



## **ACIP**

# Sweet Water High School

Marengo 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?**

Sweet Water High School is a small rural school located in Marengo County in Southwest Alabama. We have 593 students in grades K4-12. Our school population is made up of 63% white students, 36% African American students, and 1% students of other races. Sixty-five percent of our students come from low socioeconomic homes. The large majority of our school families depend upon the timber industry for employment. Our region has the highest unemployment rate in the state of Alabama. The weakness of the timber industry has contributed to the weak economy in the area. These factors have impacted enrollment at Sweet Water during recent years. However, our school enjoys great cooperation and support from our homes and our community. Our school has a long tradition of excellence within our classrooms and within our extracurricular teams and groups.



## 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.**

Sweet Water High School's vision for students is that they become contributing members of the global community, Therefore, the school works in cooperation with homes and the community to ensure that all students graduate on time and are properly prepared for the work force, military, technical school, or college.

At Sweet Water High School our mission is to provide a high quality, comprehensive, and meaningful education for all students so that they develop character, citizenship, and scholarship.

Sweet Water High School sets high expectations for all students. We stress tremendous work ethic along with strong citizenship to achieve the goals set out in our vision and mission statements. Our faculty is made up of highly effective educators who are role models for great work ethic. They work in partnership with administration and homes to provide an excellent learning environment for our students.

## **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.**

During the 2015-2016 school year, SWHS underwent a five year AdvancED review. The school scored above the national average in all areas of the ELEOT Tool as well as the performance indicators. A powerful practice identified was the school effectively engaged families in a meaningful way in the educational process. It was also noted that administration, faculty, staff, and the local community foster a culture of collaboration that leads to all stakeholders having a sense of community pride that resonates throughout the institution.

Additionally, during the last two years we have placed emphasis on students having the opportunity to participate in dual enrollment. We chose this initiative because of its direct correlation to students graduating College and Career Ready. We have been able to offer English 101 and 102 on our campus and to provide transportation to Alabama Community College for students to enroll in Career Technical classes. This will continue to be a growth area for us as we strive to offer more college level classes on our campus.

An improvement area for us is to provide more opportunities for secondary teachers to collaborate and plan across curriculum areas.

## **Additional Information**

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

During the 2014-2015 academic school year, our high school began an ACT initiative that included educating students and parents about the importance of the test, as well as offering formalized ACT preparation. The results have been a school ACT average that is above the state average and having both our accelerated track students and our regular track students ACT averages rise. Our current senior class, with an enrollment of 49, has four students with an ACT score of 30 or above. Our current junior class, with an enrollment of 39, also has four students with a score of 30 or above.

# **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.**

Sweet Water High School stakeholders were involved in a variety of ways. All groups including administration, faculty, parents, and students were provided with online surveys to complete. The faculty also completes a needs assessment at the end of each academic year that determines areas of strengths and weaknesses that impact organization and programs for the following year. Parents are encouraged to share school improvement ideas through an "Open Door" policy. Regularly scheduled PTA meetings also provide a forum for parents, teachers, students, and administration time to discuss school improvement ideas. Parents are also members of the SWHS Leadership Team.

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

Parents and students participated through the completion of surveys and open ended questions. Administration and faculty were responsible for compiling data from a variety of sources and analyzing data and surveys to identify the improvement areas.

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

A link was placed on the school website that allows parents and other stakeholders to open and review the plan at any time. A hard copy of the plan is placed in the school office and the school media center. The plan is discussed at faculty meetings and PTA 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 attached document displays Aspire Data for students in grades 3-8 and 10.	SWHS 2016 Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

1. 3rd grade math with a proficiency rate of 84% was above expectations
2. 8th grade math with a 54% proficiency rate, represented a 21% increase in proficiency from 2015. This was above expectations.
3. 10th grade writing with a proficiency rate of 60% was above expectations.
4. 11th grade regular track ACT average composite score rose to 17.7. This represented over a one point in one year. This was above expectations.

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

3rd grade math  
8th grade math  
10th grade writing  
ACT average composite score

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

3rd grade math

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

Black males

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

Black males

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

All of the data comes from multiple sources

## Areas in Need of Improvement

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

Reading in all grade levels

Writing in 5th grade

Math in 10th grade

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

4th grade math

5th grade reading

7th grade English

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

5th grade writing

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

Students with IEP's

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

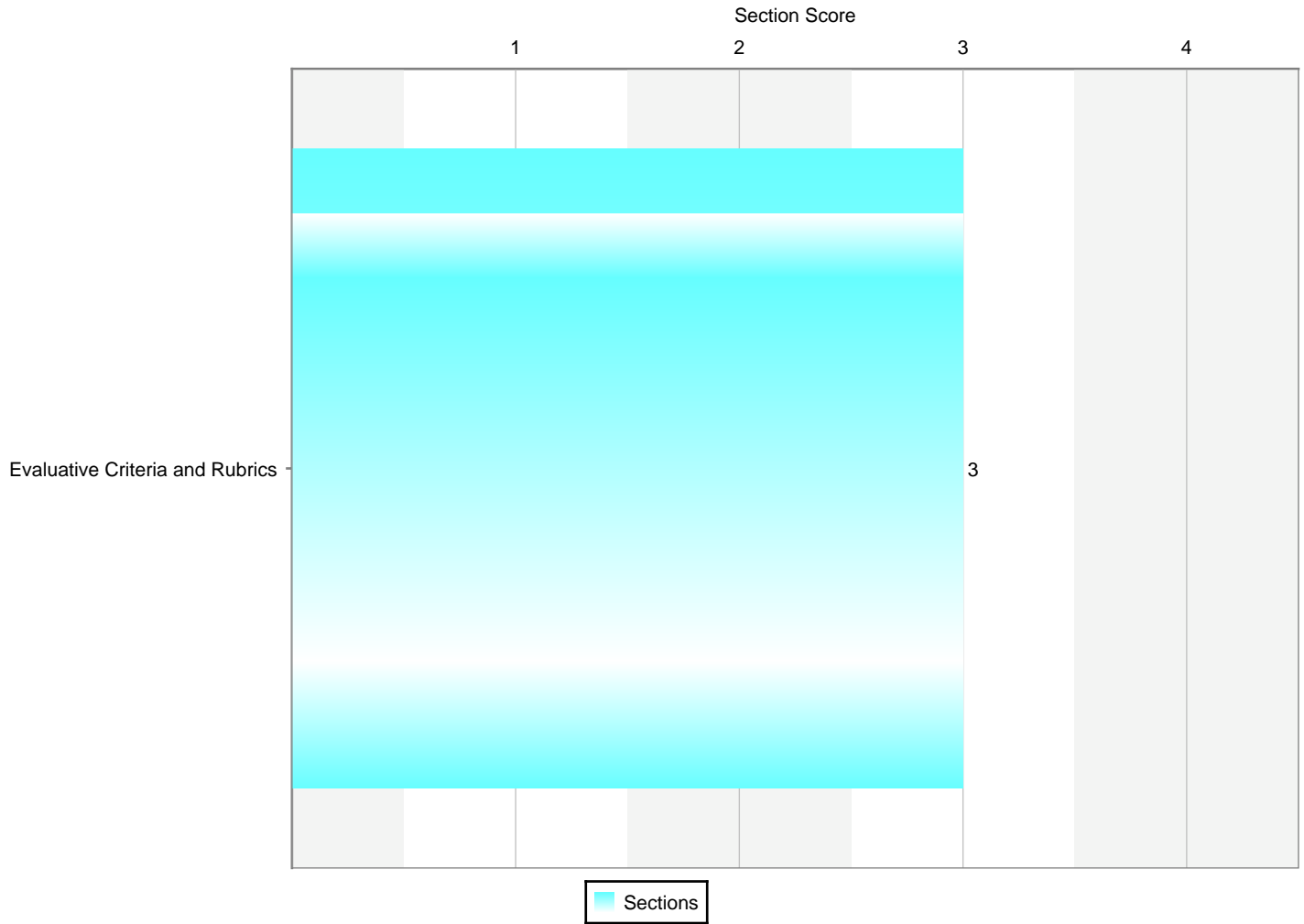
Students with IEP's

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

Students with IEP's

## 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 Continuous Improvement Plan Team Signature Page is attached.	Leadership Signature Page

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	The Marengo County Board Policy is attached.	Non-Discrimination Board Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Luther Hallmark, Marengo County Superintendent is the designated employee.	Designated employee

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	The Sweet Water High School Parent Involvement Plan is attached.	Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	The 2016-2017 Sweet Water High School Parent Compact is attached.	Parent Compact Page One Parent Compact Page Two



# 2016-2017 Plan for Continuous Improvement

## **Overview**

### **Plan Name**

2016-2017 Plan for Continuous Improvement

### **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	In 2016-2017, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$0
2	In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$2343
3	In 2016- 2017, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$58155
4	In 2016-2017, Sweet Water High School will increase the number of students in grades 9-12 who receive Career Technical Credentials.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: In 2016-2017, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

### Measurable Objective 1:

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/25/2017 as measured by benchmark tests, Aspire assessments, and ACT.

