learning.	Professional Learning	08/10/2015	05/27/2016	$0	No Funding Required	RTI Coach, Instructional coach, Administration

Activity - Support from Regional Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support from regional staff in ELA and Math as well as support for ASPIRE and ACT prep.	Professional Learning	08/03/2015	05/27/2016	$0	No Funding Required	Regional Support staff

Strategy 2:

Learning and Leading Support - Learning and Leading support as available. Instructional Coach and Principal will participate in available Learning and Leading session lead by ARI Regional support staff.

Category:

Research Cited:

Activity - Coaching Community and follow-up support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will participate in Coaching Community opportunities and regional staff will help with followup training for teachers.	Professional Learning	08/03/2015	05/27/2016	$0	No Funding Required	Instructional Coach and regional support staff

Goal 3: Technology Goal 2015-2016: Engage and improve the learner through technology

Measurable Objective 1:

demonstrate a behavior that all educators and students will have tools to access comprehensive viable infrastructure when and where they need it as well as effectively and responsibly using standards-based digital media to learn and communicate real-world applications by 05/27/2016 as measured by classroom/student observations conducted by Administrators.

Strategy 1:

Best Practices - Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources for students.

Category:

Research Cited: Common Core standards

Activity - Digital Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Acceptable use policies will be reviewed at a faculty meeting and teachers will explain procedures and policies so that students can be effective and responsible users of digital based media in their classrooms.	Technology	08/07/2015	05/27/2016	$0	No Funding Required	Administrators, instructional coaches an

Measurable Objective 2:

demonstrate a behavior by participating in courses where internet security tools enable them to access digital content safely, including managed firewalls, SPAM and Virus protection and web-hosting services by 05/27/2016 as measured by internet security tools, compliance review report.

Strategy 1:

Best Practices - Teachers will provide students with appropriate website examples for research projects or specific sites for activities to be completed. Internet security

tools will provide reasonable online security.

Category:

Research Cited: Common Core standards

Activity - Computer Lab Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with at least one online lesson during the school year to provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge and develop products using technology.	Technology	08/07/2015	05/27/2016	$0	No Funding Required	Teachers, media specialist

Goal 4: Transition Goal 2015-2016

Measurable Objective 1:

collaborate to prepare 8th grade students to transition seamlessly into a high school setting by 05/27/2016 as measured by completion of an interest inventory, 4 year plan, counseling orientation, and pairing of at risk students with a graduation coach.

Strategy 1:

Transition Student Goal Setting - In the 9th grade Career preparedness course students will set goals to prepare them for success during their high school career and beyond.

Category:

Research Cited: CCRS

Activity - Interest Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students complete an interest inventory at the beginning of 9th grade to determine careers best suited for their interests.	Career Preparation/Orientation	08/10/2015	05/27/2016	$0	No Funding Required	Career preparedness Teacher

Activity - 4 year plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade Career preparedness students will complete a 4 year plan determining a course outline for high school.	Career Preparation/Orientation	08/10/2015	05/27/2016	$0	No Funding Required	Career Preparedness teacher

Strategy 2:

Collaboration - Students, teachers, administrators, counselors and the graduation coach will collaborate with incoming 9th grade students to orientate them to high school procedures and practices.

Category:

Research Cited:

Activity - Counseling orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, counselors and students meet to introduce new students to counseling services available, and high school procedures and policies.	Academic Support Program	08/07/2015	05/27/2016	$0	No Funding Required	Counselors and teachers

Activity - Graduation Coaching services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Graduation Coach focuses on 9th and 12th grade at risk students to improve grades, attendance and overall behavior. She serves as a support system for all areas.	Academic Support Program	08/10/2015	05/27/2016	$0	No Funding Required	Graduation Coach

Goal 5: Local Indicator: Develop a plan to increase student awareness of healthy nutritional habits and physical fitness which research proves will increase student academic performance as indicated in Alabama's Plan 2020 Objective 5.

Measurable Objective 1:

increase student growth performance of physical exercises in Physical Education by 05/24/2016 as measured by a 10% increase in student performance on the Alabama Physical Fitness assessment.

Strategy 1:

Improve Physical Fitness - Daily routine to improve overall physical fitness as measured by the Alabama Physical Fitness Assessment.

