



ACIP

Ardmore High School

Limestone County School District

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Ardmore, AL 35739

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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?

The Ardmore community lies in both Alabama in Tennessee and includes four counties as well. Two separate governments are elected for the town of Ardmore, AL and Ardmore, TN. Ardmore is approximately 80 miles south of Nashville, 100 miles north of Birmingham, and 90 miles south east from Chattanooga.

The current enrollment is 942 in grades 6-12 for the 2016-2017 school year with an additional enrollment of 108 Virtual students for a total of 1050. We have 7 students that have chosen to enroll at Ardmore High School due to district choice. There are 51 students that live in Tennessee and pay tuition to attend Ardmore High School.

According to the 2010 census, there were 1,194 people, 505 households, and 333 families residing in the town of Ardmore, AL . The racial makeup of the town was 94.3% White, 1.9% Black or African American, 0.8% Native American, 0.9% Asian, 0.1% Pacific Islander, .6% from other races, and 1.4% from two or more races. 1.3% of the population were Hispanic or Latino of any race.

According to the 2000 census, there were 1,082 people, 427 households, and 306 families residing in the city of Ardmore, TN. The racial makeup of the city was 96.86% White, 1.76% African American, 0.65% Native American, 0.09% Asian, 0.37% from other races, and 0.28% from two or more races. Hispanic or Latino of any race were 1.39% of the population.

Ardmore Faculty and Staff

Ardmore High School has forty-five full time faculty members which includes thirty-seven regular classroom teachers, six collaborative teachers, one librarian, and one technology facilitator. We have one principal and two assistant principals. We have one full time high school counselor for grades 9-12 and one full time middle school counselor for grades 6-8 and one counselor's assistant. We have one ACCESS lab and an ACCESS facilitator. We have one technical specialist. We have 6 instructional assistants for special education. An adjunct professor from Calhoun Community College who spends two periods a day at Ardmore teaching dual history. We share a music teacher and an art teacher with other schools. Each spends one day a week at Ardmore.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission and purpose of Ardmore High School is to provide appropriate learning opportunities that promote academic, physical, and ethical growth of students enabling them to become college and career ready citizens in an ever-changing society.

Ardmore provides classes based on the varying needs of students. We offer dual enrollment, AP, Access classes, and classes to promote basic skills of students that are in need of extra assistance. All students in grades 9-12 have access to high quality technical instruction in over 30 career fields at the Career Technical Center, if desired.

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.

From 2011 to 2014, college bound students from AHS scored above the state and national average on the ACT. For the 2014-2015 school year, when all students began taking the ACT, students from AHS scored above the state average. The seniors that took the ACT in the 2015-2016 school year also scored above the state average. After being awarded to Ardmore ten out of twelve years, the county's academic trophy was retired and placed on permanent display at the school. The graduating class of 2015 earned \$3,246,401 in scholarships. The graduating class of 2016 received \$3,908,519 which was the highest the school has ever received.

As part of the system's digital initiative, Ardmore is striving to increase the use of technology in grades 9-12 by reminding students and teachers to utilize the Bring Your Own Device program. We hope to increase student engagement during instruction and increase resources available in classrooms with the combination of the BYOD program and instructional strategies that teachers initiate as a result of Rigor and Relevance Framework training from Bill Daggett's research. The sixth, seventh, and eighth grade students have each received a MacBook aligning with the plan of the Digital Passport Initiative.

Ardmore High School has an award winning band that travels and competes at different venues each year. A supportive booster program helps to raise funds and assists in organizing activities for the band.

AHS is also well represented with award winning athletes. Each athletic group has supportive coaches and parents that help meet the needs of students.

