ACIP

Carroll High School

Ozark City Board of Education

Mr. Sean T Clark, Principal
315 Eagle Way
Ozark, AL 36360-1527

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

2017-2018 ACIP Assurances

Goals and Plans for CHS 17-18

Stakeholder Feedback Diagnostic

2017-2018 Title I Schoolwide Diagnostic

2017-2018 Coordination of Resources - Comprehensive Budget

2017-2018 Parent and Family Engagement

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?

Community Characteristics

Carroll High School is located in the rural southeast city of Ozark, AL. Ozark is in Dale County, which also contains the majority of the United States Army post Fort Rucker. According to the most recent census, Ozark's population is approximately 14,900 with a racial makeup of approximately 64% White, 30% African American, 3% Hispanic, 1% Native American, and 1% Asian; with the remainder of the population being of other nationalities. There are approximately 6,126 households in Ozark, with only about 31% of those containing children under the age of 18. Forty nine percent of the households contain married couples living together, 17% contain a female householder with no husband present, and 30% are non-families. The median age of Ozark residents is 39 with the median household income being approximately $29,330 and the median family income being approximately $38,633. Roughly 19% of Ozark's population lives below the poverty line with 27% of those residents being under the age of 18.

Student Characteristics

The gender breakdown for Carroll High School is 48% female and 52% male and the racial breakdown is 49% White, 47% African American,1% Hispanic, with the remainder of the population being from other nationalities. 6% of Carroll High School's population receives Special Education Services, Approximately 12% of the school population are children of active duty military parents. Carroll High School students are actively involved in not only core content and Career/Technical Education Academies, but also many other extracurricular activities including "The Pride of the Wiregrass" Marching Band, athletic programs including football, cheerleading, volleyball, men's and women's basketball, soccer, softball, baseball, men's and women's tennis, track and field, and clubs, service organizations and honor societies including Key Club, HOSA, National Honor Society, Mu Alpha Theta Math Honor Society, Christians in Action. Carroll High School students also have the opportunity to participate in Advanced Placement and Dual Enrollment classes beginning their sophomore year and upon earning all the necessary credits may become eligible to participate in the Senior Cooperative Work Program. The Class of 2017 received $1.9 million in scholarship awards.

School Staff Characteristics

Carroll High School employs 42 certified teachers. The teacher population has a gender breakdown of 65% female and 35% male and a racial breakdown of 64% White and 36% African American. Fifty five percent of the teachers hold a Master's of Science degree or higher with an average of 13 years teaching experience, 44% hold a Bachelor's of Science degree with an average of 8 years of experience and 1% hold a AA certificate with 20 years experience. The average total years of experience for all teachers is 12 years. Carroll High School has 4 administrators, 3 counselors, 1 media specialist, 1 school nurse, 1 resource officer, 7 full-time aides, 1 bookkeeper, 3 secretaries and 5 Child Nutrition Program workers.

School Characteristics

Carroll High School is the largest of five public high schools in Dale County, AL and is the only high school in the Ozark City School System. Carroll High School is classified as a 5A school and serves approximately 700 students in grades nine through twelve. Carroll High School is among the first Alabama public schools to proclaim a wall-to-wall academy model in which each student has the potential to become a Career/Technical Education completer. Students may achieve completer status in one of the following six Career Academies beginning with the development of transitional skills via the Ninth Grade Academy: Industrial Technology Academy, STEM (Science Technology

Engineering and Mathematics) Academy, Medical Science Academy, Alabama Power Business Academy, Human Services Academy, and Arts Academy. (A more defined definition of the wall-to-wall academy model and pathways within the Carroll High School Career Academies can be found in the School's Purpose Section of the Executive Summary.) Carroll High School also boasts about our campus which includes a brand new, state of the art main building designed to model a Junior College atmosphere including a complete TV production studio, Health Science laboratory and opened Starbucks-like designed cafeteria, completely remodeled with new additions athletic facility housing two complete gymnasiums and a JROTC wing with a practice shooting range, a full size high school football field with remodeled press box and brand new jumbotron, an on-campus Career Center which not only serves our students but also other high school students in the county schools, and an Accelerated Learning Center which services students who are seeking alternative pathways to graduation.

In the last five years, Carroll High School has not only built a new school and progressed towards a Wall-to-Wall Academy Model, but has also undergone a complete One-to-One Technology Initiative in which all students have received, free of charge, a Chromebooks Computer. Teacher lessons have been revamped to utilize the new technology and student engagement is at an all time high with the implementation of this initiative. Students are able to access textbooks, communicate with teachers and other students via cyber learning communities, and complete assignments through this latest technology. Carroll High School was awarded the first AdvancED STEM certification in the state of Alabama.

During the 2016-17 school year Carroll High School was awarded the A+ Grant in which we were able to bring on Advanced Placement courses. This is the first time in a number of years that AP courses were offered to our students.

School's Purpose

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

Carroll High School's purpose is to contribute to the fulfillment of the District Vision for Student Success.

Our Vision- Students Who Soar Like Eagles

Our Mission - To prepare each student for college/work/adulthood

Our Core Beliefs - Instruction should be Rigorous, Relevant, Engaging and create powerful, diverse Relationships

Our District Goals-

- Create a Culture of Instructional Excellence
- Prepare College and Career Ready Students
- Close the Achievement Gaps among Students
- Increase Graduation Rate
- Align Curriculum to Rigorous Standards
- Measure Student Growth and Learning
- Develop Life and Social Skills for Success in the Real World

Carroll High School embodies our purpose by providing unique opportunities to our students via the wall-to-wall academy approach to secondary education. This means that each student establishes a clear and attainable pathway to career and/or college success. Career Academies are small learning communities built around a specific career and/or college pathway. All students transition to a Carroll High School Career Academy via our Ninth Grade Academy where core content academic skills are refined and research is completed to help students determine which of the six Career Academies offered best fits the students' interests, skill strengths and plans after high school. The large majority of Carroll High School students will graduate as a completer in one or more of the Career Academy pathways listed below.

Industrial Technology Academy

Drafting

- Introduction to Drafting Design

- Intermediate Drafting Design

- 3-Dimensional Modeling & Design

- 3-Dimensional Animations & Simulations

Masonry

-        NCCER CORE

- NCCER Masonry I

- NCCER Masonry II

- NCCER Masonry III

Aviation Maintenance (AMT)

Dual-enrollment with ESCC

-4 classes to choose from

STEM Academy

Science Technology Engineering & Math

- Foundation of Engineering

- Engineering Applications

- Engineering Systems

-All classes include robotics

Medical Science Academy

Therapeutic Services

- Foundations of Health Science

- Therapeutic Services

- Sports Medicine

- Human Body and Systems

- Advanced Health Science Seminar

- Health Science Internship

- Health Science Internship with CNA

Alabama Power Business Academy

Microsoft IT

- Business Technology Applications

- Advanced Business Technology

- Multimedia Design

- Multimedia Publications

Finance

- Accounting

- Advanced Accounting

- Entrepreneurship

Human Services Academy

Cosmetology

- Introduction to Cosmetology

- Hair Coloring

- Introduction to Nails Application

- Introduction to Spa Essentials

- Salon Management Internship

Army JROTC

-8 classes to choose from

Arts Academy

Advertising Design

- Arts, A/V Technology & Communication

- Digital Design

-      Graphic Illustration

TV Production

- Introduction to TV Production

- TV Production I & II

In addition to the above named Career Academies, Carroll High School students have the opportunity to take both standard and laying the foundations (LTF) or Advanced Placement level content classes in the areas of mathematics, English, science and social studies.Carroll High School offers 11 Advanced Placement courses on campus. During our first year of Advanced Placement Courses, we had 40 qualifying

scores which was well above our predicted goal of 32. Non-academy electives are also offered and include:

Comparative Religions, Contemporary Events and Issues, Psychology, Sociology, Western Civilization I, II, Elective Physical Education, Strength and Conditioning and Varsity Sports. Through our One-to-One technology initiative, students' elective courses have become endless via online classes which include Creative Writing, Sociology, Psychology, Nutrition and Wellness, Personal Finance, Marine Science, Chinese I, French I, II, III, German I, II, III, Latin I, II, III, and Spanish I, II, III.