Category:

Research Cited: CDC and Active Living Research, along with several other sources, strongly indicates a correlation between physical fitness and academic success.

http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

http://activelivingresearch.org/files/ALR_Brief_ActiveEducation_Summer2009.pdf

Activity - Weekly Warmup	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will perform various daily warm-ups to include but not limited to flexibility exercises, strength exercises, cardiovascular endurance activities.	Direct Instruction	08/10/2015	05/24/2016	$0	No Funding Required	Physical Education teachers will conduct the activities and administrators will monitor progress.

Activity - Administration of the Alabama Physical Fitness Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Fall and spring administration of the Alabama Physical Fitness Assessment.	Direct Instruction	08/10/2015	05/24/2016	$0	No Funding Required	Physical Education teachers will administer the assessment and administrators will monitor progress

Measurable Objective 2:

increase student growth in nutritional education by 05/24/2016 as measured by pre and post nutritional assessment.

Strategy 1:

Nutrition Education - Nutrition education to increase healthy habits of students including healthy eating habits.

Category:

Research Cited: Nutritional Education - Nutritional education to increase healthy habits of our students, including healthy eating habits. Research Cited: Centers for

Disease

Control and Prevention. Youth risk behavior surveillance—United States, 2007. MMWR 2008;57(SS-4):1–131. National Center for Education Statistics.

Digest of Education Statistics: 2008. Washington, DC: National Center for Education Statistics; 2009

http://www.cdc.gov/HealthyYouth/health_and_academics/

http://www.ncbi.nlm.nih.gov/pubmed/18336680

Sorhaindo, A., & Feinstein, L. (2006). What is the relationship between child nutrition and school outcomes. Wider Benefits of Learning Research Report No.18. Centre for Research on the Wider Benefits of Learning

Activity - Pre and Post Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administration of Pre and Post Assessment given in all health courses.	Direct Instruction	08/10/2015	05/24/2016	$0	No Funding Required	Health teachers will administer the assessment and administrators will monitor progress

Activity - Nutrition Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Health courses will include instruction on nutrition, healthy food choices and eating habits.	Direct Instruction	08/10/2015	05/24/2016	$0	No Funding Required	Health Education teachers and special education teachers

Activity - Close reads of Nutrition based articles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete close reads relating to nutrition education.	Direct Instruction	08/10/2015	05/24/2016	$0	No Funding Required	Teachers

Goal 6: 2015-2016 Engage the Learner through high quality 9-12 aligned college and career ready standards, instruction, and assessments for all core content areas.

Measurable Objective 1:

collaborate to engage the learner by 05/23/2016 as measured by implementation of college and career standards and instruction. .

Strategy 1:

Classworks - The classworks program will be utilized to engage and remediate college and career ready standards for at risk and special education students. The program will measure student performance in math and reading.

Category:

Research Cited: Duffy, Helen Meeting the Needs of Significantly Struggling Learners in High School: A look at Approaches to Tiered Intervention, American Institute for research, National High School Center website.

Activity - Classworks Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Tier III and Special Education students will utilize Classworks to remediate standards. Classworks RTI Model is based on research-based best practices. It blends the 2 most commonly recognized models - Standards protocol and Problem solving, creating an ideal learning environment for all students. This model specifically account for students at all tiers and all grades. Classworks provide individualization and is key strength of the Problem Solving model. | Academic Support Program | 08/10/2015 | 05/23/2016 | $0 | No Funding Required | Graduation Coach, teachers |

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specified Teachers and aides will undergo Classworks training.	Professional Learning	08/10/2015	05/23/2016	$0	No Funding Required	Graduation Coach, Ava Yance, Classworks Director.

Strategy 2:

Strategic teachers - Teachers will develop strategic lessons to engage the learners based on STI Assessment results in math and ELA.

Category:

Research Cited: Williams,Dylan and Marnie Thompson. "Integrating Assessment with Instruction: What will It Take to Make It Work?" In the Future Assessment:

Shaping Teaching and Learning, Lawrence Erlbaum Associates, 2007.

Activity - Strategic Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategic Lessons will be developed and based on CCRS and state course of study standards. Lessons will be documented in INOW.	Direct Instruction	08/10/2015	05/23/2016	$0	No Funding Required	Teachers

Strategy 3:

STI Assessments - Students will take STI benchmark and Formative Assessments throughout theyear in 9th and 10th grade Math and Reading.