Ardmore High School Notable Achievements

*Caleb Hilliard- National Merit Scholarship Winner 2015

*Awarded Dollar General Literacy Grant- 2015

*Tammy Hilliard received grant to purchase a class set of chromebooks for student use 2015

*Clint Putman and Rebecca Martin- Middle School Science teachers- received grants to replace desks with lab tables in their classrooms to make lab activities easier and safer for students

*Rebecca Martin- AMSTI trainer

*Linda Rolin has been awarded the WAY FM Crystal Apple Teacher Award for inspiring students

Additional Information

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

For the past 3 years, discipline incidents have decreased. According to the annual SIR reports:

*In 2014, there were 78 incidents.

*In 2015, there were 57 incidents.

*In 2016, there were only 39.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Troy Reed is our school's representative for the Superintendent's Advisory Committee.

We have distributed survey information to parents on the website as well as a QR Code with the survey link which was passed out a football game.

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

Glenn Bryant, Principal
Shaun Butler, Assistant Principal
Angela Schiff , Assistant Principal
Laurie Payne, Special Education Collaborative Teacher
Pam Emerson, Math Teacher
Emily Savoie, English Teacher
Brenda Morrow, Reading Teacher
Stephen Baugh, History Teacher
Chuck Landtroop, Science Teacher
Autumn Rowe, High School Counselor
Paige Betterton, Middle School Counselor

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

The final plan will be emailed to committee members. It will also be posted on the school website and discussed at faculty meetings.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The scores include ACT Aspire Results from Spring of 2016 and Performance Series/ Global Scholar scores from the Fall of 2016.	ACT Aspire demographic information ACT Aspire Scores 8th grade ACT Aspire Scores 10th grade Global Scholar Fall 2016 scores-11th grade Global Scholar Fall 2016 scores-9th grade Global Scholar Fall 2016 scores-12th grade

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

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

Areas of Notable Achievement

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

Sixth grade math and reading are above the expected level. Sixth grade had the highest scores in Limestone County. Math was 63% proficiency and reading was 49%. The system averages were 53% for math and 42% for reading.

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

6th and 8th grade math and reading are showing a positive trend in performance.

2015--6th grade math 47%

2016--6th grade math 63%

2015--6th grade reading 48%

2016--6th grade reading 49%

2015--8th grade math 21%

2016--8th grade math 27%

2015--8th grade reading 47%

2016--8th grade reading 55%

Which area(s) indicate the overall highest performance?

For the 2016 school year, 6th grade math had the highest proficiency at 63%

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

The only subgroup at Ardmore High School is special education students. This is continuously showing a declining trend.

Between which subgroups is the achievement gap closing?

The only subgroup at Ardmore High School is special education students. This is continuously showing a declining trend.

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

In 6th grade last year, Performance Series test math scores were examined. There are 5 sections of 6th grade math classes. Their below average percentages are as follows: 32%, 31%, 0%, 8%, and 13%. This correlates with the 63% of students that are proficient in 6th grade math for the 2015-2016 school year.

Areas in Need of Improvement

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

From the 2014-2015 school year to 2015-2016, there were declines in 7th grade math and reading.

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

Seventh grade math and reading. 10th graders were tested in ACT Aspire last year for the first time. There is no previous data to compare but reading proficiency is 36% and math is 11%

Which area(s) indicate the overall lowest performance?

For ACT Aspire, 10th grade math is the lowest performer at 11%

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

Our special education subgroup continues to struggle based on graduation requirements and Spring Testing.

Between which subgroups is the achievement gap becoming greater?