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.

Carroll High School has had many notable achievements to boast about over the past several years.Carroll High School was selected by The CLAS organization as a CLAS Banner School for the 2015 school year for its commitment to excellence for all students, while being a model for the other schools within the state. In addition, Carroll High School received the A+ College and Career Readiness Great that will allow for Advanced Placement Courses to be brought to Carroll High School during the 2016-17 school year. The grant allows for students to take advanced placement courses with the opportunity to receive college credit by passing the AP exam at the end of the year. Carroll High Students exceeded our projected goal of 30 qualifying scores on the AP exams with a total of 39 qualifying scores.

The most visible of these involves the change in our campus. In the Spring of 2013, we moved into a brand new, state of the art facility that allows our students to attend school in a modern, contemporary junior college-like atmosphere. The days of leaking roofs, wearing heavy coats inside because the heating system was outdated, and parking along roadways are in our past as we now enjoy a modern, safe and environmentally healthy facility. This new site includes a brand new main building and gymnasium, completely remodeled athletic facility with a full size practice gym and JROTC suite including an Olympic grade shooting range. Some renovations have been completed in the high school football stadium including a brand new pressbox, brand new scoreboard and jumbo-tron. Along with the physical changes to the campus, we have undergone virtual changes as we have adopted a One-to-One Technology All students have recently been given a Google Chromebook, all free of charge. Hardback textbooks have been replaced with electronic versions and teachers are communicating with students and parents faster than ever before via this technology. CHS advances in technology are not simply limited to personal devices but also span across campus with the installation of three big screen televisions in the common eating area, one in the main foyer, and one in the Business Academy. Three dimensional Rover machines are available upon teacher request for all schools in the system to utilize. Additional technology improvements include: a fully stocked television production studio, a state of the art security system, and the technology latest upgrades in each classroom. CHS students and teachers are becoming more technologically proficient at an increasing rate with the technology available to them on a daily basis.

While Carroll High School has experienced many visible and technological advances, the most notable achievement may deal with changes to curriculum and instruction. Over the past five years, Carroll High School has moved to a Wall-to-Wall Academy School in which each student will graduate with not only the basic requirements for a high school diploma, but also an endorsement in one of six career fields in which they have studied during their tenure at Carroll High School. Core content teachers and elective teachers alike are integrating real life situations into daily instruction and teaching students to persevere to accomplish desired goals. Career and Technical education classrooms have transformed into business-like learning environments. The new Simulated Workforce initiative provides student employees with an engaging and relevant curriculum of study with opportunities to work collaborative to solve real problems. Industry-recognized credentials can be earned by all. During the 2016-17 school year Carroll High began offering Advanced Placement Courses as well as Laying the Foundation through the A+ Initiative. This opportunity provided all of our core teachers with ongoing sustained professional development for teacher as well as Saturday tutoring sessions for our student body. As a result of changes we surpassed our goal of 30 qualifying Advanced Placement qualifying scores with 39 qualifying scores. We were recognized by the Alabama Department of Education as a "School of Excellence" for 2016-17 school year. We have implemented in all classrooms a Triangular Engagement Model which connects the three main components in instruction: the student, the teacher and the curriculum.

Lesson plans and instructional delivery have changed to revolve around our overarching mission to provide rigor, relevance and relationship building in our classes and have narrowed in to focus on the 4 C's of student engagement: Critical Thinking, Creativity, Communication and Collaboration. All instruction and student achievement is assessed via both formative and summative assessments, and teachers are regularly reflecting upon and sharing strategies that lead to greater student success. We are excited to announce that these changes in

lesson planning and delivery have led to an increase in graduation over the years. The Class of 2017 finished the year with a graduation rate of 89%. With all the changes taking place at Carroll High School we truly feel that we are attaining our system vision which is to produce Student Who Soar Like Eagles.

Areas for Improvement Although Carroll High School has experienced great successes over the past several years, we feel that in order to remain on the brink of greatness we should continually assess ourselves and identify areas in which we should strive for improvement. One of these areas for improvement lies in the difference between facilities on our main campus and the Career Center campus. While renovations and updates have been made to the facilities at the Carroll High School Career Center, plans are constantly being made for methods of improvement in the school's physical appearance/aesthetics. Another area for improvement that we are focusing on at Carroll High School is the gap in ACT scores between our students and the state average. Data collected from the Class of 2017 ACT test show Carroll High School students scored below the state average in each subject area, thus scoring below the state composite average. The score comparison for Carroll High School students to the state average is listed in the following manner "CHS/State". The scores were a significant increase from prior classes. This is the first time in five years that CHS scores have increased in every category.

In the area of English: 18.2/18.9, Mathematics 18.1/18.4, Reading 19.4/19.7, Science 19.1/19.4, Composite 18.8/19.2. Also, data analysis has been completed on students taking the ACT who are scoring ready for college-level coursework. At Carroll High School, we acknowledge these areas for improvement and are daily working on efforts to increase in these areas. Some of our improvement efforts include:

a)the addition of an Instructional Coach who works with teachers and students on remedial efforts in low performing areas

b) revamped the entire schedule from a block setting to a year long class schedule; idea is for students to be in their core classes for the entire school year without having a gap within their instruction

c) implementation of CCRS standards in all core classes

d) RtI classes where remediation in mathematics and English Language Arts is given and

e) All core teachers attended Laying the foundations (LTF) or Advanced Placement training

f) Professional Development for teachers (AMSTI, ARI, SREB, A+ college Readiness training for all core teachers)

We know that our staff and students are capable of reaching our goal to meet and exceed state averages on the ACT and we are dedicated to efforts to improve these results.

Additional Information

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

Carroll High School has made great strides to become the best high school in the state over the last several years. The construction of a new state the art facility, implementation of One-to-One Technology Initiative, Simulated Workforce, A+ College Readiness and an increase in rigor in lesson planning to include a Wall-to-Wall Academy Model, we believe in the youth of Ozark, AL, are increasingly becoming College and Career Ready. The administration at Carroll High School is prepared to boast about our accomplishments at any given time; however we feel that our successes truly lie in the words of the community that we serve. Below are testimonies:

In the words of a CHS parent:

I would like to take a moment to express my thoughts on several issues concerning Carroll High School. We have two students currently enrolled at Carroll and will have another next school year. We have had many positives experiences from academics, athletics, administration, and faculty.

Both my children at Carroll have enjoyed the career academies system. They have taken classes in the Health Sciences. They now both want to be nurses. They had and continue to have great experiences with Mrs. Tidwell and Mrs. Brooks in those classes. The equipment that the students use is first class. I saw the same equipment at the University of Alabama School of Nursing. Carroll High is far ahead of any other area school in the health science area.

Both of my children also cheer and play soccer. I am very happy that Carroll offers these opportunities for girls. There are many schools around that don't offer programs like girls soccer. The girls soccer program has been the most consistent and stable team sport at Carroll. The team has had only three coaches in 15 years. It is great to see school teachers that don't "have" to coach but still give their time. We have had a great experience with athletics.

I appreciate the efforts of administration to find the best teachers possible. Its is so exciting to see students who enjoy their work because of the teacher. I selfishly would like to see the most qualified and best teachers teaching the advanced classes. It is important to push these kids as they will be the leaders of tomorrow. We have been very satisfied with the majority of our kid's teachers.

I think a school is only as strong as its leaders and we are blessed to have administrators that kids can look up to. I feel my kids are safe at the school. The administrators have helped make the school a safe environment. I believe these administrators truly have the best interests in mind for all students. They continue to find ways to honor students who excel in any area, athletics or academics.