### Strategy 1:

Standards Based Instruction - Teachers will teach using the Alabama College and Career Ready Standards. The standards establish a clear set of goals and expectations that will prepare students with the knowledge and skills to help them be prepared for college and the work force.

Category:

Activity - Pacing Guides/Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize pacing guides and ACT Aspire Periodicals to assist in preparing students to be College and Career Ready as measured by ACT Aspire.	Direct Instruction	08/10/2016	05/25/2017	\$0	No Funding Required	Principal, Teacher leaders
Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, ACT Periodicals, Aspire, and ACT)	Direct Instruction, Academic Support Program	08/10/2016	05/24/2017	\$0	No Funding Required	Principal and Reading Specialist
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Academic Support Program, Technology	08/10/2016	05/25/2017	\$0	No Funding Required	librarian, BTA teachers, classroom teachers
Activity - Interactive Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize interactive boards to engage students in learning	Academic Support Program	09/12/2016	05/24/2017	\$0	No Funding Required	Teachers in grades K-3 and high school core teachers

**Strategy 2:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the work force.

Category: Develop/Implement College and Career Ready Standards

Activity - Career Tech Electives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Career Preparation/Orientation, Direct Instruction, Academic Support Program, Technology	08/10/2016	05/25/2017	\$0	No Funding Required	Career Tech Teachers

**Strategy 3:**

Dual Enrollment - 11th and 12th graders meeting the requirements set out by the state may participate in career technical dual enrollment on the Alabama Southern Community College campus.

Category: Develop/Implement College and Career Ready Standards

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meeting the requirements set out by the state are encouraged to enroll in English 101 and English 102 that is offered on our campus.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	Other	Librarian, Counselor

**Strategy 4:**

ACT Preparation - Formalized ACT preparation will be provided to all students in grades 9-12.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students who receive a benchmark score on the ACT are considered to be College and or Career Ready.

Activity - Analysis of ACT Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher leaders, guidance, and administration will analyze ACT data from the current junior class as well as other school ACT data.	Career Preparation/Orientation	07/01/2016	05/24/2017	\$0	No Funding Required	Teacher Leaders Administration High School Faculty Guidance
Activity - ACT powerpoint presentations for students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mrs. Davis will meet with all 9-12 students to review the ACT Process and its vital role in college and career planning.	Career Preparation/Orientation	09/19/2016	05/24/2017	\$0	No Funding Required	Mrs. Davis
Activity - ACT Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lead ACT preparation	Career Preparation/Orientation	08/15/2016	05/24/2017	\$0	No Funding Required	All high school faculty

## Goal 2: In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.

**Measurable Objective 1:**

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/25/2017 as measured by attendance records, student data, and the number of students prepared for college and careers.

**Strategy 1:**

Attendance - Student attendance will be monitored by the Attendance Office to ensure that students are attending school.

Category:

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Academic Support Program, Policy and Process	08/10/2016	05/25/2017	\$0	No Funding Required	Attendance Officer, County Attendance Officer
Activity - Automatic Dialler	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents of students that are absent in homeroom will receive an automatic phone call telling them their child is absent.	Parent Involvement	08/10/2016	05/25/2017	\$0	Other	Attendance Officer
<b>Activity - Mark Attendance Each Period</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
High School teachers will post attendance each period.	Policy and Process	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers and Attendance Officer

**Strategy 2:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met and that they are experiencing academic success in order to be promoted to the next grade.

Category:

<b>Activity - Intervention Teacher</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Tutoring, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Intervention Teachers

<b>Activity - After School Tutoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A teacher facilitated tutoring program with upperclassman serving as tutors will begin in September to provide academic assistance in grades 5-12.	Tutoring, Academic Support Program	09/01/2016	05/25/2017	\$0	Title I Schoolwide	Staff members, peer tutors

<b>Activity - Problem Solving Team Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Problem Solving Team Members, parents, students

<b>Activity - Senior Night/Scholarship Committee</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities during customized individual sessions and throughout the year to assist with college funding.	Parent Involvement, Career Preparation/Orientation, Academic Support Program, Community Engagement	08/10/2016	05/25/2017	\$0	No Funding Required	Guidance Counselor
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Activity - School Cast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS.	Parent Involvement, Academic Support Program, Community Engagement	08/10/2016	05/25/2017	\$2343	Title I Schoolwide	Principal

### **Goal 3: In 2016- 2017, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.**

#### **Measurable Objective 1:**

achieve college and career readiness by providing collaborative and ongoing professional development for teachers and leaders by 05/25/2017 as measured by increased academic student growth.

#### **Strategy 1:**

Professional Development - Teachers will receive training and coaching on a balanced approach to instruction consisting of explicit instruction and strategic teaching.

Category:

Research Cited: The results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught skills. Tracey Hall, Ph.D Senior Research Scientist, NCAC

Activity - Data Analysis/Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended data meetings will be held in September for review of ACT Aspire and ACT data. Strengths and weaknesses will be identified and utilized to plan instruction.	Professional Learning	09/01/2016	09/30/2016	\$525	General Fund	Principal and Reading Specialist Teachers



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Activity - Standards Based Instruction/ Increasing Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to address continued increase of rigor in standards based instruction. STI Chalkable will provide further training addressing depth of knowledge as well as effective constructed response items.	Professional Learning	08/08/2016	05/25/2017	\$47535	Title I Schoolwide	STI/ Chalkable Consultants Principal Reading Specialist Teachers Teacher Leaders
Activity - Educational Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction. Teachers will learn to include technology in instruction and students will utilize technology in learning.	Professional Learning	08/10/2016	05/25/2017	\$10095	Other	STI/Chalkable Consultants Principal Reading Specialist Technology Liasons Teachers District Technicians/D irector to ensure internet accessibility. Teacher Leaders
Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across grade levels and subject areas will plan collaboratively and vertically to provide opportunities to increase the quality of instruction provided to all students.	Professional Learning	09/08/2016	05/25/2017	\$0	No Funding Required	Phyllis Mabowitz, principal Reading Specialist Teacher Leaders
Activity - Mentoring Novice Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Novice teachers are assigned mentor teachers who guide and support them as they become more experienced as classroom teachers.	Academic Support Program	08/04/2016	05/25/2017	\$0	No Funding Required	Principal, Phyllis Mabowitz Mentor teachers, Angie Lewis and Phala Mims
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## Goal 4: In 2016-2017, Sweet Water High School will increase the number of students in grades 9-12 who receive Career Technical Credentials.

### Measurable Objective 1:

achieve college and career readiness by increasing the number of students in grades 9-12 who receive Career Technical Credentials by the end of the 2016-2017 school year. by 05/24/2017 as measured by reports of students completing requirements for credentials and the corresponding data entered into INOW..