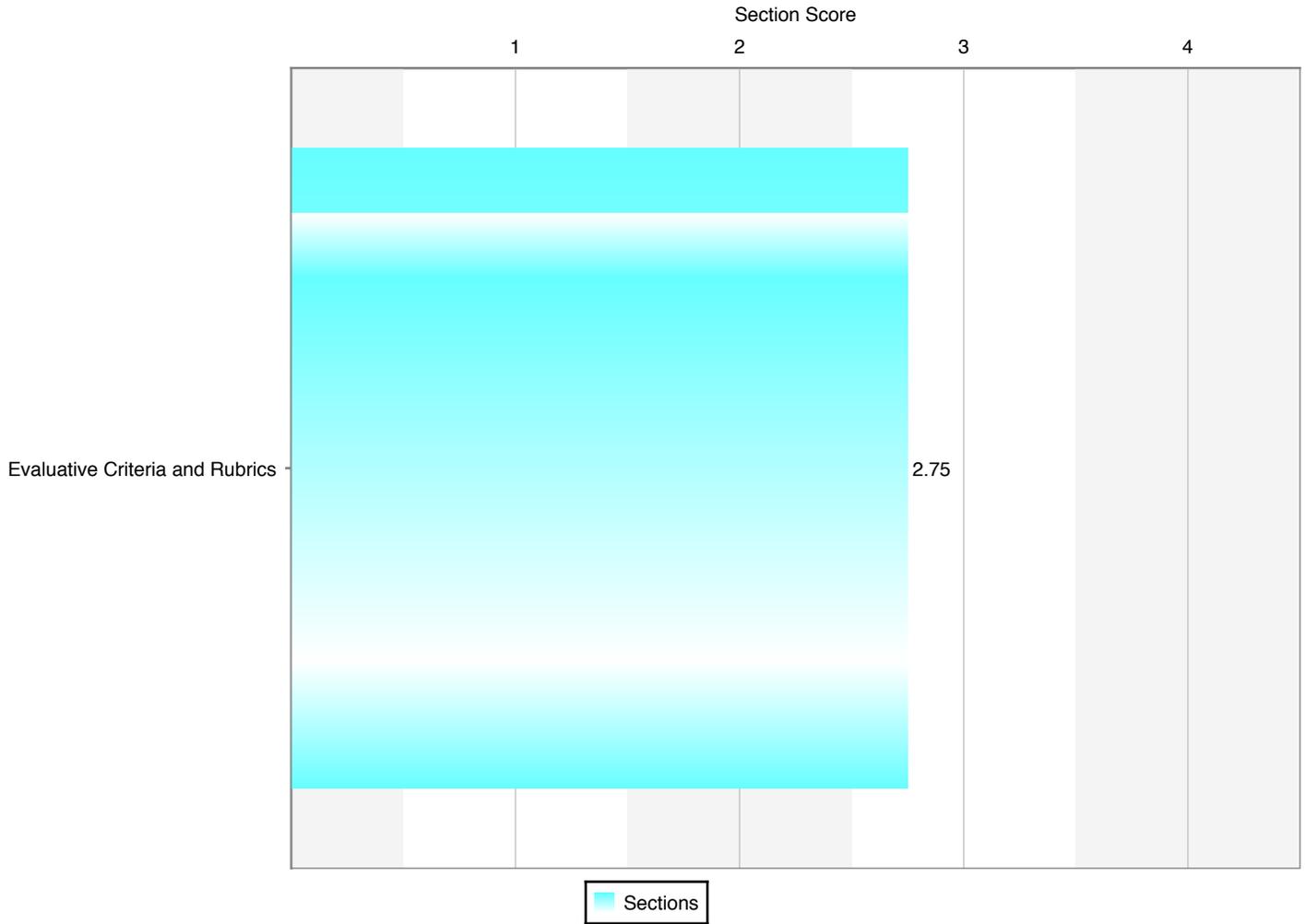
The only subgroup at Ardmore High School is special education students.