Category:

Activity - STI Data meetings and training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take STI benchmark and Formative Assessments throughout the year in 9th and 10th grade Math and Reading. Teachers will attend STI workshops (lead by Patsy Sheffield) to review student data and to collaborate to develop ways to engage students and increase their knowledge of CCRS, instructions, and assessments.	Academic Support Program	08/10/2015	05/23/2016	$0	No Funding Required	teachers, Administrators, STI Support Staff

Goal 7: 2015-2016 EL Goal: Adequate Progress on Language Acquisition

Measurable Objective 1:

collaborate to increase the number of EL students making AMAO targets for the A & B portion. AMAO A's target is resulting in a .05 gain in proficiency. AMAO B is the exit target of 21% district wide. by 05/20/2016 as measured by AMAO .

(shared) Strategy 1:

Student Goal Setting: - Teachers will engage in student goal setting for all ELs. Students ACCESS scores, Can Do Descriptors, and EL- IEP will be used to plan for

student goal setting in the four proficiency areas of listening, speaking, reading, and writing. The EL teacher will administer the WIDA ACCESS exam by the end of the

2015-2016 school year. Scores for targeted students will show areas of gain.

Category:

Research Cited:

Activity - Scheduling Goal Setting Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first month of school the EL and classroom teachers will schedule student goal setting meetings to reviwew and analyze each EL's comprehensive data.	Academic Support Program	08/10/2015	09/10/2015	$0	No Funding Required	EL and classroom teachers

Activity - Student Goal Setting/ Teacher Goal Setting:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the 2015-2016 school year, classroom teachers will implement strategies in teaching EL's. The strategies will follow students' goal setting and EL Plan. The goal is to help students become proficient in both Basic Interpersonal Communication Skills (BICS) and Communicative Academic Language Proficiency (CALP) areas.	Academic Support Program	08/10/2015	05/20/2016	$0	No Funding Required	EL and Classroom teachers

Activity - Implementation of Goal setting Plan:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By November 2015 and throughout the school year, classroom teacher will continue to follow the student goal setting plan during regular classroom instruction.	Academic Support Program	08/10/2015	05/20/2016	$0	No Funding Required	EL teacher and Classroom teachers

Activity - Midyear Progress Monitoring:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the WIDA ACCESS has been administered by the EL teacher, teachers of targeted students will collaborate with the EL teacher to follow up goal setting to discuss progress and make adjustments to the teachers' instructional goals on an as needed basis.	Academic Support Program	08/10/2015	05/20/2016	$0	No Funding Required	EL teacher (Reyna Starling) and Classroom teachers

Measurable Objective 2:

collaborate to increase the number of EL students making AMAO School wide by showing a .05 gain in proficiency and meet the exit rate goal district wide by 06/01/2016 as measured by AMAO School wide .

(shared) Strategy 1:

Student Goal Setting: - Teachers will engage in student goal setting for all ELs. Students ACCESS scores, Can Do Descriptors, and EL- IEP will be used to plan for

student goal setting in the four proficiency areas of listening, speaking, reading, and writing. The EL teacher will administer the WIDA ACCESS exam by the end of the

2015-2016 school year. Scores for targeted students will show areas of gain.

Category:

Research Cited:

Activity - Scheduling Goal Setting Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first month of school the EL and classroom teachers will schedule student goal setting meetings to reviwew and analyze each EL's comprehensive data.	Academic Support Program	08/10/2015	09/10/2015	$0	No Funding Required	EL and classroom teachers

Activity - Student Goal Setting/ Teacher Goal Setting:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the 2015-2016 school year, classroom teachers will implement strategies in teaching EL's. The strategies will follow students' goal setting and EL Plan. The goal is to help students become proficient in both Basic Interpersonal Communication Skills (BICS) and Communicative Academic Language Proficiency (CALP) areas.	Academic Support Program	08/10/2015	05/20/2016	$0	No Funding Required	EL and Classroom teachers

Activity - Implementation of Goal setting Plan:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By November 2015 and throughout the school year, classroom teacher will continue to follow the student goal setting plan during regular classroom instruction.	Academic Support Program	08/10/2015	05/20/2016	$0	No Funding Required	EL teacher and Classroom teachers

Activity - Midyear Progress Monitoring:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the WIDA ACCESS has been administered by the EL teacher, teachers of targeted students will collaborate with the EL teacher to follow up goal setting to discuss progress and make adjustments to the teachers' instructional goals on an as needed basis.	Academic Support Program	08/10/2015	05/20/2016	$0	No Funding Required	EL teacher (Reyna Starling) and Classroom teachers

Goal 8: 2015-2016 Safety: Students at Rehobeth High School will feel safe during school hours.