### Strategy 1:

Career Tech Credentials - The Career Tech classes will focus upon preparing students to be successful in meeting the requirements for credentials within their specific content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Career Tech credentials result in students being more prepared for college and or a career.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Career Tech faculty will receive professional development needed for administration of credentialing assessments.	Professional Learning	10/03/2016	11/01/2016	\$0	No Funding Required	William Martin

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Cast	SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS.	Parent Involvement, Academic Support Program, Community Engagement	08/10/2016	05/25/2017	\$2343	Principal
After School Tutoring	A teacher facilitated tutoring program with upperclassman serving as tutors will begin in September to provide academic assistance in grades 5-12.	Tutoring, Academic Support Program	09/01/2016	05/25/2017	\$0	Staff members, peer tutors
Standards Based Instruction/ Increasing Rigor	Professional development will be provided to address continued increase of rigor in standards based instruction. STI Chalkable will provide further training addressing depth of knowledge as well as effective constructed response items.	Professional Learning	08/08/2016	05/25/2017	\$47535	STI/ Chalkable Consultants Principal Reading Specialist Teachers Teacher Leaders
<b>Total</b>					<b>\$49878</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis/Instructional Planning	Extended data meetings will be held in September for review of ACT Aspire and ACT data. Strengths and weaknesses will be identified and utilized to plan instruction.	Professional Learning	09/01/2016	09/30/2016	\$525	Principal and Reading Specialist Teachers
<b>Total</b>					<b>\$525</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Problem Solving Team Meetings	The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	Problem Solving Team Members, parents, students
Intervention Teacher	An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Tutoring, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	Intervention Teachers
Mentoring Novice Teachers	Novice teachers are assigned mentor teachers who guide and support them as they become more experienced as classroom teachers.	Academic Support Program	08/04/2016	05/25/2017	\$0	Principal, Phyllis Mabowitz Mentor teachers, Angie Lewis and Phala Mims
Pacing Guides/Benchmark Assessments	Teachers will utilize pacing guides and ACT Aspire Periodicals to assist in preparing students to be College and Career Ready as measured by ACT Aspire.	Direct Instruction	08/10/2016	05/25/2017	\$0	Principal, Teacher leaders
Data Meetings	Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, ACT Periodicals, Aspire, and ACT)	Direct Instruction, Academic Support Program	08/10/2016	05/24/2017	\$0	Principal and Reading Specialist
ACT Preparation	Teacher lead ACT preparation	Career Preparation/Orientation	08/15/2016	05/24/2017	\$0	All high school faculty
ACT powerpoint presentations for students	Mrs. Davis will meet with all 9-12 students to review the ACT Process and its vital role in college and career planning.	Career Preparation/Orientation	09/19/2016	05/24/2017	\$0	Mrs. Davis
Mark Attendance Each Period	High School teachers will post attendance each period.	Policy and Process	08/10/2016	05/25/2017	\$0	Teachers and Attendance Officer
Analysis of ACT Data	Teacher leaders, guidance, and administration will analyze ACT data from the current junior class as well as other school ACT data.	Career Preparation/Orientation	07/01/2016	05/24/2017	\$0	Teacher Leaders Administration High School Faculty Guidance

**ACIP**

Sweet Water High School

Senior Night/Scholarship Committee	The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities during customized individual sessions and throughout the year to assist with college funding.	Parent Involvement, Career Preparation/Orientation, Academic Support Program, Community Engagement	08/10/2016	05/25/2017	\$0	Guidance Counselor
Collaboration	The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Academic Support Program, Technology	08/10/2016	05/25/2017	\$0	librarian, BTA teachers, classroom teachers
Vertical Planning	Teachers across grade levels and subject areas will plan collaboratively and vertically to provide opportunities to increase the quality of instruction provided to all students.	Professional Learning	09/08/2016	05/25/2017	\$0	Phyllis Mabowitz, principal Reading Specialist Teacher Leaders
Career Tech Electives	Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Career Preparation/Orientation, Direct Instruction, Academic Support Program, Technology	08/10/2016	05/25/2017	\$0	Career Tech Teachers
Professional Development	The Career Tech faculty will receive professional development needed for administration of credentialing assessments.	Professional Learning	10/03/2016	11/01/2016	\$0	William Martin
Interactive Boards	Utilize interactive boards to engage students in learning	Academic Support Program	09/12/2016	05/24/2017	\$0	Teachers in grades K-3 and high school core teachers
Attendance Officer	The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Academic Support Program, Policy and Process	08/10/2016	05/25/2017	\$0	Attendance Officer, County Attendance Officer
<b>Total</b>					\$0	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

Sweet Water High School

Educational Technology Training	Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction. Teachers will learn to include technology in instruction and students will utilize technology in learning.	Professional Learning	08/10/2016	05/25/2017	\$10095	STI/Chalkable Consultants Principal Reading Specialist Technology Liasons Teachers District Technicians/Director to ensure internet accessibility. Teacher Leaders
Automatic Dialler	Parents of students that are absent in homeroom will receive an automatic phone call telling them their child is absent.	Parent Involvement	08/10/2016	05/25/2017	\$0	Attendance Officer
Dual Enrollment	Students meeting the requirements set out by the state are encouraged to enroll in English 101 and English 102 that is offered on our campus.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	Librarian, Counselor
<b>Total</b>					<b>\$10095</b>	

# Stakeholder Feedback Diagnostic

## **Introduction**

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



## Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	A table including the results from staff, parent, and student surveys is attached below.	Survey data

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	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?**

The highest level of satisfaction or approval was the faculty and staff.

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

High school students show a trend toward increasing stakeholder satisfaction or approval.

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

Faculty and student surveys were consistent with other sources of stakeholder feedback, including AdvancEd accreditation surveys.

## Areas in Need of Improvement

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

The overall lowest level of satisfaction is with parents. It is not consistent with other sources of data from parents. We believe that there is lack of understanding in answering many of the questions in this survey.

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

Parents on this particular survey.

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

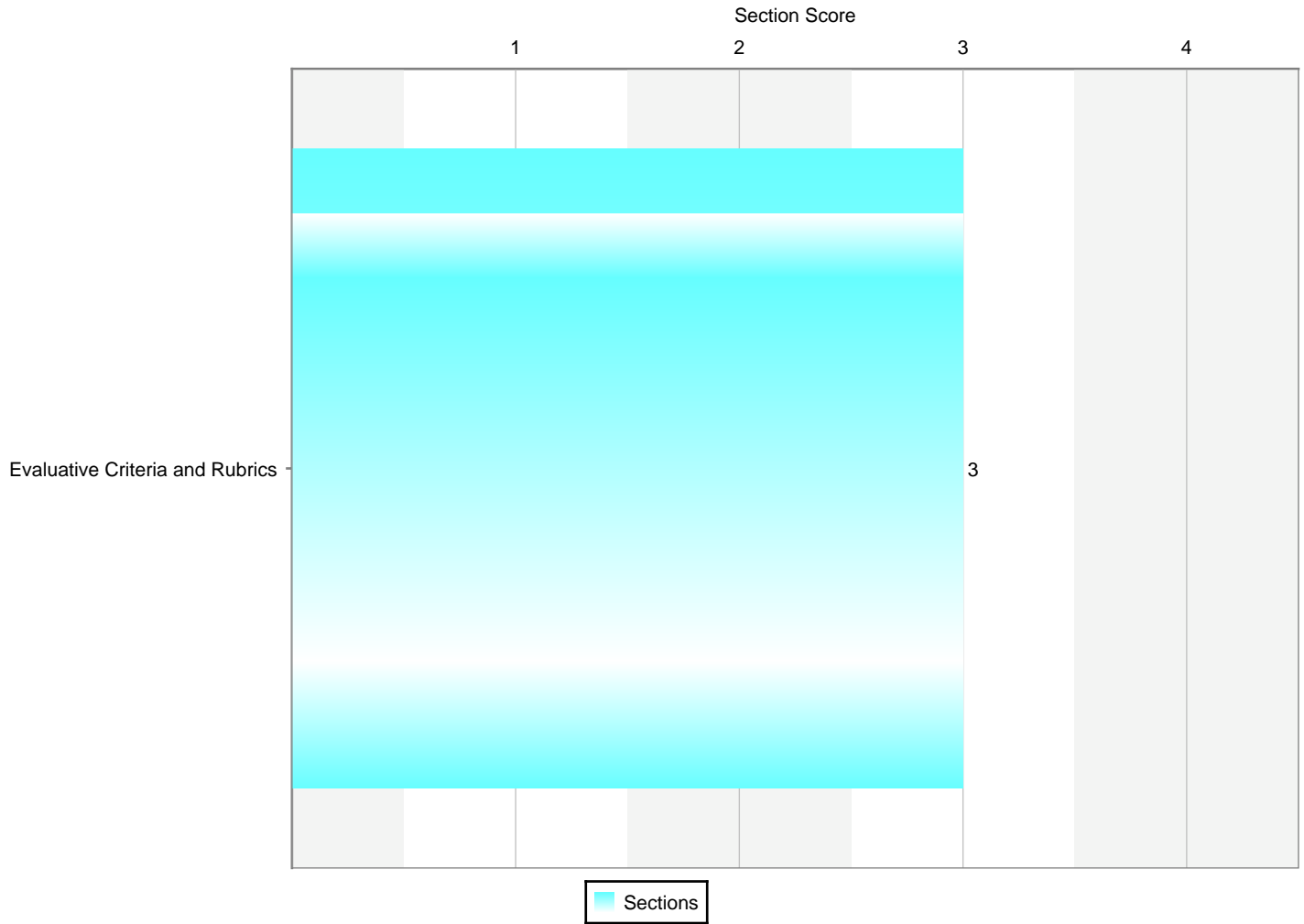
We feel that the parents are not familiar with some of the terminology in the survey.