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

For the 2015-2016 school year, 6 sections of Algebra 1A were tested. The following percentages represent the students that were below average on the Performance Series Testing: 46%, 20%, 40%, 8%, 100%, and 5%.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The Leadership Team meets every Thursday morning to discuss issues that have arisen, questions about upcoming events, curriculum, instruction, and other items as needed. Each Leadership Team member also leads a PLC.	Leadership Team signatures Central Office Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Employee Policies 5.15 Sexual Harassment (Title VII) 5.15.1 Definition of Sexual Harassment 5.15.2 Examples of Prohibited Conduct 5.15.3 Employee Complaint Resolution Procedure 5.15.4 Formal Complaint Procedure 5.15.5 Confidentiality 5.15.6 Retaliation Prohibited 5.15.7 Penalties for Violation Student Policies 6.9 Equal Educational Opportunities 6.10 Title IX 6.10.1 Prohibition 6.10.2 Title IX Coordinator 6.11 Student Sexual Harassment 6.11.1 Sexual Harassment Prohibited 6.11.2 Definition 6.11.3 Sexual Harassment Complaint Procedures Authorized 6.11.4 Initial Confrontation of Accused Harasser	Documentation

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tommy Hunter Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 Phone: (256) 232-5353 Fax: (256) 233-6461	Documentation

ACIP

Ardmore High School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	LCS has a Parent Involvement Plan and a district policy about Parent/Family Involvement (Policy 7.14). The District encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent Involvement Plan. LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Non-Title I school	

Plan for ACIP 2016-2017

Overview

Plan Name

Plan for ACIP 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reduce Truancy	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$5000
2	Increase proficiency in reading	Objectives: 4 Strategies: 4 Activities: 4	Organizational	\$2300
3	Increase Proficiency in Math	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$0
4	Increase proficiency in science	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Increase College and Career Ready Standards	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Implement Learning Supports	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Reduce Truancy

Measurable Objective 1:

collaborate to reduce the number of the 491 students during the 2015-2016 school year who missed more than 10 days by 05/05/2017 as measured by comparing 2016-2017 attendance data with 2015-2016 attendance data.

Strategy 1:

Attendance Monitoring and Intervention Plans - Attendance will be monitored for all students. Students who miss more than 3 unexcused days in the first 30 days of school or missed more than 10 unexcused days for the previous school year will be monitored through PST and have an intervention plan in place.

Category: Other - School Processes

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research and Practice, Northwest Regional Educational Laboratory, June 2004.

This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no “silver bullet” approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents as well as the SRO. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2016	05/05/2017	\$0	No Funding Required	Counseling Assistants, SRO, PST team

Activity - PST Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST teams will put plans in place for any student that misses 5 unexcused days. This form will include interventions for school as well as home.	Policy and Process	09/01/2016	05/05/2017	\$0	No Funding Required	PST Teams, administrators, teachers

Strategy 2:

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring has significant positive effects on two early warning indicators that a student may be falling off-track: High levels of absenteeism (Kennelly & Monrad, 2007) Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class.

(Public/Private Ventures study of Big Brothers Big Sisters) Recurring behavior problems (Thurlow, Sinclair & Johnson, 2002) Young adults who face an opportunity gap but have a mentor are 55% more likely to be enrolled in college than those who did not have a mentor. (The Mentoring Effect, 2014) In addition to better school attendance and a better chance of going on to higher education, mentored youth maintain better attitudes toward school. (The Role of Risk, 2013)

(<http://www.mentoring.org/why-mentoring/mentoring-impact/>)

Activity - Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/01/2016	05/05/2017	\$0	No Funding Required	Teachers, counselors, administrators

Strategy 3:

Positive Behavior Support - Schools will implement programs to recognize and reward students for positive actions.

Category: Develop/Implement Student and School Culture Program

Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining the effectiveness of truancy prevention programs, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school based,

family-based, and community-based interventions. The study focused on programs for elementary and middle school students.

Activity - Positive Behavior Support for Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will use positive behavior support to recognize and reward students for attending school. For students with attendance plans. contracts will be used to recognize and reward students for improvement rather than prefect attendance.	Behavioral Support Program	09/01/2016	05/05/2017	\$0	No Funding Required	Teachers, counselors, mentors, school administrators

Strategy 4:

Attendance Rewards - Numerous rewards will be offered throughout the year in order to offer incentives to students that maintain appropriate school attendance.

Assemblies will be held for students in grade 6-8 and 9-12 and names will be drawn during those assemblies so winners can be announced.