Kirke And Angie Adams
(parents of Samantha, and Julia Adams)

In the words of a teacher:

During my 15 year tenure at Carroll High School, I have witnessed many programs come and go; however, recent changes have made the biggest impact on student achievement, school culture, and teacher preparation. In more recent years, Carroll High School has experienced

a remarkable transformation to a new campus, 1:1 school, each student enrolled in an academy as well as an observable improvement in our school culture. Our school has purposed itself to support teachers with a mission to educate students to be life long learners who are prepared to enter college or a career. Our faculty is committed more than ever to delivering challenging lessons, meeting the needs of our students, and collaborating with parents and community. Even more promising for many of our college bound students is the addition of Advanced Placement courses to our curriculum. Our school is part of the A+ College Ready Program, Cohort Schools and through the program teachers are provided top-notch professional development to better prepare and deliver content in a purposeful way. During our first year, we not only met our goal, but exceeded it because of the determination of our students and teachers. With a clearly defined academic mission, it is hard to miss the intersection of passion and purpose evident throughout our campus.

Rachel Povlacs (Department Chair Social Studies)

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.

The 2017-18 ACIP team consists of representatives of the CHS administration, counseling staff, teachers, parents and students. The guidance counselors and administrative members serve on a rotational basis which changes each year. Teachers volunteered to take on this leadership role to be active in CHS continuous improvement plan. Parent members are nominated by the teaching staff and invited via phone call or e-mail to participate in the process. SGA vice president from each grade level are invited to participate in the process as well. Meetings are held after school hours and during lunches to accommodate all members and minutes from each meeting are made available to all team members via e-mail. Prior to the finalization of the plan it is made available to the public on the schools web-site and in hard copy at the school and the Board of Education. Comments and concerns are considered before the Superintendent and School Board for approval.

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

The 2017-18 ACIP team consists of representatives of the CHS administration, counseling staff, teachers, parents and students. A subcommittee consisting of a representative from each stakeholder group determined that the overall goals for the year would be aligned with the Every Student Succeeds Act. The Ozark City Schools' system wide vision which is to produce "Students Who Soar Like Eagles" and the system wide mission which is "To prepare each student for college/work/adulthood". The administrator representative and counselor compile data from the previous year. Teachers, disaggregate the data relative to their subject area in department data meetings and presented their findings at a school wide faculty meeting. Each department proposes actions strategies to move the school towards the attainment of the proposed goals. Parent and student members reviewed the proposed goals and action steps at an ACIP Team meeting and revisions were made based on their input. Prior to the finalization of the plan it is made available to the public on the schools web-site and in hard copy at the school and the Board of Education. Comments and concerns are considered before the Superintended and School Board sign off on the plan.

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

The completed ACIP is available to all stakeholders on the school web-site and in hard copy at the school and the Board of Education office. The plan is reviewed monthly at BLT (Building Leadership Team) meetings. The monthly newsletter is available online and at our parent corner. Each news letter provides parents with information concerning school events and other important information (Ex. testing dates, graduation information, . The October will remind parents of the School Improvement Process.

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		Sophomore Freshman

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

The leadership team at Carroll High School sets high expectations for the students. The areas in which higher scores than expected were obtained are shown in the Student Performance Data Document Figures 2 and 3. These figures compare Carroll High School student scores to the state average in mathematics and science. The data from these figures show the value of taking more rigorous courses in high school to prepare students for college course work. In mathematics, Carroll High School students that took Algebra I and II, Geometry, Trigonometry and Calculus scored . (CHS average-18.4, State average-19.1) In science, Carroll High School students that took Biology, Chemistry and Physics scored (CHS average-17.8, State average-20.2)
During the summer planning our Advanced Placement goal was 30 qualifying scores and we achieved 39 scores in our first year of administration.

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

 Student Performance Data Document from ACT shows the five year trend in ACT scores of Carroll High School students and the state average. While the most recent testing of students shows an overall decline in scores, the trend is positive in composite scores and individual content areas across the board. The Carroll High School graduating class of 2013-19.6, 2014-19.2, 2015-17.8 ,2016-17.4, and 2017-18.4 . This is the first time in 5 years that we have seen the ACT overall rise over previous graduating classes. There are a number of positives; Every category on the ACT rose for the class of the 2017.

Which area(s) indicate the overall highest performance?

The overall highest performance for Carroll High School students is in the content area of Reading. The graduating class of 2017 scored an average of 19.4 in this area. The second highest performance is in science with the class of 2017 scoring an average of 19.1..

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

The Student Performance Data Document breaks down minority female and male students along with students serviced by the Special Education Department. ACT scores for the same cohort (Class of 2017) are compared to show trends in subgroups. All subgroups show a positive trend in scores over previous academic sessions for overall composite.

Between which subgroups is the achievement gap closing?

Carroll High School students are showing improvement in scores across the ACT ASPIRE and ACT. Based on ACTASPIRE and ACT both groups of tested students showed growth on all parts of the test. This was the last year of the ACTASPIRE. This is the first year of growth for overall composite in a 5 year trend in which scores improved on the ACT.

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

The ACT data confirms data collected throughout the school based on school level exams (Global Scholar and Teacher designed exams).

Areas in Need of Improvement

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

ACT Student Performance Data Document compares the percent of Carroll High School students to the state average for college-level coursework readiness. Carroll High School students scored below the state average in all areas according to the following breakdown: CHS students/State average. (College English: 48%/51%, College Algebra: 24%/23%, College Social Studies: 32%/36%, College Biology: 20%/25%, Meeting All 4 readiness benchmarks: 13%/16%)

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

ACT Student Performance Data Document shows the five year trend in ACT scores of Carroll High School students and the state average. While Carroll High School students are showing an improvement in scores from year to year when compared to other Carroll High School cohorts, a five year trend shows that CHS students continue to score below the state average in all subject areas. Ratios for the 2017 administration of the ACT are listed according the following breakdown: CHS students/State average. (English: 18.2/18.9, Mathematics: 18.1/18.4, Reading: 19.4/19.7 Science: 19.1/19.4, Composite: 18.8/19.2)

Which area(s) indicate the overall lowest performance?

The overall lowest performance for Carroll High School students is in the content area of Mathematics. The graduating class of 2017 scored an average of 18.1 in this area. The second lowest performance is in English with the class of 2017 scoring an average of 18.2.

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

Class of 2017
Black/African American (Core) 16.9 (less than core) 15.2
All Students   (Core) 19.9 (less than core) 16.9

Class of 2016
Black/African American (Core) 16.8 (less than core) 14.2
All Students   (Core) 19.0 (less than core) 15.2

Performance is increasing but not at the level to which the all population is trending

Between which subgroups is the achievement gap becoming greater?

The tenth grade/class of 2018 took the initial ASPIRE that has replaced the PLAN. Last year was the baseline data year for all tenth grade students. The class of 2019 overall ASPIRE scores improved over the class of 2018.

ACT Data the achievement gap between the white population and our black/African American population slightly increased based on ACT trend analysis.

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

We use several data sources (Global Scholar, STAR (RTI), and teacher exams)