Measurable Objective 1:

demonstrate a behavior of feeling that they are safe at school by 05/20/2016 as measured by Student Surveys..

Strategy 1:

Supervision - Students will be supervised during school hours.

Category:

Research Cited:

Activity - Supervision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will supervise students during transitional times and accompany from one location to another when moving about campus (i.e. classroom to music, classroom to cafeteria).	Behavioral Support Program	08/10/2015	05/20/2016	$0	No Funding Required	All staff

Strategy 2:

Safety Plan - RHS will update the school safety plan and ensure that all classroom have emergency procedure charts posted.

Category:

Research Cited:

Activity - Safety Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Safety Plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The Plan will be reviewed at a faculty meeting.	Behavioral Support Program	08/10/2015	05/20/2016	$0	No Funding Required	Administrators and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Nutrition Education	Health courses will include instruction on nutrition, healthy food choices and eating habits.	Direct Instruction	08/10/2015	05/24/2016	$0	Health Education teachers and special education teachers
Support from Regional Staff	Support from regional staff in ELA and Math as well as support for ASPIRE and ACT prep.	Professional Learning	08/03/2015	05/27/2016	$0	Regional Support staff
Student Goal Setting/ Teacher Goal Setting:	Throughout the 2015-2016 school year, classroom teachers will implement strategies in teaching EL's. The strategies will follow students' goal setting and EL Plan. The goal is to help students become proficient in both Basic Interpersonal Communication Skills (BICS) and Communicative Academic Language Proficiency (CALP) areas.	Academic Support Program	08/10/2015	05/20/2016	$0	EL and Classroom teachers
Implementation of Goal setting Plan:	By November 2015 and throughout the school year, classroom teacher will continue to follow the student goal setting plan during regular classroom instruction.	Academic Support Program	08/10/2015	05/20/2016	$0	EL teacher and Classroom teachers
Strategic Lessons	Strategic Lessons will be developed and based on CCRS and state course of study standards. Lessons will be documented in INOW.	Direct Instruction	08/10/2015	05/23/2016	$0	Teachers
Teacher Training ACT Vantage and ALEX	Train teachers in the use of the ACT Vantage website and ALEX. Review resources and digital learning tools available to our school	Professional Learning	08/07/2015	05/27/2016	$0	Instructional Coach, teachers
Computer Lab Time	Teachers will provide students with at least one online lesson during the school year to provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge and develop products using technology.	Technology	08/07/2015	05/27/2016	$0	Teachers, media specialist
Teacher Training Educate Alabama	Train teachers in completion of the online Educate Alabama PLP.	Professional Learning	08/07/2015	05/27/2016	$0	Instructional Coach, teachers