Fundraising will be held throughout the year to provide the funds for the rewards.

Category: Develop/Implement Learning Supports

Activity - Attendance Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive rewards as an incentive to attend school regularly.	Behavioral Support Program	09/01/2016	05/25/2017	\$5000	Other	teachers, administration, counselors, sped teachers, resource officer

Goal 2: Increase proficiency in reading

Measurable Objective 1:

demonstrate a proficiency in reading by 05/25/2017 as measured by increasing the usage of AR in middle and high school.

Strategy 1:

AR for middle and high school students - Students will be influenced to read and take tests on the Renaissance Place website. Each 6-8 student that reaches their goal of 25 points, will be allowed to attend a small celebration each 9 weeks of school. The high school students will be rewarded at the end of each semester if they have received their 50 points. Progress will be charted for the middle school students by the library media specialist.

Category: Develop/Implement Student and School Culture Program

Activity - AR celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive incentives to reach their AR goals. Twenty five points per 9 weeks will be required in grades 6-8 and fifty points will be required in grades 9-12 per semester. If the students reach their goal, they will receive a celebration provided by the library media teacher.	Academic Support Program	09/01/2016	05/25/2017	\$200	Other	Teachers, library media specialist, administration

Measurable Objective 2:

increase student growth in reading by 05/25/2017 as measured by evaluating the use of Achievement Series tests every three weeks.

Strategy 1:

Achievement Series Testing - Teachers will be required to administer one Achievement Series tests every three weeks to evaluate the standards that were recently taught as well as standards that will be covered in the near future.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Achievement Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer one Achievement Series test every three weeks to monitor for understanding. Teachers were provided substitutes and trained in August. Payment for substitutes was provided by professional development funds.	Academic Support Program	09/01/2016	05/25/2017	\$1000	Other	Teachers, administration

Measurable Objective 3:

increase student growth in reading comprehension strategies by 05/25/2017 as measured by an increase in understanding of comprehension strategies as well as as increase in the understanding of the standards measured by Global Scholar testing, Achievement Series testing, ACT Aspire, and ACT.

Strategy 1:

Reading Comprehension - Science and social studies teachers will be provided with a full day of training in order to review explicit comprehension strategies in non fiction text. Professional Development will follow the ARI-PAL model. ELA teachers will be provided with a half day of professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21. (http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx).

Activity - Reading Comprehension Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide comprehension instruction to science, social studies, and ELA teachers.	Professional Learning	10/03/2016	05/25/2017	\$1100	Other	Science teachers, social studies teachers, ELA teachers, administration, central office staff

Measurable Objective 4:

increase student growth in vocabaulary strategies by 05/25/2017 as measured by an increase in understanding of vocabulary strategies as well as as increase in the understanding of the standards measured by Global Scholar testing, Achievement .

Strategy 1:

Vocabulary Instruction - Teachers will implement more effective vocabulary strategies in their classroom using context clues and the assistance from <http://my.hrw.com>. Teachers will work together during vertical team meetings to discuss strategies for their classroom and ways to teach the standards appropriately.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21. (http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx).

Activity - Vocabulary Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use explicit instruction to teach vocabulary in the ELA classroom.	Direct Instruction	08/03/2016	05/25/2017	\$0	No Funding Required	teachers, administration

Goal 3: Increase Proficiency in Math

Measurable Objective 1:

increase student growth in math by 05/25/2017 as measured by using summative assessments in Achievement Series test every three weeks.

Strategy 1:

Achievement Series Testing - Teachers will be required to administer one Achievement Series tests every three weeks to evaluate the standards that were recently taught as well as standards that will be covered in the near future.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Achievement Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer one Achievement Series test every three weeks to monitor for understanding.	Academic Support Program	09/01/2016	05/25/2017	\$0	No Funding Required	Teachers, administration

Measurable Objective 2:

collaborate to double the number of students ready to take Algebra 1 in the 8th grade by 05/25/2017 as measured by evaluating ACT Aspire, Achievement Series Testing, and Global Scholar Testing.