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

The faculty and student findings are consistent with the AdvancEd surveys that were completed. However, the parent feedback is not consistent with earlier surveys.

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

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

## Component 1: Comprehensive Needs Assessment

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

The comprehensive needs assessment was completed by a total review of school wide data. The review was conducted by the school leadership team, presented to the entire faculty, and further analyzed within grade level and subject area data meetings. This includes Global Scholar, nine week benchmark assessments, and the ACT Suite of assessments. We also reviewed student performance data from STI, attendance data, and discipline data.

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

x

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

x

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

Based upon survey data, there is a high level of satisfaction with SWHS. Parents are pleased with the addition of new electives for students in the high school. The average ACT score is on a steady increase. Based upon ACT Aspire Data, ELA is the weakness for grades 3-8 with math being the strength for grades 3-8.

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

The goals are reflective of the school wide needs assessment. Because the needs assessment identified a weakness in ELA, additional professional development has been planned to address ELA standards, constructed response, depth of knowledge, and writing. To further strengthen ACT scores and student college and career readiness, the school will continue to place increased emphasis on dual enrollment, online electives, and ACT preparation within the core and elective classes. Teachers will receive professional development on depth of knowledge to increase rigor within the curriculum.

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

The data indicated the need for emphasis to be placed in the areas addressed by the three goals. This includes the need for additional  
SY 2016-2017



professional development to assist teachers in preparing student to become college and career ready.

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

Because most of our total school population comes from low socioeconomic homes, the large majority of our study body is considered disadvantaged. Therefore, when we gather data upon which to base our goals, a large amount of that data comes from disadvantaged students and homes. Therefore, our goals address the needs of these students.

## Component 2: Schoolwide Reform Strategies

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

**Goal 1:**

In 2016-2017, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

**Measurable Objective 1:**

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/25/2017 as measured by benchmark tests, Aspire assessments, and ACT.

**Strategy1:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the work force.

Category:

Research Cited:

Activity - Career Tech Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Direct Instruction Academic Support Program Career Preparation/ Orientation Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Career Tech Teachers

**Strategy2:**

Standards Based Instruction - Teachers will teach using the Alabama College and Career Ready Standards. The standards establish a clear set of goals and expectations that will prepare students with the knowledge and skills to help them be prepared for college and the work force.

Category:

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, ACT Periodicals, Aspire, and ACT)	Direct Instruction Academic Support Program	08/10/2016	05/24/2017	\$0 - No Funding Required	Principal and Reading Specialist

Activity - Pacing Guides/Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides to prepare students for benchmark assessments throughout the school year.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Principal, Teacher leaders

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	librarian, BTA teachers, classroom teachers

**Strategy3:**

Dual Enrollment - Qualified students in 11th and 12th grade will be given an opportunity to enroll in college level classes through Alabama Southern.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings to receive college credit.	Direct Instruction Career Preparation/Orientation Academic Support Program	08/10/2016	05/25/2017	\$0 - Other	Librarian, Counselor

**Goal 2:**

In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.

**Measurable Objective 1:**

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/25/2017 as measured by attendance records, student data, and the number of students prepared for college and careers.

**Strategy1:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met

and that they are experiencing academic success in order to be promoted to the next grade.

Category:

Research Cited:

**ACIP**

Sweet Water High School

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Behavioral Support Program Academic Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Problem Solving Team Members, parents, students

Activity - Senior Night/Scholarship Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Community Engagement Career Preparation/ Orientation Academic Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Guidance Counselor

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher facilitated tutoring program with upperclassman serving as tutors will begin in September to provide academic assistance in grades 5-12.	Academic Support Program Tutoring	09/01/2016	05/25/2017	\$0 - Title I Schoolwide	Staff members, peer tutors

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Tutoring Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Intervention Teachers

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS.	Parent Involvement Academic Support Program Community Engagement	08/10/2016	05/25/2017	\$2343 - Title I Schoolwide	Principal

**Strategy2:**

Attendance - Student attendance will be monitored by the Attendance Office to ensure that students are attending school.

Category:

Research Cited:

**ACIP**

Sweet Water High School

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Academic Support Program Policy and Process	08/10/2016	05/25/2017	\$0 - No Funding Required	Attendance Officer, County Attendance Officer

Activity - Automatic Dialler	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of students that are absent in homeroom will receive an automatic phone call telling them their child is absent.	Parent Involvement	08/10/2016	05/25/2017	\$0 - Other	Attendance Officer

Activity - Mark Attendance Each Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School teachers will post attendance each period.	Policy and Process	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Attendance Officer

**Goal 3:**

In 2016- 2017, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.

**Measurable Objective 1:**

achieve college and career readiness by providing collaborative and ongoing professional development for teachers and leaders by 05/25/2017 as measured by increased academic student growth.

**Strategy1:**

Professional Development - Teachers will receive training and coaching on a balanced approach to instruction consisting of explicit instruction and strategic teaching.

Category:

Research Cited: The results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught skills. Tracey Hall, Ph.D Senior Research Scientist, NCAC

Activity - Educational Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction. Teachers will learn to include technology in instruction and students will utilize technology in learning.	Professional Learning	08/10/2016	05/25/2017	\$10095 - Other	STI/Chalkable Consultants Principal Reading Specialist Technology Liasons Teachers District Technicians/Director to ensure internet accessibility.

**ACIP**

Sweet Water High School

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 5-12 ELA teachers, grades 5-12 Math teachers, and 3rd and 4th grade teachers analyzed data from Aspire test and Global Scholar. In an effort to vertically plan, they discussed strengths and weakness, as well as adaptations for future instruction.	Professional Learning	09/08/2016	05/25/2017	\$0 - No Funding Required	Phyllis Mabowitz, principal

Activity - Data Analysis/Instructional Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended data meetings will be held in September for review of ACT Aspire and ACT data. A balance of explicit instruction and strategic instructions will be discussed in reference to the strengths and weaknesses identified in the data.	Professional Learning	09/01/2016	09/30/2016	\$525 - General Fund	Principal and Reading Specialist Teachers

Activity - Standards Based Instruction/Increasing Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review assessment Data to determine student progress towards mastery of required standards. They will be trained by STI/Chalkable specialists to increase the rigor of instruction. This will include Webb's Depth of Knowledge and standards based instruction using Chalkable Study Center to effectively teach the standards with rigor.	Professional Learning	08/08/2016	05/25/2017	\$47535 - Title I Schoolwide	STI/ Chalkable Consultants Principal Reading Specialist Teachers

**2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.****Goal 1:**

In 2016-2017, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

**Measurable Objective 1:**

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/25/2017 as measured by benchmark tests, Aspire assessments, and ACT.

**Strategy1:**

Dual Enrollment - Qualified students in 11th and 12th grade will be given an opportunity to enroll in college level classes through Alabama Southern.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Sweet Water High School

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings to receive college credit.	Career Preparation/ Orientation Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - Other	Librarian, Counselor

**Strategy2:**

Standards Based Instruction - Teachers will teach using the Alabama College and Career Ready Standards. The standards establish a clear set of goals and expectations that will prepare students with the knowledge and skills to help them be prepared for college and the work force.