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.75
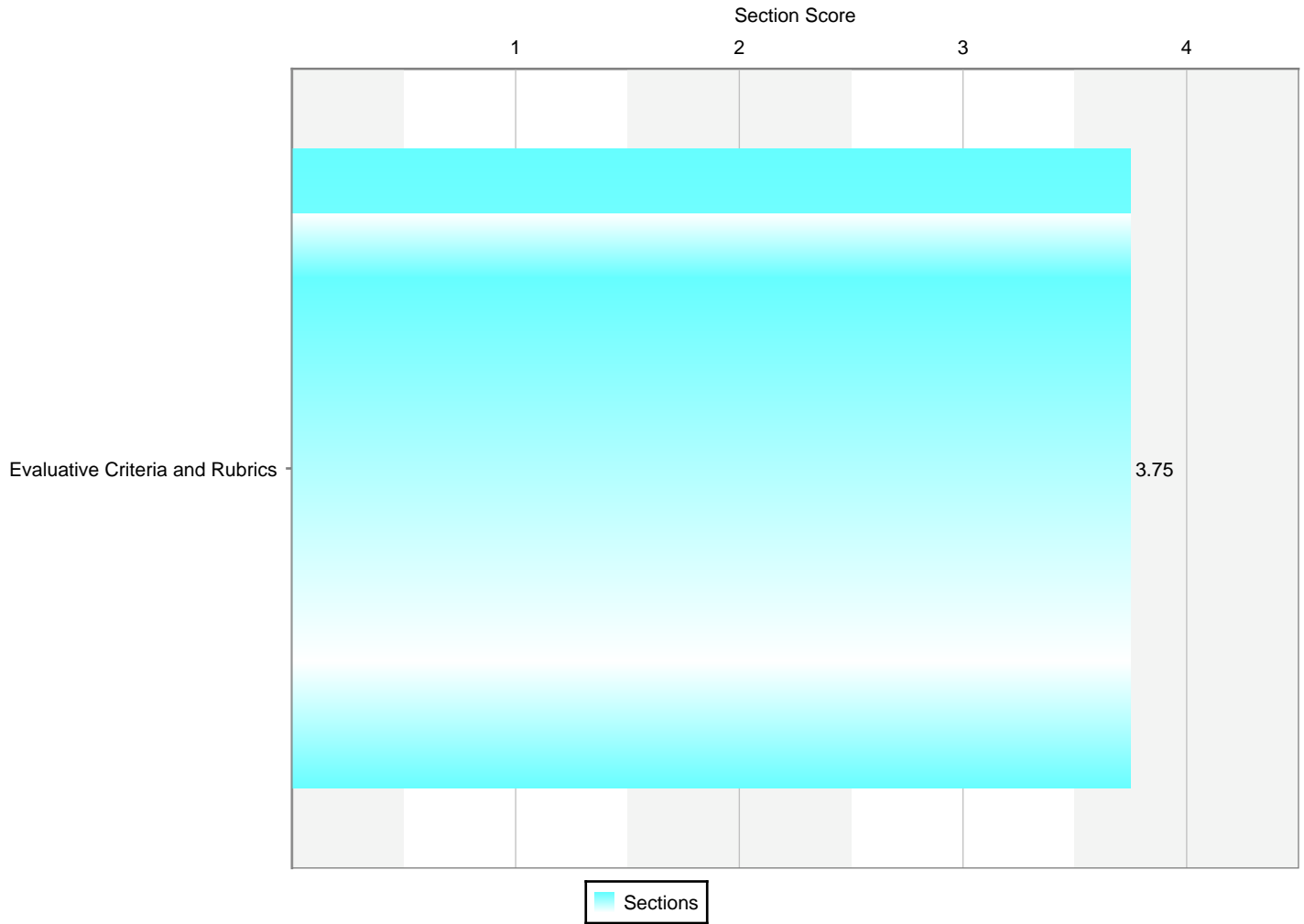
Sections

2017-2018 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, EL, 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	2017-18 ACIP Team Principal-Sean Clark Assistant Principal-Andrea Maness Assistant Principal-Sharoresier Saulsberry Guidance Counselor-Cecilia Stanford Instructional Coach-Marci Williams CTE-Amber Brooks Teacher-Michael Hatcher Teacher-Nick McDonald Parent Representative- Angie Adams, Angie Ganey Student Representative-Sam McLeod	

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	OCBE Policy Manual Leadership meeting (ACIP Team)	Ozark Policy Manual Leadership Sign-In

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	Jan Bowen Special Education/504 Director Title IX Coordinator 1044 East Andrews Avenue Ozark, AL 36360 (334) 774-5197	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Family engagement

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Parent Compact (filled out forms on file)	Parent Compact

Goals and Plans for CHS 17-18

Overview

Plan Name

Goals and Plans for CHS 17-18

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	Students who graduate from Carroll High School will be college and career ready.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
2	Students will graduate with their cohort group.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$21000
3	Decrease the proficiency gap between subgroups and the all student population.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$9870
4	Engage and Empower Learners through technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Increase Students enrolled in Advanced Placement Courses	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
6	Increase Students enrolled in Advanced Placement Courses	Objectives: 1 Strategies: 1 Activities: 1	Academic	$5000
7	The local indicator is to increase the number of qualifying scores on the Advanced Placement exam	Objectives: 1 Strategies: 1 Activities: 1	Academic	$5000
8	Increase the number of qualifying scores in all Advanced Placement courses	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
9	To increase EL students proficiency in reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
10	Transition Strategies	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
11	Every student will be assigned an adult advocate through extracurricular activity of the students choosing	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Students who graduate from Carroll High School will be college and career ready.

Measurable Objective 1:

demonstrate a proficiency in CCRS standards by 05/24/2018 as measured by scores on local benchmark test and ACT including the writing component..

(shared) Strategy 1:

implementation of CCRS standards in all core areas. - literacy and math standards ....

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Readiness Standards

Linked to ESSA

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
used to identify student weaknesses and provide a tailored instructional platform for student success.	Academic Support Program	08/04/2017	05/24/2018	$0	No Funding Required	Administration and teachers

Measurable Objective 2:

collaborate to ensure 95% of students graduate with one or more CCRS Indicators by 05/24/2018 as measured by student transcripts and scores on ACT and Work Keys.

(shared) Strategy 1:

implementation of CCRS standards in all core areas. - literacy and math standards ....

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Readiness Standards

Linked to ESSA

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
used to identify student weaknesses and provide a tailored instructional platform for student success.	Academic Support Program	08/04/2017	05/24/2018	$0	No Funding Required	Administration and teachers

Strategy 2:

increased credentialing - increase opportunities to achieve CTE credentials through their Career Tech. classes.

Category: Other - Career Preparation

Research Cited: state accountability requirements.

Activity - CTE Credentials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be able to earn CTE credentials through their career tech classes.	Career Preparation/Orientation	08/04/2017	05/24/2018	$0	No Funding Required	Career Technical Teachers and Career Technical Director

Goal 2: Students will graduate with their cohort group.

Measurable Objective 1:

collaborate to increase the number of students who complete requirements for graduation within a 4 year period by 1% to an overall graduation rate of 90% by 05/24/2018 as measured by graduation rate for this school year.

Strategy 1:

Summer Transition Program - At risk

Category:

Research Cited: Scott Habibe - Transforming the School From the Bottom Up.

Activity - Remedial Mathematics Coursework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a 2 week summer transition program to help close the gap in lacking mathematics skills needed for high school level coursework.	Academic Support Program	06/01/2017	08/04/2017	$7000	General Fund	Freshmen Academy Staff

Activity - Remedial Reading Coursework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a 2 week summer transition program to help close the gap in lacking reading skills needed for high school level coursework.	Academic Support Program	06/01/2017	08/04/2017	$7000	General Fund	Freshmen Academy Staff

Activity - High School 101 Coursework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a 2 week program to learn strategies to be successful in behavior management in interactions with peers and teachers.	Behavioral Support Program	06/01/2017	08/04/2017	$7000	General Fund	Freshmen Academy Staff

Strategy 2:

Credit Recovery - Seniors students who fail a core class will participate in an after school Credit Recovery Program for eight weeks.

Category: Other - Credit Recovery

Activity - Remedial Course Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed on a software program (either Compass Math or OdysseyWare) for the core subject that they failed. The software will be set to design and ILP (Individual Learning Path) for the student to "recover" the material that they were unsuccessful with in the class.	Academic Support Program	01/11/2016	02/19/2016	$0	District Funding	CHS Administration

Goal 3: Decrease the proficiency gap between subgroups and the all student population.

Measurable Objective 1:

A 1% increase of Black or African-American students will demonstrate a proficiency in appropriate level mathematics coursework as determined by the CCRS in Mathematics by 05/24/2018 as measured by bench mark test, ACT and Workkeys .

Strategy 1:

Response to Instruction - All students will be tested at the beginning of the school year for gaps in knowledge pertaining to appropriate level mathematics coursework.

Students working below grade level will be entered into RTI Tier II or Tier III instruction based on the recommendation of the PST.

Category: Develop/Implement Learning Supports

Research Cited: research intended to promote ESSA

Activity - Individualized Learning Path Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
through STAR 360, students performing below grade level will work to close the achievement gaps by working on an individualized learning path.	Academic Support Program	08/04/2017	05/24/2018	$9870	General Fund	RtI Team

Goal 4: Engage and Empower Learners through technology

Measurable Objective 1:

demonstrate a proficiency in utilizing digital tools individually and collaboratively in all subject areas by 05/24/2018 as measured by classroom observations and walkthroughs.