Monitor Implementation of Strategies	Teacher implementation of strategic teaching and use of CCRS standards will be monitored using walk through observations, formal observations and lesson plan evaluations.	Professional Learning	08/07/2015	05/27/2016	$0	Administration
Pre and Post Assessment	Administration of Pre and Post Assessment given in all health courses.	Direct Instruction	08/10/2015	05/24/2016	$0	Health teachers will administer the assessment and administrators will monitor progress
Coaching Community and follow-up support	Instructional Coach will participate in Coaching Community opportunities and regional staff will help with followup training for teachers.	Professional Learning	08/03/2015	05/27/2016	$0	Instructional Coach and regional support staff
Interest Inventory	9th grade students complete an interest inventory at the beginning of 9th grade to determine careers best suited for their interests.	Career Preparation/Orientation	08/10/2015	05/27/2016	$0	Career preparedness Teacher
Administration of the Alabama Physical Fitness Assessment	Fall and spring administration of the Alabama Physical Fitness Assessment.	Direct Instruction	08/10/2015	05/24/2016	$0	Physical Education teachers will administer the assessment and administrators will monitor progress
Weekly Warmup	Students will perform various daily warm-ups to include but not limited to flexibility exercises, strength exercises, cardiovascular endurance activities.	Direct Instruction	08/10/2015	05/24/2016	$0	Physical Education teachers will conduct the activities and administrators will monitor progress.
STI Data meetings and training	Students will take STI benchmark and Formative Assessments throughout the year in 9th and 10th grade Math and Reading. Teachers will attend STI workshops (lead by Patsy Sheffield) to review student data and to collaborate to develop ways to engage students and increase their knowledge of CCRS, instructions, and assessments.	Academic Support Program	08/10/2015	05/23/2016	$0	teachers, Administrators, STI Support Staff
Digital Media	Acceptable use policies will be reviewed at a faculty meeting and teachers will explain procedures and policies so that students can be effective and responsible users of digital based media in their classrooms.	Technology	08/07/2015	05/27/2016	$0	Administrators, instructional coaches an

Close reads of Nutrition based articles	Students will complete close reads relating to nutrition education.	Direct Instruction	08/10/2015	05/24/2016	$0	Teachers
Professional Development Opportunities	ARI Specialist will continue to train teachers on CCRS. Teachers will be provided with professional development opportunities throughout the year to further increase their knowledge of appropriate strategies to use in the classroom as well as standards based lesson planning. Faculty meetings and department meetings will serve as follow ups and allow time for teachers to discuss strategies. Teachers will be provided with opportunities and professional development to increase their knowledge of strategic teaching and CCRS standards so that they can better implement this in the classroom as well as showcase their strategic teaching abilities.Teachers will continue to collaborate on strategies to increase teacher effectiveness and student learning.	Professional Learning	08/10/2015	05/27/2016	$0	RTI Coach, Instructional coach, Administration
Safety Plan	The Safety Plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The Plan will be reviewed at a faculty meeting.	Behavioral Support Program	08/10/2015	05/20/2016	$0	Administrators and Teachers
Supervision	Teachers will supervise students during transitional times and accompany from one location to another when moving about campus (i.e. classroom to music, classroom to cafeteria).	Behavioral Support Program	08/10/2015	05/20/2016	$0	All staff
Teacher Training	Specified Teachers and aides will undergo Classworks training.	Professional Learning	08/10/2015	05/23/2016	$0	Graduation Coach, Ava Yance, Classworks Director.
4 year plan	9th grade Career preparedness students will complete a 4 year plan determining a course outline for high school.	Career Preparation/Orientation	08/10/2015	05/27/2016	$0	Career Preparedness teacher
Counseling orientation	Teachers, counselors and students meet to introduce new students to counseling services available, and high school procedures and policies.	Academic Support Program	08/07/2015	05/27/2016	$0	Counselors and teachers
Classworks Implementation	Tier III and Special Education students will utilize Classworks to remediate standards. Classworks RTI Model is based on research-based best practices. It blends the 2 most commonly recognized models - Standards protocol and Problem solving, creating an ideal learning environment for all students. This model specifically account for students at all tiers and all grades. Classworks provide individualization and is key strength of the Problem Solving model.	Academic Support Program	08/10/2015	05/23/2016	$0	Graduation Coach, teachers

Graduation Coaching services	Graduation Coach focuses on 9th and 12th grade at risk students to improve grades, attendance and overall behavior. She serves as a support system for all areas.	Academic Support Program	08/10/2015	05/27/2016	$0	Graduation Coach
Scheduling Goal Setting Meetings	During the first month of school the EL and classroom teachers will schedule student goal setting meetings to reviwew and analyze each EL's comprehensive data.	Academic Support Program	08/10/2015	09/10/2015	$0	EL and classroom teachers
Midyear Progress Monitoring:	After the WIDA ACCESS has been administered by the EL teacher, teachers of targeted students will collaborate with the EL teacher to follow up goal setting to discuss progress and make adjustments to the teachers' instructional goals on an as needed basis.	Academic Support Program	08/10/2015	05/20/2016	$0	EL teacher (Reyna Starling) and Classroom teachers
				Total	$0	