Category:

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Technology Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	librarian, BTA teachers, classroom teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, ACT Periodicals, Aspire, and ACT)	Direct Instruction Academic Support Program	08/10/2016	05/24/2017	\$0 - No Funding Required	Principal and Reading Specialist

Activity - Pacing Guides/Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides to prepare students for benchmark assessments throughout the school year.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Principal, Teacher leaders

**Strategy3:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the work force.

Category:

Research Cited:

**ACIP**

Sweet Water High School

Activity - Career Tech Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Direct Instruction Technology Academic Support Program Career Preparation/ Orientation	08/10/2016	05/25/2017	\$0 - No Funding Required	Career Tech Teachers

**Goal 2:**

In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.

**Measurable Objective 1:**

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/25/2017 as measured by attendance records, student data, and the number of students prepared for college and careers.

**Strategy1:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met

and that they are experiencing academic success in order to be promoted to the next grade.

Category:

Research Cited:

Activity - Senior Night/Scholarship Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Parent Involvement Academic Support Program Career Preparation/ Orientation Community Engagement	08/10/2016	05/25/2017	\$0 - No Funding Required	Guidance Counselor

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher facilitated tutoring program with upperclassman serving as tutors will begin in September to provide academic assistance in grades 5-12.	Academic Support Program Tutoring	09/01/2016	05/25/2017	\$0 - Title I Schoolwide	Staff members, peer tutors



**ACIP**

Sweet Water High School

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Behavioral Support Program Parent Involvement Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Problem Solving Team Members, parents, students

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Academic Support Program Tutoring Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Intervention Teachers

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS.	Parent Involvement Community Engagement Academic Support Program	08/10/2016	05/25/2017	\$2343 - Title I Schoolwide	Principal

**Strategy2:**

Attendance - Student attendance will be monitored by the Attendance Office to ensure that students are attending school.

Category:

Research Cited:

Activity - Automatic Dialler	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of students that are absent in homeroom will receive an automatic phone call telling them their child is absent.	Parent Involvement	08/10/2016	05/25/2017	\$0 - Other	Attendance Officer

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Academic Support Program Policy and Process	08/10/2016	05/25/2017	\$0 - No Funding Required	Attendance Officer, County Attendance Officer

Activity - Mark Attendance Each Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School teachers will post attendance each period.	Policy and Process	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Attendance Officer

**Goal 3:**

In 2016- 2017, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.

**Measurable Objective 1:**

achieve college and career readiness by providing collaborative and ongoing professional development for teachers and leaders by 05/25/2017 as measured by increased academic student growth.

**Strategy1:**

Professional Development - Teachers will receive training and coaching on a balanced approach to instruction consisting of explicit instruction and strategic teaching.

## Category:

Research Cited: The results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught skills. Tracey Hall, Ph.D Senior Research Scientist, NCAC

Activity - Educational Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction. Teachers will learn to include technology in instruction and students will utilize technology in learning.	Professional Learning	08/10/2016	05/25/2017	\$10095 - Other	STI/Chalkable Consultants Principal Reading Specialist Technology Liasons Teachers District Technicians/Director to ensure internet accessibility.

Activity - Data Analysis/Instructional Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended data meetings will be held in September for review of ACT Aspire and ACT data. A balance of explicit instruction and strategic instructions will be discussed in reference to the strengths and weaknesses identified in the data.	Professional Learning	09/01/2016	09/30/2016	\$525 - General Fund	Principal and Reading Specialist Teachers

Activity - Standards Based Instruction/ Increasing Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review assessment Data to determine student progress towards mastery of required standards. They will be trained by STI/Chalkable specialists to increase the rigor of instruction. This will include Webb's Depth of Knowledge and standards based instruction using Chalkable Study Center to effectively teach the standards with rigor.	Professional Learning	08/08/2016	05/25/2017	\$47535 - Title I Schoolwide	STI/ Chalkable Consultants Principal Reading Specialist Teachers

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 5-12 ELA teachers, grades 5-12 Math teachers, and 3rd and 4th grade teachers analyzed data from Aspire test and Global Scholar. In an effort to vertically plan, they discussed strengths and weakness, as well as adaptations for future instruction.	Professional Learning	09/08/2016	05/25/2017	\$0 - No Funding Required	Phyllis Mabowitz, principal

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

**Goal 1:**

In 2016-2017, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

**Measurable Objective 1:**

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/25/2017 as measured by benchmark tests, Aspire assessments, and ACT.

**Strategy1:**

Dual Enrollment - Qualified students in 11th and 12th grade will be given an opportunity to enroll in college level classes through Alabama Southern.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings to receive college credit.	Direct Instruction Academic Support Program Career Preparation/Orientation	08/10/2016	05/25/2017	\$0 - Other	Librarian, Counselor

**Strategy2:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the work force.

Category:

Research Cited:

**ACIP**

Sweet Water High School

Activity - Career Tech Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Technology Career Preparation/Orientation Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Career Tech Teachers

**Strategy3:**

Standards Based Instruction - Teachers will teach using the Alabama College and Career Ready Standards. The standards establish a clear set of goals and expectations that will prepare students with the knowledge and skills to help them be prepared for college and the work force.

Category:

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, ACT Periodicals, Aspire, and ACT)	Academic Support Program Direct Instruction	08/10/2016	05/24/2017	\$0 - No Funding Required	Principal and Reading Specialist

Activity - Pacing Guides/Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides to prepare students for benchmark assessments throughout the school year.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Principal, Teacher leaders

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Technology Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	librarian, BTA teachers, classroom teachers

**Goal 2:**

In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.

**Measurable Objective 1:**

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/25/2017 as measured by attendance records, student data, and the number of students prepared for college and careers.

**Strategy1:**

SY 2016-2017

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**ACIP**

Sweet Water High School

Attendance - Student attendance will be monitored by the Attendance Office to ensure that students are attending school.

Category:

Research Cited:

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Policy and Process Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Attendance Officer, County Attendance Officer

**Strategy2:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met

and that they are experiencing academic success in order to be promoted to the next grade.

Category:

Research Cited:

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS.	Parent Involvement Academic Support Program Community Engagement	08/10/2016	05/25/2017	\$2343 - Title I Schoolwide	Principal

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher facilitated tutoring program with upperclassman serving as tutors will begin in September to provide academic assistance in grades 5-12.	Tutoring Academic Support Program	09/01/2016	05/25/2017	\$0 - Title I Schoolwide	Staff members, peer tutors

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Behavioral Support Program Academic Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Problem Solving Team Members, parents, students

**ACIP**

Sweet Water High School

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Direct Instruction Academic Support Program Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Intervention Teachers

Activity - Senior Night/Scholarship Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Career Preparation/ Orientation Community Engagement Academic Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Guidance Counselor

**Goal 3:**

In 2016- 2017, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.

**Measurable Objective 1:**

achieve college and career readiness by providing collaborative and ongoing professional development for teachers and leaders by 05/25/2017 as measured by increased academic student growth.

**Strategy1:**

Professional Development - Teachers will receive training and coaching on a balanced approach to instruction consisting of explicit instruction and strategic teaching.

Category:

Research Cited: The results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught skills. Tracey Hall, Ph.D Senior Research Scientist, NCAC

Activity - Educational Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction. Teachers will learn to include technology in instruction and students will utilize technology in learning.	Professional Learning	08/10/2016	05/25/2017	\$10095 - Other	STI/Chalkable Consultants Principal Reading Specialist Technology Liasons Teachers District Technicians/Director to ensure internet accessibility.

**ACIP**

Sweet Water High School

Activity - Data Analysis/Instructional Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended data meetings will be held in September for review of ACT Aspire and ACT data. A balance of explicit instruction and strategic instructions will be discussed in reference to the strengths and weaknesses identified in the data.	Professional Learning	09/01/2016	09/30/2016	\$525 - General Fund	Principal and Reading Specialist Teachers

Activity - Standards Based Instruction/Increasing Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review assessment Data to determine student progress towards mastery of required standards. They will be trained by STI/Chalkable specialists to increase the rigor of instruction. This will include Webb's Depth of Knowledge and standards based instruction using Chalkable Study Center to effectively teach the standards with rigor.	Professional Learning	08/08/2016	05/25/2017	\$47535 - Title I Schoolwide	STI/ Chalkable Consultants Principal Reading Specialist Teachers

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 5-12 ELA teachers, grades 5-12 Math teachers, and 3rd and 4th grade teachers analyzed data from Aspire test and Global Scholar. In an effort to vertically plan, they discussed strengths and weakness, as well as adaptations for future instruction.	Professional Learning	09/08/2016	05/25/2017	\$0 - No Funding Required	Phyllis Mabowitz, principal

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

In 2016-2017, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

**Measurable Objective 1:**

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/25/2017 as measured by benchmark tests, Aspire assessments, and ACT.