Strategy 1:

student instruction - Through the implementation of a one-to-one initiative teachers will provide instruction through a digital medium in all subject areas. Students will be assessed using digital testing and technology will be utilized to create student portfolios.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Student Created Assignments designed to meet ACCRS

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each department will lead professional training showcasing best teaching strategies that utilize technology for instruction and/or creation of a student product	Professional Learning	08/04/2017	05/24/2018	$0	No Funding Required	Building Leadership Team, Instructional Coach and selected teachers.

Goal 5: Increase Students enrolled in Advanced Placement Courses

Measurable Objective 1:

10% of All Students will collaborate to enroll in Advanced Placement Courses in English Language Arts by 05/24/2018 as measured by Chalkable iNow course enrollment .

Strategy 1:

Raising Expectations - Through increased course offerings, the review of student data, and the communication with students, parents, teachers, and stakeholders of

raising the expectations for our student population.

Category: Implement Guidance and Counseling Plan

Research Cited: A+ college readiness

Activity - Increase Students enrolled in Advanced Placement Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the types of Advanced Placement courses offered in order to promote students interests	Academic Support Program	08/01/2016	05/24/2018	$0	Other	Counselors Teachers Administrators

Goal 6: Increase Students enrolled in Advanced Placement Courses

Measurable Objective 1:

A 10% increase of Eleventh and Twelfth grade students will collaborate to enroll in Advanced Placement Courses in English Language Arts by 05/19/2017 as measured by Chalkable iNow course enrollment .

Strategy 1:

Raising Expectations - Students will be identified based on previous scores, grades, and teacher recommendations to take Advanced Placement courses. A+ will

provide teacher training in the summer and throughout the school year. Students will attend Saturday sessions for additional instruction from outside AP teachers.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: A+ College Readiness Grant

Activity - A+ AP and LTF Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend AP and LTF training throughout the school year and summer sessions	Academic Support Program	08/04/2017	05/24/2018	$5000	Other	Administration Staff Counselors

Goal 7: The local indicator is to increase the number of qualifying scores on the Advanced Placement exam

Measurable Objective 1:

70% of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) enrolled in Advanced Placement   in English Language Arts by 05/19/2017 as measured by based on successfully passing ELA courses in INow .

Strategy 1:

Raising Expectations - A+ College Readiness provides teacher training in the summer and throughout the school year to support teachers. Students will be given

opportunity to attend Saturday sessions with A+ instructors.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: A+ College Readiness Grant

Activity - A+ AP and LTF Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will attend AP and LTF training throughout the summer and school year. Teachers will be supplied with additional resources that will be utilized in LTF, AP, and adapted for regular classrooms. Students can attend Saturday sessions for additional support.	Academic Support Program	06/01/2016	05/24/2018	$5000	Other	Administration Staff Counselors

Goal 8: Increase the number of qualifying scores in all Advanced Placement courses

Measurable Objective 1:

A 5% increase of Eleventh and Twelfth grade students will demonstrate a proficiency on the advanced placement exam in Mathematics by 05/25/2018 as measured by by an increase in AP qualifying scores from 27% (2016-17) to 33% (2017-18).

Strategy 1:

Saturday Sessions - Students will attend additional Saturday Sessions to support classroom

Category: Develop/Implement Learning Supports

Research Cited: A+ College Readiness

Activity - Teacher Training Calculus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will attend on going professional development throughout the year for instructional strategies	Direct Instruction	07/10/2017	05/25/2018	$0	Other	Calculus Teacher

Goal 9: To increase EL students proficiency in reading

Measurable Objective 1:

A total of 3 English Learners students will increase student growth EL students in reading in Reading by 05/24/2018 as measured by results of individual reading records and classroom data.

Strategy 1:

EL Teacher Intervention - The strategies will be used by the EL teacher, the classroom teacher, and the instructional coach if needed.

Category: Develop/Implement Learning Supports

Research Cited: Educate Week Articles

http://www.edweek.org/ew/articles/2016/05/11/teaching-english-language-learners-what-does-the-research.html

http://www.edweek.org/tm/articles/2017/09/06/a-quick-start-guide-for-teaching-english-language-learners.html

Alabama Department of Education EL Section Research:

http://www.alsde.edu/sec/fp/ell/Pages/home.aspx

Activity - Parental support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documentation sent to parents will be sent in the parents' native language if necessary if an effort to increase communication and increase family engagement in the school and at home	Parent Involvement	08/04/2017	05/24/2018	$0	No Funding Required	EL Coordinator Teachers Administrator

Goal 10: Transition Strategies

Measurable Objective 1:

100% of All Students will collaborate to ensure effective transitions across grade levels in Career & Technical by 05/24/2018 as measured by individual visits to career technical courses and individual student counseling followed by their course selection.

Strategy 1:

Career Preparedness - Students in the 9th grade will participate in career preparedness in which they will learn and visit the various career and technical opportunities

at Carroll High School.

Category: Implement Guidance and Counseling Plan

Research Cited: Career Technical Career Preparedness

https://www.alsde.edu/sec/cg/Pages/careerprep-all.aspx

Activity - Career Interest	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit various career technical courses and determine which they are interested in pursuing.	Recruitment and Retention	08/04/2017	05/24/2018	$0	No Funding Required	Career preparedness teacher CTE teachers CTE Director Guidance Counselors

Goal 11: Every student will be assigned an adult advocate through extracurricular activity of the students choosing

Measurable Objective 1:

100% of All Students will increase student growth through building a collaborative relationship with their adult advocate to assist in navigating through high school in Practical Living by 06/01/2018 as measured by based on all students being assigned and the utilization of their adult advocate.

Strategy 1:

Adult Advocate - Every student will have individual meeting time with their adult advocate

Category: Other - Student Participation

Research Cited: Researched based strategy

Activity - Eagle Buds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned an adult advocate through extra curricular or clubs of their choosing	Other - Adult Advocacy	08/01/2017	06/01/2018	$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Remedial Course Work	Students will be placed on a software program (either Compass Math or OdysseyWare) for the core subject that they failed. The software will be set to design and ILP (Individual Learning Path) for the student to "recover" the material that they were unsuccessful with in the class.	Academic Support Program	01/11/2016	02/19/2016	$0	CHS Administration
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Path Remediation	through STAR 360, students performing below grade level will work to close the achievement gaps by working on an individualized learning path.	Academic Support Program	08/04/2017	05/24/2018	$9870	RtI Team
Remedial Reading Coursework	Students will participate in a 2 week summer transition program to help close the gap in lacking reading skills needed for high school level coursework.	Academic Support Program	06/01/2017	08/04/2017	$7000	Freshmen Academy Staff
High School 101 Coursework	Students will participate in a 2 week program to learn strategies to be successful in behavior management in interactions with peers and teachers.	Behavioral Support Program	06/01/2017	08/04/2017	$7000	Freshmen Academy Staff
Remedial Mathematics Coursework	Students will participate in a 2 week summer transition program to help close the gap in lacking mathematics skills needed for high school level coursework.	Academic Support Program	06/01/2017	08/04/2017	$7000	Freshmen Academy Staff
				Total	$30870	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Eagle Buds	Students will be assigned an adult advocate through extra curricular or clubs of their choosing	Other - Adult Advocacy	08/01/2017	06/01/2018	$0	All Staff