Strategy 1:

Algebra 1 - Math teachers will attend regularly scheduled data meetings in order to view test scores, fill in gaps, evaluate standards, and discuss rigorous teaching practices in order to prepare more students for Algebra 1 in the 8th grade.

Category: Develop/Implement College and Career Ready Standards

Activity - Data meetings for math teachers to prepare them to teach middle school students so they can be prepared to take Algebra 1 in the 8th grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings for math teachers to prepare them to teach middle school students so they can be prepared to take Algebra 1 in the 8th grade	Professional Learning	09/01/2016	05/25/2017	\$0	No Funding Required	Teachers, administration

Measurable Objective 3:

increase student growth in math by 05/25/2017 as measured by test data, Global Scholar, and Achievement Series testing.

Strategy 1:

AMSTI Math - Math teachers in 6-8 will be provided kits for AMSTI math. These lessons will be required by the administration. Each teacher should be using the math kits in order for the students to utilize hands on learning in math.

Category: Develop/Implement Student and School Culture Program

Activity - AMSTI math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained and provided kits in order to implement AMSTI lessons in class. Teachers will be required to supplement lessons during math in order to provide hands on learning to students in 6-8 grade.	Academic Support Program	09/01/2016	05/25/2017	\$0	Other	Central Office staff, AMSTI, math teachers in 6-8, administration

Goal 4: Increase proficiency in science**Measurable Objective 1:**

increase student growth in science by 05/25/2017 as measured by test scores, Global Scholar Testing, and Achievement Series Testing.

Strategy 1:

Science proficiency - Students will increase proficiency in science by using Global Scholar Testing and Achievement Series testing every three weeks to measure standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Science proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase proficiency in science. Teachers will use data from Global Scholar as well as Achievement Series testing to evaluate student performance.	Academic Support Program	09/01/2016	05/25/2017	\$0	No Funding Required	teachers, administration

Activity - Data and vertical team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Discuss unwrapping the next generation standards for science during data meetings and vertical team meetings.	Professional Learning	09/01/2016	05/25/2017	\$0	No Funding Required	science teachers, administration
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Goal 5: Increase College and Career Ready Standards

Measurable Objective 1:

achieve college and career readiness before or by 05/25/2017 as measured by students that have achieved one of the six indicators.

Strategy 1:

College and Career Ready - All students will be required to complete one of the six indicators in order to be college and career ready

Category: Develop/Implement College and Career Ready Standards

Activity - Indicators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all students have at least one indicator before graduation	Academic Support Program	08/03/2016	05/25/2017	\$0	No Funding Required	Teachers, counselors, administration

Goal 6: Implement Learning Supports

Measurable Objective 1:

collaborate to develop a team of school level personnel to train at least 90% of the staff by 05/25/2017 as measured by use of six pillars of support.

Strategy 1:

Learning Supports - This year we will identify areas of need to align support using the Learning Supports strategies.

Category: Develop/Implement Learning Supports

Research Cited: The School Leader's Guide to Student Learning Supports by Howard Edelman and Linda Taylor

Activity - Learning Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train members of the faculty and staff on the implementation of learning supports.	Behavioral Support Program	10/26/2016	05/25/2017	\$0	No Funding Required	teachers, counselors, administration, central office staff