**Strategy1:**

Standards Based Instruction - Teachers will teach using the Alabama College and Career Ready Standards. The standards establish a clear set of goals and expectations that will prepare students with the knowledge and skills to help them be prepared for college and the work force.

Category:

Research Cited:

**ACIP**

Sweet Water High School

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, ACT Periodicals, Aspire, and ACT)	Direct Instruction Academic Support Program	08/10/2016	05/24/2017	\$0 - No Funding Required	Principal and Reading Specialist

Activity - Pacing Guides/Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides to prepare students for benchmark assessments throughout the school year.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Principal, Teacher leaders

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	librarian, BTA teachers, classroom teachers

**Strategy2:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the work force.

Category:

Research Cited:

Activity - Career Tech Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Technology Direct Instruction Academic Support Program Career Preparation/ Orientation	08/10/2016	05/25/2017	\$0 - No Funding Required	Career Tech Teachers

**Strategy3:**

Dual Enrollment - Qualified students in 11th and 12th grade will be given an opportunity to enroll in college level classes through Alabama Southern.

Category: Develop/Implement College and Career Ready Standards

Research Cited:



**ACIP**

Sweet Water High School

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings to receive college credit.	Direct Instruction Academic Support Program Career Preparation/ Orientation	08/10/2016	05/25/2017	\$0 - Other	Librarian, Counselor

**Goal 2:**

In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.

**Measurable Objective 1:**

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/25/2017 as measured by attendance records, student data, and the number of students prepared for college and careers.

**Strategy1:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met

and that they are experiencing academic success in order to be promoted to the next grade.

Category:

Research Cited:

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Direct Instruction Tutoring Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Intervention Teachers

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher facilitated tutoring program with upperclassman serving as tutors will begin in September to provide academic assistance in grades 5-12.	Academic Support Program Tutoring	09/01/2016	05/25/2017	\$0 - Title I Schoolwide	Staff members, peer tutors

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Sweet Water High School

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS.	Parent Involvement Academic Support Program Community Engagement	08/10/2016	05/25/2017	\$2343 - Title I Schoolwide	Principal

Activity - Senior Night/Scholarship Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Career Preparation/Orientation Academic Support Program Community Engagement Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Guidance Counselor

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Parent Involvement Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Problem Solving Team Members, parents, students

**Strategy2:**

Attendance - Student attendance will be monitored by the Attendance Office to ensure that students are attending school.

Category:

Research Cited:

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Academic Support Program Policy and Process	08/10/2016	05/25/2017	\$0 - No Funding Required	Attendance Officer, County Attendance Officer

Activity - Automatic Dialler	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of students that are absent in homeroom will receive an automatic phone call telling them their child is absent.	Parent Involvement	08/10/2016	05/25/2017	\$0 - Other	Attendance Officer

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Sweet Water High School

Activity - Mark Attendance Each Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School teachers will post attendance each period.	Policy and Process	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers and Attendance Officer

**Goal 3:**

In 2016- 2017, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.

**Measurable Objective 1:**

achieve college and career readiness by providing collaborative and ongoing professional development for teachers and leaders by 05/25/2017 as measured by increased academic student growth.

**Strategy1:**

Professional Development - Teachers will receive training and coaching on a balanced approach to instruction consisting of explicit instruction and strategic teaching.

## Category:

Research Cited: The results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught skills. Tracey Hall, Ph.D Senior Research Scientist, NCAC

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 5-12 ELA teachers, grades 5-12 Math teachers, and 3rd and 4th grade teachers analyzed data from Aspire test and Global Scholar. In an effort to vertically plan, they discussed strengths and weakness, as well as adaptations for future instruction.	Professional Learning	09/08/2016	05/25/2017	\$0 - No Funding Required	Phyllis Mabowitz, principal

Activity - Educational Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction. Teachers will learn to include technology in instruction and students will utilize technology in learning.	Professional Learning	08/10/2016	05/25/2017	\$10095 - Other	STI/Chalkable Consultants Principal Reading Specialist Technology Liasons Teachers District Technicians/Director to ensure internet accessibility.

Activity - Standards Based Instruction/ Increasing Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review assessment Data to determine student progress towards mastery of required standards. They will be trained by STI/Chalkable specialists to increase the rigor of instruction. This will include Webb's Depth of Knowledge and standards based instruction using Chalkable Study Center to effectively teach the standards with rigor.	Professional Learning	08/08/2016	05/25/2017	\$47535 - Title I Schoolwide	STI/ Chalkable Consultants Principal Reading Specialist Teachers

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Extended data meetings will be held in September for review of ACT Aspire and ACT data. A balance of explicit instruction and strategic instructions will be discussed in reference to the strengths and weaknesses identified in the data.	Professional Learning	09/01/2016	09/30/2016	\$525 - General Fund	Principal and Reading Specialist Teachers

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

**Goal 1:**

In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.

**Measurable Objective 1:**

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/25/2017 as measured by attendance records, student data, and the number of students prepared for college and careers.

**Strategy1:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met and that they are experiencing academic success in order to be promoted to the next grade.

Category:

Research Cited:

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher facilitated tutoring program with upperclassman serving as tutors will begin in September to provide academic assistance in grades 5-12.	Academic Support Program Tutoring	09/01/2016	05/25/2017	\$0 - Title I Schoolwide	Staff members, peer tutors

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Academic Support Program Direct Instruction Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Intervention Teachers

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS.	Parent Involvement Academic Support Program Community Engagement	08/10/2016	05/25/2017	\$2343 - Title I Schoolwide	Principal

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Academic Support Program Behavioral Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Problem Solving Team Members, parents, students

Activity - Senior Night/Scholarship Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Career Preparation/ Orientation Community Engagement Academic Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Guidance Counselor

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

**Goal 1:**

In 2016-2017, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

**Measurable Objective 1:**

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/25/2017 as measured by benchmark tests, Aspire assessments, and ACT.

**Strategy1:**

Standards Based Instruction - Teachers will teach using the Alabama College and Career Ready Standards. The standards establish a clear set of goals and expectations that will prepare students with the knowledge and skills to help them be prepared for college and the work

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Sweet Water High School

force.

Category:

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, ACT Periodicals, Aspire, and ACT)	Direct Instruction Academic Support Program	08/10/2016	05/24/2017	\$0 - No Funding Required	Principal and Reading Specialist

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Technology Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	librarian, BTA teachers, classroom teachers

Activity - Pacing Guides/Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides to prepare students for benchmark assessments throughout the school year.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Principal, Teacher leaders

**Strategy2:**

Dual Enrollment - Qualified students in 11th and 12th grade will be given an opportunity to enroll in college level classes through Alabama Southern.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings to receive college credit.	Direct Instruction Academic Support Program Career Preparation/Orientation	08/10/2016	05/25/2017	\$0 - Other	Librarian, Counselor

**Strategy3:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the work force.

Category:

Research Cited:

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Sweet Water High School

Activity - Career Tech Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Technology Academic Support Program Direct Instruction Career Preparation/ Orientation	08/10/2016	05/25/2017	\$0 - No Funding Required	Career Tech Teachers

**Goal 2:**

In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.

**Measurable Objective 1:**

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/25/2017 as measured by attendance records, student data, and the number of students prepared for college and careers.

**Strategy1:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met

and that they are experiencing academic success in order to be promoted to the next grade.

Category:

Research Cited:

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS.	Community Engagement Parent Involvement Academic Support Program	08/10/2016	05/25/2017	\$2343 - Title I Schoolwide	Principal

Activity - Senior Night/Scholarship Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Academic Support Program Career Preparation/ Orientation Community Engagement Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Guidance Counselor

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Behavioral Support Program Academic Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Problem Solving Team Members, parents, students

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A teacher facilitated tutoring program with upperclassman serving as tutors will begin in September to provide academic assistance in grades 5-12.	Tutoring Academic Support Program	09/01/2016	05/25/2017	\$0 - Title I Schoolwide	Staff members, peer tutors

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Direct Instruction Academic Support Program Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Intervention Teachers

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

**Goal 1:**

In 2016-2017, Sweet Water High School will develop support systems that ensure students will become college and career ready.