Career Interest	Students will visit various career technical courses and determine which they are interested in pursuing.	Recruitment and Retention	08/04/2017	05/24/2018	$0	Career preparedness teacher CTE teachers CTE Director Guidance Counselors
CTE Credentials	All students will be able to earn CTE credentials through their career tech classes.	Career Preparation/Orientation	08/04/2017	05/24/2018	$0	Career Technical Teachers and Career Technical Director
Parental support	Documentation sent to parents will be sent in the parents' native language if necessary if an effort to increase communication and increase family engagement in the school and at home	Parent Involvement	08/04/2017	05/24/2018	$0	EL Coordinator Teachers Administrator
Teacher Training	Each department will lead professional training showcasing best teaching strategies that utilize technology for instruction and/or creation of a student product	Professional Learning	08/04/2017	05/24/2018	$0	Building Leadership Team, Instructional Coach and selected teachers.
Benchmark Testing	used to identify student weaknesses and provide a tailored instructional platform for student success.	Academic Support Program	08/04/2017	05/24/2018	$0	Administration and teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
A+ AP and LTF Training	Teacher will attend AP and LTF training throughout the summer and school year. Teachers will be supplied with additional resources that will be utilized in LTF, AP, and adapted for regular classrooms. Students can attend Saturday sessions for additional support.	Academic Support Program	06/01/2016	05/24/2018	$5000	Administration Staff Counselors
Teacher Training Calculus	Teacher will attend on going professional development throughout the year for instructional strategies	Direct Instruction	07/10/2017	05/25/2018	$0	Calculus Teacher
Increase Students enrolled in Advanced Placement Courses	Increase the types of Advanced Placement courses offered in order to promote students interests	Academic Support Program	08/01/2016	05/24/2018	$0	Counselors Teachers Administrators
A+ AP and LTF Training	Teachers will attend AP and LTF training throughout the school year and summer sessions	Academic Support Program	08/04/2017	05/24/2018	$5000	Administration Staff Counselors

Total $10000

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Stakeholder survey results are mostly consistent in the overall highest level of satisfaction centering around Standard 1 (The school maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.) and Standard 4 (The school has resources and provides services in all classes that support its purpose and direction to ensure success for all students.). Parent survey results indicate approval regarding the school maintaining facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff (Indicator 4.3) and the school providing support services to meet the physical, social and emotional needs of the student population being served (Indicator 4.6). Teacher survey results indicate approval regarding the school's leadership implementing a continuous improvement process that provides clear direction for improving conditions that support student learning (Indicator 1.3) and the governing body operating responsibly and functioning effectively (Indicator 2.2). And finally, the student survey results show approval regarding the school engaging in a systematic, inclusive and comprehensive process to review, revise, and communicate a school purpose for student success (Indicator 1.1) and student and school personal having access to an exceptional collection of media and information resources necessary to achieve the education programs of the school (Indicator 4.4).

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

Because this is the first year we have implemented an automated survey response system, a quantified trend cannot be identified for indicators measured by this instrument. We do however predict to see a trend toward increasing stakeholder satisfaction regarding Standard 4 (The school has resources and provides services in all classes that support its purpose and direction to ensure success for all students.) due to the movement from an old facility to a new, state of the art high school. Specifically we look for increased approval with Indicator 4.3 (The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.) and Indicator 4.6 (The school provides support services to meet the physical, social, and emotional
needs of the student population being served.).

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

When reviewing survey data from all three stakeholder groups, an attempt was made to identify areas of consistency among all groups. The most apparent area of consistency fell under Standard 3 (The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.). The mean score among all three stakeholder groups for this standard is 3.55. The student survey score was right at the mean score of 3.55 (+/- 0) while the teacher score was 3.91 (+.36 from the mean) and the parent score was 3.18 (-.37 from the mean). All stakeholder groups show a moderate amount of both approval and concern regarding the school's curriculum, instructional design and assessment practices.

Areas in Need of Improvement

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

Stakeholder survey results show an overwhelming amount of consistency among areas of lowest level of satisfaction or approval. The standard indicated in all three stakeholder survey results with the lowest level of satisfaction is Standard 3 (The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.). Parents indicated a low level of approval regarding Indicator 3.10 (Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.). Teachers indicated a low level of satisfaction regarding Indicator 3.7 (Mentoring, coaching and induction programs support instructional improvement and consistent with the school's values and beliefs about teaching and learning.). And finally, students showed the lowest level of approval with regards to Indicators 3.3 (Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.) and 5.5 (Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.). A commonality in low satisfaction level was represented among the stakeholder groups of parents and teachers under Indicator 3.8 (The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.).

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

As mentioned in the Notable Areas of Achievement Section of the Stakeholder Performance Diagnostic, because this is the first year of implementing an automated survey response system, a quantitative trend cannot be identified. While efforts are consistently being made to improve all areas of function at Carroll High School, trends will be documented in future years to help implement improvement strategies for decreasing stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

According to survey data, stakeholder perceptions are low in the area of teaching and assessing for learning (Standard 3). Implications from these perceptions vary from low parent involvement to low teacher moral in regards to parents' interest in their students' education. In an effort to raise awareness surrounding this perception, the staff at Carroll High School must consistently communicate the priority of teaching and learning to all stakeholders and use data to drive instruction in an effort to increase student achievement. The leadership team at Carroll High School has implemented several procedures designed to improve communication between faculty and parents. One example of an implementation was the requirement for teachers to personally invite parents to the first Open House event. This resulted in improved attendance from the previous year.

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

In an effort to recognize potential areas of improvement, commonalities were investigated among each stakeholder feedback source. The most consistent findings were in Standard 3 (The school's curriculum, instructional design and assessment practices guide and ensure

teacher effectiveness and student learning.). More specifically, parents and teachers agreed that Indicator 3.8 (The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.) showed one of the greatest areas of improvement.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
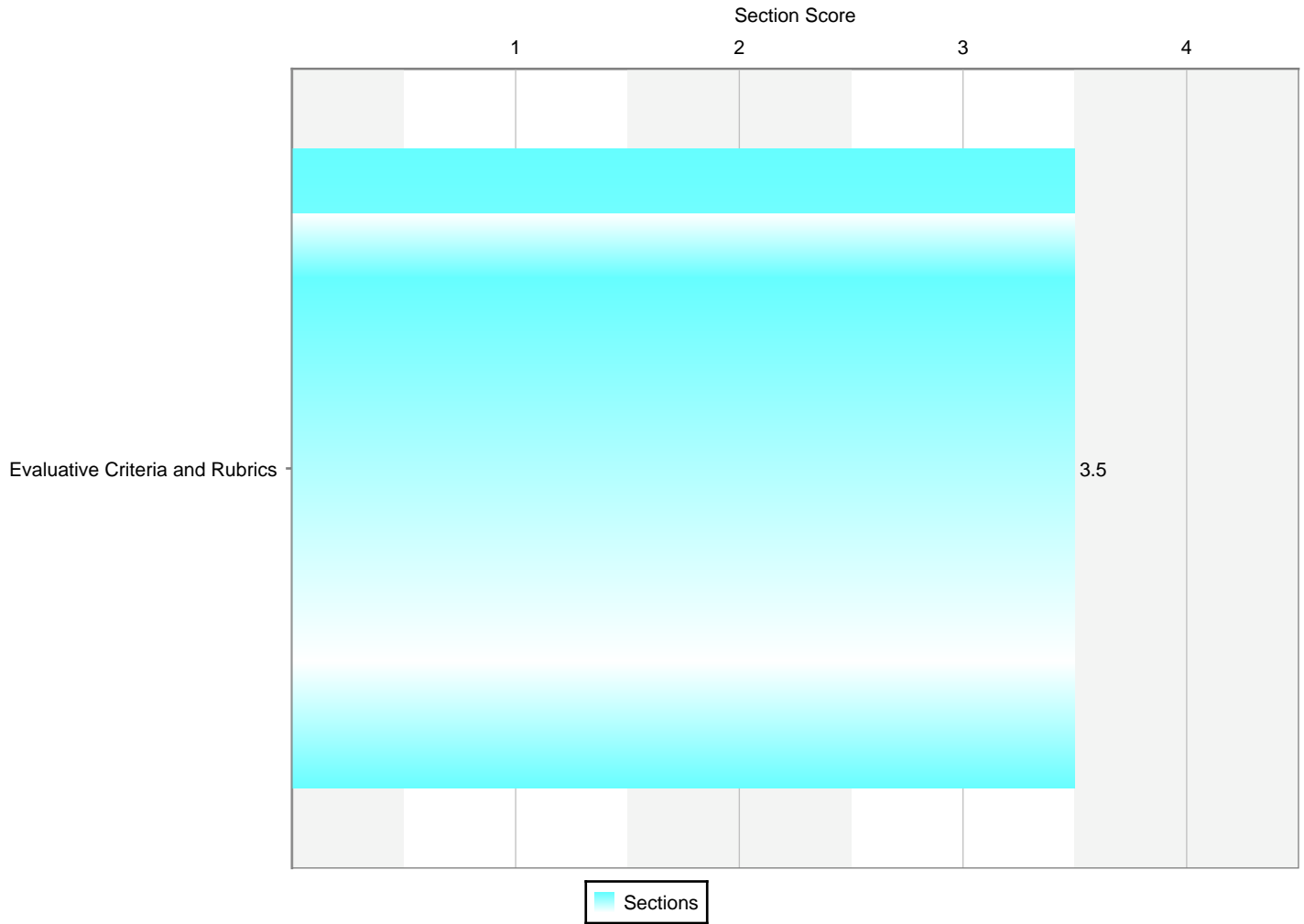
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The building leadership team met to review survey data as well as student end of the year data from the ACT and ACTASPIRE and local benchmark assessments. The team also reviewed RTI data for the end of the year and made a list of students needing intervention at the beginning of the 2017-18 school year for both academic and behavior needs.