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
Achievement Series Testing	Teachers will administer one Achievement Series test every three weeks to monitor for understanding.	Academic Support Program	09/01/2016	05/25/2017	\$0	Teachers, administration
Mentoring Sessions Targeting Attendance	Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/01/2016	05/05/2017	\$0	Teachers, counselors, administrators
Science proficiency	Students will increase proficiency in science. Teachers will use data from Global Scholar as well as Achievement Series testing to evaluate student performance.	Academic Support Program	09/01/2016	05/25/2017	\$0	teachers, administration
PST Intervention	PST teams will put plans in place for any student that misses 5 unexcused days. This form will include interventions for school as well as home.	Policy and Process	09/01/2016	05/05/2017	\$0	PST Teams, administrators, teachers
Positive Behavior Support for Attendance	Schools will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance.	Behavioral Support Program	09/01/2016	05/05/2017	\$0	Teachers, counselors, mentors, school administrators
Indicators	Ensure that all students have at least one indicator before graduation	Academic Support Program	08/03/2016	05/25/2017	\$0	Teachers, counselors, administration
Vocabulary Strategies	Teachers will use explicit instruction to teach vocabulary in the ELA classroom.	Direct Instruction	08/03/2016	05/25/2017	\$0	teachers, administration
Attendance Tracking	Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents as well as the SRO. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2016	05/05/2017	\$0	Counseling Assistants, SRO, PST team
Data meetings for math teachers to prepare them to teach middle school students so they can be prepared to take Algebra 1 in the 8th grade	Data meetings for math teachers to prepare them to teach middle school students so they can be prepared to take Algebra 1 in the 8th grade	Professional Learning	09/01/2016	05/25/2017	\$0	Teachers, administration
Data and vertical team meetings	Discuss unwrapping the next generation standards for science during data meetings and vertical team meetings.	Professional Learning	09/01/2016	05/25/2017	\$0	science teachers, administration

ACIP

Ardmore High School

Learning Supports	Train members of the faculty and staff on the implementation of learning supports.	Behavioral Support Program	10/26/2016	05/25/2017	\$0	teachers, counselors, administration, central office staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Achievement Series Testing	Teachers will administer one Achievement Series test every three weeks to monitor for understanding. Teachers were provided substitutes and trained in August. Payment for substitutes was provided by professional development funds.	Academic Support Program	09/01/2016	05/25/2017	\$1000	Teachers, administration
Attendance Rewards	Students will receive rewards as an incentive to attend school regularly.	Behavioral Support Program	09/01/2016	05/25/2017	\$5000	teachers, administration, counselors, sped teachers, resource officer
AR celebrations	Students will receive incentives to reach their AR goals. Twenty five points per 9 weeks will be required in grades 6-8 and fifty points will be required in grades 9-12 per semester. If the students reach their goal, they will receive a celebration provided by the library media teacher.	Academic Support Program	09/01/2016	05/25/2017	\$200	Teachers, library media specialist, administration
Reading Comprehension Professional Development	Provide comprehension instruction to science, social studies, and ELA teachers.	Professional Learning	10/03/2016	05/25/2017	\$1100	Science teachers, social studies teachers, ELA teachers, administration, central office staff
AMSTI math	Teachers have been trained and provided kits in order to implement AMSTI lessons in class. Teachers will be required to supplement lessons during math in order to provide hands on learning to students in 6-8 grade.	Academic Support Program	09/01/2016	05/25/2017	\$0	Central Office staff, AMSTI, math teachers in 6-8, administration
Total					\$7300	

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	Survey Data Attached	Survey Response Likert Scale

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Our school provides opportunities for students to participate in activities that interest them.

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

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

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

Research shows that students with an adult advocate attend school more regularly. Students are regularly monitored by adults in the school to ensure regular attendance practices. Phone calls and other communication are used to reach out to parents to discuss attendance as well as phone calls home to monitor absences.

Areas in Need of Improvement

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

Our school provides opportunities for stakeholders to be involved in the school.

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

Our school ensures the effective use of financial resources.

What are the implications for these stakeholder perceptions?

Parents do not feel as though they are included in the plans of the school. The leadership team will find ways to promote stakeholder involvement. The administration would like to implement a PTO for Ardmore High School.

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

Parents do not feel as though they are included in the decision making process of the school. When the survey was opened, it was available on Facebook, Twitter, and we passed out a QR Code during the Homecoming game. Participation was low in the survey.

Report Summary

Scores By Section