**Measurable Objective 1:**

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/25/2017 as measured by attendance records, student data, and the number of students prepared for college and careers.

**Strategy1:**

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Category:

Research Cited:



**ACIP**

Sweet Water High School

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The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Parent Involvement Community Engagement Career Preparation/ Orientation Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Guidance Counselor

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Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide small group instruction to students in grades 4-11 who are not meeting their grade specific standards.	Academic Support Program Tutoring Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Intervention Teachers

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**Goal 2:**

In 2016-2017, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

**Measurable Objective 1:**

SY 2016-2017

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achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/25/2017 as measured by benchmark tests, Aspire assessments, and ACT.

**Strategy1:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the work force.

Category:

Research Cited:

Activity - Career Tech Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Career Preparation/ Orientation Direct Instruction Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Career Tech Teachers

**Strategy2:**

Dual Enrollment - Qualified students in 11th and 12th grade will be given an opportunity to enroll in college level classes through Alabama Southern.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings to receive college credit.	Direct Instruction Academic Support Program Career Preparation/ Orientation	08/10/2016	05/25/2017	\$0 - Other	Librarian, Counselor

### Component 3: Instruction by Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All teachers at SWHS are Highly Qualified.	

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

The administration utilizes the Teach in Alabama web site to solicit a large variety of applicants for all faculty openings at SWHS. Applicants are carefully screened and interviewed to ensure that the best possible applicant is chosen to teach at our school.

## Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate for this school year is 6.7%.

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

Administration 25-33 years

Instructional Coach 24 years

Media Specialist 26 + years

16 Teachers Less than 10 years

22 Teachers More than 10 years

### 3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Our reputation for providing a safe and secure learning environment is a strong recruitment tool for teachers. Our district provides a new teacher orientation program, and we assign a highly qualified and experienced teacher to mentor all new teachers at SWHS, We do not have a high turnover rate.

## Component 5: High Quality and Ongoing Professional Development

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

1. Extended Data Meetings to analyze student data
2. Professional Development by Chalkable on Constructive Response, Webb's Depth of Knowledge and and Study Center (Standards Based Resources)
3. AMSTI Science Training
4. Technology Training for 7th grade teachers

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

1. Extended Data Meetings to analyze student data
2. Professional Development by Chalkable on Constructive Response, Webb's Depth of Knowledge and and Study Center (Standards Based Resources)
3. AMSTI Science Training
4. Technology Training for 7th grade teachers
5. Parental workshops include training on the following topics: Family Wellness, Family Financial, College Admissions and Scholarships, and Completion of FAFSA.

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

All new teachers at SWHS are assigned an experienced teacher as a mentor. These teachers will mentor new teachers to address the goals of the ACIP.

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

Marengo county builds professional learning time into the yearly school calendar. These days are provided at the beginning of the academic year as well as throughout the academic year. These professional learning opportunities cover a wide variety of topics that include but not limited to the continued implementation of Common Core. This professional learning is sustained at SWHS through the teacher mentor program, walkthroughs and follow-up conferences with the principal and instructional partner, and the teacher's individual Educate Alabama Plans,



## Component 6: Transition Strategies

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

Our school's organization is unique. Our student population includes Pre-Kindergarten through 12th grade. Therefore, our students never move to a new school. However, there is transition within the school: Kindergarten Registration serves as transition into the formal school setting. It included the formal registration process for parents, as well as an informal academic assessment of the incoming students. These students also have the opportunity to visit Kindergarten classrooms and meet the teachers. They receive resources that will assist their families in preparing them to enter school. This transition is facilitated by the guidance department and the Kindergarten teachers. Transition from 6th to 7th grade includes a tour of the high school building that is facilitated by the current SGA officers. Students follow a sample 7th grade schedule so that they receive an orientation on the location of all classrooms. They participate in a question and answer session with the SGA officers that include not only academic but also social questions that arise during this transition process. This program is facilitated by the guidance department. Transition from 8th to 9th grades includes the completion of Kudor Interest Inventory as well as the Four Year Plan. The guidance department educates students and parents on our state's graduation requirements. Also, included in a program in which all Career Tech Teachers provide an overview of their programs to assist students in making choices concerning elective. Parents are involved in the process of determining which academic courses their child will complete. This transition is facilitated by the guidance department.

## Component 7: Teacher Participation in Making Assessment Decisions

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

All teachers were involved in the process of building pacing guides and formative assessments that reflect the pacing of our curriculum. They also make decisions within their own classrooms about both formal and informal assessments. Teachers, with the assistance of the leadership team, analyze summative and formative data to determine the needs of the students they are responsible for teaching. Teachers determine instructional strategies based upon the needs that are identified through the analysis of the assessment data. Through regularly scheduled data meetings these teaching strategies are reviewed and teachers may request professional development as needed.



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

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

SWHS provides Response to Intervention to students who are identified as in need by Global Scholar and classroom data. The Problem Solving Team meets as needed to address the needs of these students. Intervention logs and work samples are kept by individual teachers and reviewed in Problem Solving meetings.

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

K-6 grade teachers provide intervention on a regularly scheduled time that is reflected in their daily schedule. Intervention teachers also work with students in grades K-6 to help them master standards based on data. Students in grades 7-12 also receive intervention from a certified intervention teacher.

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

Teachers review data on a daily basis to determine the level of mastery of standards. Teachers keep a data binder in the classroom of their data. Students are grouped for instruction and student centered activities for learning. Teachers accelerate or reteach as needed.

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

Students are able to participate in the after school tutoring program. Tutoring is provided by peers and facilitated by a staff member, free of charge to students. Tutoring is available two days per week for students in grades 5-12.

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

Our school follows the Marengo County District plan for each of these subgroups. These include strategies to address the unique challenges each of these groups face. Students identified within each of these subgroups have equal access to instruction and all activities at Sweet Water High School. There are individuals as well as church groups that provide school supplies and fees for fieldtrips for disadvantaged students within our school. Our guidance department serves as a liaison between families in need and the Marengo County District Office and local and state agencies

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

SWHS Career Tech teachers provide an overview of their programs to all students, including the identified special populations, in grades 8-12 to serve as recruitment to their individual programs. Student fees are waived as needed to ensure that there are no barriers to student participation. Instructional aids/tools are utilized as needed for students with disabilities. An example is the use of the surround sound systems in classrooms in which a hearing impaired student is assigned. Through the GEAR Up program parents receive personal financial, career, and wellness training and counseling.

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

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

Our goals in the areas of attendance, reading, and math were designed to reflect the foundation of building overall student achievement. All resources from the various programs are directed to meet these goals.

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

State Funds-provide for all administrators, teachers, counselors, and media specialists, textbooks, instructional supplies, library enhancement,

Title I Part A-used to provide purchased services and parent involvement activities

Title II-provide professional development, class size reduction, and HQ

Title VI-provides for a computer technician to maintain technology resources within classrooms

Carl Perkins Funds- Career Tech

Local Funds-used for a portion of teacher salaries, substitutes, and coaching supplements

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

Students in grades K-6 participate in Cyber Safety through the Easy Tech Program

Guidance departments leads students through conflict resolution on an as needed basis

There is a nutrition program offered to 3rd graders provided by Auburn University Extension Outreach.

Students in grades 7-12 have career technical options available. High school students are involved in Career Tech Dual Enrollment at Alabama Southern Community College

## Component 10: Evaluation

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

We conduct a yearly needs assessment. We also collect ongoing feedback from parents, community members, teachers, and students from online surveys as well as anecdotal documentation.

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

The Sweet Water High School Leadership team as well as all teachers conduct a full data review as part of our yearly needs assessment. We analyze the data to determine what strategies will best meet the needs of our students. We also utilize the state assessments data to make organizational decisions and to plan for the most effective instruction.

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

The leadership team as well as all teachers analyze the student data and identify the achievement gaps that exist among subgroups. Individual student achievement is analyzed to determine whether or not he or she is demonstrating academic growth to close those achievement gaps.