What were the results of the comprehensive needs assessment?

The following was determined that the Professional Learning Communities would continue for the 2017-18 school year. This allows teachers of common students to sit and discuss overall academic and behavior standing. It was also determined to provide teachers with Tier II Strategies to incorporate in their classrooms.
Tier 3 students from the previous year had progressed and made significant strides throughout the year. All students in RTI were reviewed and it was determined whether they began in Tier II or Tier III at the beginning of the 2017-18 school year.

What conclusions were drawn from the results?

1) Focus on reading in depth text to increase students reading stamina and give them an opportunity to recall
2) Tier 2 instruction based on data
3) Provide opportunities to take exams that more closely mirror the ACT (timed test)

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

After review it was determined that staff should be able to articulate the importance of data and what extracted information determines. The BLT and PLC's examined the importance of parent contact. CHS has made strides with our overall ACT scores but we still have areas of improvement. Scantron Performance Benchmark Test will be utilized along with grades to evaluate each student throughout the school year.

Discipline referrals (bus and school) have been evaluated. The team will continue to utilize Positive Behavior Support to improve school issues. In addition, we have students of the month to highlight student achievement.

Staff recognition we want to ensure that CHS recognizes staff members that are going above and beyond, each month one staff member is recognized based on their peer acknowledgement through voting.

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

We have math and reading goals determined to improve our students standing in each course. CHS has a structured RTI goal will supports over student college and career readiness.

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

The goals are based upon individual benchmark data, grades, ASPIRE data (testing discontinued 2017 but previous information stored in performance matters), and STAR for RTI purposes. The monthly PST meetings are able to address and evaluate student standing based on data collected. If an intervention is not working the PST will evaluate and make recommendations for intervention changes for all three tiers. This will allow for all student records to be reviewed.

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

All CHS students data are reviewed in by the grade level PLC to determine instructional needs. Students who are disadvantage will be provided additional interventions by a certified teacher and/or referred to the At-Risk coordinator for additional support. ELL students are provided services by a board contracted educator, interventionist (as needed) and our school utilizes the immersion model with these students in the classroom. Classroom teachers work closely with the special education staff and intervention teachers to develop appropriate instruction and intervention to best meet the needs of the students.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Students who graduate from Carroll High School will be college and career ready.

Measurable Objective 1:

collaborate to ensure 95% of students graduate with one or more CCRS Indicators by 05/24/2018 as measured by student transcripts and scores on ACT and Work Keys.

Strategy1:

increased credentialing - increase opportunities to achieve CTE credentials through their Career Tech. classes.

Category: Other - Career Preparation

Research Cited: state accountability requirements.

Activity - CTE Credentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be able to earn CTE credentials through their career tech classes.	Career Preparation/ Orientation	08/04/2017	05/24/2018	$0 - No Funding Required	Career Technical Teachers and Career Technical Director

Strategy2:

implementation of CCRS standards in all core areas. - literacy and math standards ....

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Readiness Standards

Linked to ESSA

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
used to identify student weaknesses and provide a tailored instructional platform for student success.	Academic Support Program	08/04/2017	05/24/2018	$0 - No Funding Required	Administration and teachers

Measurable Objective 2:

demonstrate a proficiency in CCRS standards by 05/24/2018 as measured by scores on local benchmark test and ACT including the writing component..

Strategy1:

implementation of CCRS standards in all core areas. - literacy and math standards ....

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Readiness Standards

Linked to ESSA

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
used to identify student weaknesses and provide a tailored instructional platform for student success.	Academic Support Program	08/04/2017	05/24/2018	$0 - No Funding Required	Administration and teachers

Goal 2:

Decrease the proficiency gap between subgroups and the all student population.

Measurable Objective 1:

A 1% increase of Black or African-American students will demonstrate a proficiency in appropriate level mathematics coursework as determined by the CCRS in Mathematics by 05/24/2018 as measured by bench mark test, ACT and Workkeys .

Strategy1:

Response to Instruction - All students will be tested at the beginning of the school year for gaps in knowledge pertaining to appropriate level mathematics coursework. Students working below grade level will be entered into RTI Tier II or Tier III instruction based on the recommendation of the PST.

Category: Develop/Implement Learning Supports

Research Cited: research intended to promote ESSA

Activity - Individualized Learning Path Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
through STAR 360, students performing below grade level will work to close the achievement gaps by working on an individualized learning path.	Academic Support Program	08/04/2017	05/24/2018	$9870 - General Fund	RtI Team

Goal 3:

To increase EL students proficiency in reading

Measurable Objective 1:

A total of 3 English Learners students will increase student growth EL students in reading in Reading by 05/24/2018 as measured by results of individual reading records and classroom data.

Strategy1:

EL Teacher Intervention - The strategies will be used by the EL teacher, the classroom teacher, and the instructional coach if needed.

Category: Develop/Implement Learning Supports

Research Cited: Educate Week Articles

http://www.edweek.org/ew/articles/2016/05/11/teaching-english-language-learners-what-does-the-research.html

http://www.edweek.org/tm/articles/2017/09/06/a-quick-start-guide-for-teaching-english-language-learners.html

Alabama Department of Education EL Section Research:

http://www.alsde.edu/sec/fp/ell/Pages/home.aspx

Activity - Parental support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Documentation sent to parents will be sent in the parents' native language if necessary if an effort to increase communication and increase family engagement in the school and at home	Parent Involvement	08/04/2017	05/24/2018	$0 - No Funding Required	EL Coordinator Teachers Administrator

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Students who graduate from Carroll High School will be college and career ready.

Measurable Objective 1:

demonstrate a proficiency in CCRS standards by 05/24/2018 as measured by scores on local benchmark test and ACT including the writing component..

Strategy1:

implementation of CCRS standards in all core areas. - literacy and math standards ....

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Readiness Standards

Linked to ESSA

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
used to identify student weaknesses and provide a tailored instructional platform for student success.	Academic Support Program	08/04/2017	05/24/2018	$0 - No Funding Required	Administration and teachers

Measurable Objective 2:

collaborate to ensure 95% of students graduate with one or more CCRS Indicators by 05/24/2018 as measured by student transcripts and

scores on ACT and Work Keys.

Strategy1:

increased credentialing - increase opportunities to achieve CTE credentials through their Career Tech. classes.

Category: Other - Career Preparation

Research Cited: state accountability requirements.

Activity - CTE Credentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be able to earn CTE credentials through their career tech classes.	Career Preparation/ Orientation	08/04/2017	05/24/2018	$0 - No Funding Required	Career Technical Teachers and Career Technical Director

Strategy2:

implementation of CCRS standards in all core areas. - literacy and math standards ....