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

The school leadership team as well as all teachers review the assessment data and determine the strengths and weaknesses within the data. Based upon the strengths and weaknesses, a needs assessment is compiled and the improvement plan is formalized. The leadership team then ensures that all faculty members understand the goals within the plan and the expectations for instruction that reflects this plan. All emphasis is placed upon preparing students to become college and career ready.

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

The three goals are being kept from last year. These broad goals address providing teachers with the necessary training and resources to prepare students to become college and career ready. We are also continuing to address the importance of a positive school culture to ensure that a high quality of learning is taking place in the school. Teachers are continuing to improve their knowledge of college and career ready standards through participation in Professional Learning Groups. However, it was determined that Complexity with Text as a growth area within our classrooms.

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

We kept all 3 goals from the previous school year. However, based upon our needs assessment, strategies and activities have been updated or changed as indicated.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	36.36	36.36	1,748,169.00
Administrator Units	1.00	1	76,576.00
Assistant Principal	1.00	1	58,308.00
Counselor	1.50	1.5	68,967.00
Librarian	1.00	1	59,095.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	6,947.00
Professional Development	0.00	0	2,616.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	16,646.00
Library Enhancement	0.00	0	899.00
<b>Totals</b>			<b>2,038,223.00</b>



**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	373102.33

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

1.5 Teacher & Substitutes Salaries & Benefits - \$104,936.  
Classroom Supplies - \$74,454.72  
Computers - \$88,549.  
Parenting - \$5,162.61  
Professional Development - \$100,000

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

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

N/A

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	63118.0

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

1 Teacher & Substitutes Salary & Benefits - \$63,118

Title II - \$55,586 (not included in the above value)

These funds are pooled together for all 3 schools. They will be used as needed by each.

Staff Development - \$40,000

Travel - \$9,586

Training Supplies - \$3,000

Registration Fees - \$3,000

**Title III**

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

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

N/A

**Title IV**

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

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

N/A

## Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	23300.0

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

These funds are pooled together for all 3 schools. They will be used as needed by each.

.49 Computer Technician Salary & Benefits - 21500

Travel - \$1,500

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	18620.0

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

These funds are pooled together for all 3 schools. They will be used as needed by each.

Classroom Supplies - \$12,620

Professional Development Travel - \$4,000

Professional Development Registration - \$2,000

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

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

N/A

**Other**

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

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

N/A

## Local Funds

Label	Question	Value
1.	Provide the total	98174.0

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

.37 Teacher & Substitutes Salary & Benefits - \$26,527

Classroom Supplies - \$1,500

.10 School Nurse Salary & Benefits - \$6,672

.30 Preschool Aide Salary & Benefits - \$9,618

Coaching Supplements - \$35,364

School Secretary - \$2,993

Security Services - \$500

Extra-Curricular Travel - \$15,000



# Strategies to Increase Parental Involvement

## **Introduction**

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

## Strategies to Increase Parental Involvement

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

Federal Programs Director, Stephanie Pope will conduct an annual Title I parental meeting to review the school district's utilization of Title I resources. To ensure that all parents have access to this information, Mrs. Pope also conducts two Title I meetings at the central office, located in Linden, for the convenience of all community members and parents within Marengo County. These resources include School Cast, After-school tutoring, and Home to School Connection fliers, as well as other resources. Information concerning Title I can also be found on the school district website.

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

Because of the rural location of our school and our existing open door policy, parents agree that there is not a need for more than one Title I meeting per year at our individual school. During that meeting they are informed of their rights to be involved in the planning, review, and improvement of all Title I programs and plans. Pamphlets are available in the school library to provide further information. Any questions concerning Title I programs and plans can be directed to Federal Programs Director, Stephanie Pope. However, Mrs. Pope does hold two additional Title I meetings at the central office, located in Linden, for parent convenience.

There is a Title I Advisory Committee, comprised of parents, teachers, and administrators, from each school within Marengo County, that meets to develop and review the Title I plans each year. Our school also includes parents on our school leadership team, and they assist in the development and revision of the CIP, Parental Involvement Plan, and Home/School Compact.

Parental set asides include the funding for School Cast which is vital to ensuring that parents and the school have a clear line of communication.

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

All Title I programs that are available are listed on the district website for parents to review. Parents are informed of curriculum decisions and academic assessments, as well as achievement expectations through progress reports, report cards, letters, announcements during PTO meetings, parent conferences, teacher syllabi, newsletters, and School Cast. Marengo County makes available a language conversion program (TransACT) to translate any written documents as needed. Parents are represented through the school leadership team.

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

The compacts are evaluated and issued yearly. The School-Parent Compact is issued yearly for student and parent signatures and kept on file in the homeroom teacher's classroom. During conferences, the compacts are used to remind and clarify the expectations of students and parents in reference to academic achievement and behavior. The parents share an equal role in the educational outcomes and goals of their children, and the school staff makes sure their instruction is unified through development and implementation of pacing guides based on College and Career Ready Standards. The School-Parent Compact is reviewed, and adjustments are made accordingly through parent/teacher conferences and parent visitation in the classroom. An example of a shared responsibility includes the following: Teachers will provide quality instruction based on College and Career Ready Standards. Parents agree to monitor their children's assignments and assist in any homework assigned. Students agree to complete their homework daily to the best of their ability. This compact is updated each school year during a parental involvement meeting with representatives from all stakeholder groups.

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

Parents are invited to participate in developing the Continuous Improvement Plan. This plan will be posted on the school's website. If parents are not satisfied or have questions, they may submit comments by email to the principal or to the district Federal Programs Director or contact the Marengo County School Board Office.

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

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

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

Parents will be encouraged to become equal partners in the education of their children through parent workshops that address assessment, data, academic achievement, and scholarship opportunities. As a result of these workshops, parents should become liaisons between the school and their children to ensure academic success and monitor their children's progress. Parents are also encouraged to participate and become equal partners in educating their children during the annual Title I Parent Meeting. The district federal programs director conducts these meetings to inform parents of their rights and responsibilities according to Title I requirements.

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

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve**

**student academic achievement, our school:**

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

Parents will be provided with the necessary resources to monitor their children's progress. These resources may also be located at the school office or counselor's office for parents to collect when needed. During parent workshops, training on using the necessary technology will also be provided. The school has held sessions facilitated by AMSTI and other specialists for the purpose of educating parents about the educational programs and ways to help their children. A home school connection letter will be sent out to provide information involving Sweet Water High School. SWHS teachers will use Chalkable thus allowing the students and parents access to Chalkable's Study Center.

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

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

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

School employees will participate in professional development to improve communication with parents. As a result of this training, teachers are implementing a plan to contact parents to inform them of something positive about their child each month. Parents are also encouraged to volunteer at the school and to visit classrooms. The district also provides professional development on how to reach out to parents to encourage them to become equal partners. SWHS has also implemented an Automatic Caller system to inform parents of their child's absence for the day.

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

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

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

At SWHS, parents are seen as full partners in their student's school success. We solicit input from parents in a variety of ways that include our website, parent surveys, parent committees, and parent participation in PTO and other booster organizations. However, above all we employ an open door philosophy. We ensure that parents are always made welcome at SWHS, and we strive to ensure that their feedback is valued. We provide resources, as needed, to parents for at home reinforcement of the standards being taught at school. We also provide a monthly Home and School Connection that gives parents tips about assisting their children with homework and other academic activities. GEAR Up also provides periodic parent education opportunities. We will be using the STI/Chalkable Study Center which the students and parents can access from home.

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

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

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

When needed, forms, letters and other communication will be translated to the home language of a student through the use of websites such as TransAct and Google Translator.

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

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

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

We encourage open communication between parents and teachers at all grade levels and in all subject areas. Some examples of this are teacher newsletters, school wide newsletters, the Home and School Connection, the issuing of mid-nine week and nine week progress reports and report cards, STI Home Portal, School Cast, teacher conferences, and parents volunteering in a variety of ways within our school. Sweet Water High School also employs an open door policy, welcoming parents to make suggestions concerning the continuous improvement of the school.

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

School reports and information will be provided in a format that the parents can understand at the request of the parent. Parents will be informed of parent programs and meetings through School Cast, school memos, and notification on the school website. Sweet Water High School will use websites such as TransAct that will translate forms and documents for ELL parents. SWHS also utilizes the school's Facebook page to communicate with parents.