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Readiness Standards

Linked to ESSA

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
used to identify student weaknesses and provide a tailored instructional platform for student success.	Academic Support Program	08/04/2017	05/24/2018	$0 - No Funding Required	Administration and teachers

Goal 2:

Students will graduate with their cohort group.

Measurable Objective 1:

collaborate to   increase the number of students who complete requirements for graduation within a 4 year period by 1% to an overall graduation rate of 90% by 05/24/2018 as measured by graduation rate for this school year.

Strategy1:

Credit Recovery - Seniors students who fail a core class will participate in an after school Credit Recovery Program for eight weeks.

Category: Other - Credit Recovery

Research Cited:

Activity - Remedial Course Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed on a software program (either Compass Math or OdysseyWare) for the core subject that they failed. The software will be set to design and ILP (Individual Learning Path) for the student to "recover" the material that they were unsuccessful with in the class.	Academic Support Program	01/11/2016	02/19/2016	$0 - District Funding	CHS Administration

Strategy2:

Summer Transition Program - At risk

Category:

Research Cited: Scott Habibe - Transforming the School From the Bottom Up.

Activity - Remedial Mathematics Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a 2 week summer transition program to help close the gap in lacking mathematics skills needed for high school level coursework.	Academic Support Program	06/01/2017	08/04/2017	$7000 - General Fund	Freshmen Academy Staff

Activity - Remedial Reading Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a 2 week summer transition program to help close the gap in lacking reading skills needed for high school level coursework.	Academic Support Program	06/01/2017	08/04/2017	$7000 - General Fund	Freshmen Academy Staff

Activity - High School 101 Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a 2 week program to learn strategies to be successful in behavior management in interactions with peers and teachers.	Behavioral Support Program	06/01/2017	08/04/2017	$7000 - General Fund	Freshmen Academy Staff

Goal 3:

Decrease the proficiency gap between subgroups and the all student population.

Measurable Objective 1:

A 1% increase of Black or African-American students will demonstrate a proficiency in appropriate level mathematics coursework as determined by the CCRS in Mathematics by 05/24/2018 as measured by bench mark test, ACT and Workkeys .

Strategy1:

Response to Instruction - All students will be tested at the beginning of the school year for gaps in knowledge pertaining to appropriate level mathematics coursework. Students working below grade level will be entered into RTI Tier II or Tier III instruction based on the recommendation of the PST.

Category: Develop/Implement Learning Supports

Research Cited: research intended to promote ESSA

Activity - Individualized Learning Path Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
through STAR 360, students performing below grade level will work to close the achievement gaps by working on an individualized learning path.	Academic Support Program	08/04/2017	05/24/2018	$9870 - General Fund	RtI Team

Goal 4:

Increase Students enrolled in Advanced Placement Courses

Measurable Objective 1:

A 10% increase of Eleventh and Twelfth grade students will collaborate to enroll in Advanced Placement Courses in English Language Arts by 05/19/2017 as measured by Chalkable iNow course enrollment .

Strategy1:

Raising Expectations - Students will be identified based on previous scores, grades, and teacher recommendations to take Advanced Placement courses. A+ will provide teacher training in the summer and throughout the school year. Students will attend Saturday sessions for additional instruction from outside AP teachers.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: A+ College Readiness Grant

Activity - A+ AP and LTF Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend AP and LTF training throughout the school year and summer sessions	Academic Support Program	08/04/2017	05/24/2018	$5000 - Other	Administration Staff Counselors

Goal 5:

The local indicator is to increase the number of Advanced Placement Students

Measurable Objective 1:

70% of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) enrolled in Advanced Placement   in English Language Arts by 05/19/2017 as measured by based on successfully passing ELA courses in INow .

Strategy1:

Raising Expectations - A+ College Readiness provides teacher training in the summer and throughout the school year to support teachers. Students will be given opportunity to attend Saturday sessions with A+ instructors.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: A+ College Readiness Grant

Activity - A+ AP and LTF Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will attend AP and LTF training throughout the summer and school year. Teachers will be supplied with additional resources that will be utilized in LTF, AP, and adapted for regular classrooms. Students can attend Saturday sessions for additional support.	Academic Support Program	06/01/2016	05/24/2018	$5000 - Other	Administration Staff Counselors

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:
Students will graduate with their cohort group.

Measurable Objective 1:
collaborate to   increase the number of students who complete requirements for graduation within a 4 year period by 1% to an overall graduation rate of 90% by 05/24/2018 as measured by graduation rate for this school year.

Strategy1:
Credit Recovery - Seniors students who fail a core class will participate in an after school Credit Recovery Program for eight weeks.
Category: Other - Credit Recovery
Research Cited:

Activity - Remedial Course Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed on a software program (either Compass Math or OdysseyWare) for the core subject that they failed. The software will be set to design and ILP (Individual Learning Path) for the student to "recover" the material that they were unsuccessful with in the class.	Academic Support Program	01/11/2016	02/19/2016	$0 - District Funding	CHS Administration

Strategy2:

Summer Transition Program - At risk

Category:

Research Cited: Scott Habibe - Transforming the School From the Bottom Up.

Activity - Remedial Mathematics Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a 2 week summer transition program to help close the gap in lacking mathematics skills needed for high school level coursework.	Academic Support Program	06/01/2017	08/04/2017	$7000 - General Fund	Freshmen Academy Staff

Activity - High School 101 Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a 2 week program to learn strategies to be successful in behavior management in interactions with peers and teachers.	Behavioral Support Program	06/01/2017	08/04/2017	$7000 - General Fund	Freshmen Academy Staff

Activity - Remedial Reading Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a 2 week summer transition program to help close the gap in lacking reading skills needed for high school level coursework.	Academic Support Program	06/01/2017	08/04/2017	$7000 - General Fund	Freshmen Academy Staff

Goal 2:

Decrease the proficiency gap between subgroups and the all student population.

Measurable Objective 1:

A 1% increase of Black or African-American students will demonstrate a proficiency in appropriate level mathematics coursework as

determined by the CCRS in Mathematics by 05/24/2018 as measured by bench mark test, ACT and Workkeys .

Strategy1:

Response to Instruction - All students will be tested at the beginning of the school year for gaps in knowledge pertaining to appropriate level

mathematics coursework. Students working below grade level will be entered into RTI Tier II or Tier III instruction based on the

recommendation of the PST.

Category: Develop/Implement Learning Supports

Research Cited: research intended to promote ESSA

Activity - Individualized Learning Path Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
through STAR 360, students performing below grade level will work to close the achievement gaps by working on an individualized learning path.	Academic Support Program	08/04/2017	05/24/2018	$9870 - General Fund	RtI Team

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

Goal 1:

To increase EL students proficiency in reading

Measurable Objective 1:

A total of 3 English Learners students will increase student growth EL students in reading in Reading by 05/24/2018 as measured by results of individual reading records and classroom data.

Strategy1:

EL Teacher Intervention - The strategies will be used by the EL teacher, the classroom teacher, and the instructional coach if needed.

Category: Develop/Implement Learning Supports

Research Cited: Educate Week Articles

http://www.edweek.org/ew/articles/2016/05/11/teaching-english-language-learners-what-does-the-research.html

http://www.edweek.org/tm/articles/2017/09/06/a-quick-start-guide-for-teaching-english-language-learners.html

Alabama Department of Education EL Section Research:

http://www.alsde.edu/sec/fp/ell/Pages/home.aspx

Activity - Parental support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Documentation sent to parents will be sent in the parents' native language if necessary if an effort to increase communication and increase family engagement in the school and at home	Parent Involvement	08/04/2017	05/24/2018	$0 - No Funding Required	EL Coordinator Teachers Administrator

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The school system uses the TransAct program to generate documents in other languages. We also have an EL coordinator who can assist with helping parents.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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 and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

Staff go through a formal interview process with the principal, assistant principal(s), and a central office staff member. We strive to hire teachers who are trained in their particular subject area.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

CHS had 5 positions turnover from the 2016-17 school year to the 2017-18 school year. 2 teachers move to be closer to their family, 1 teacher took another position in a different career field, 1 teacher non-renewed,1 retirement and 1 teacher moved into our assistant principal position.

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

We have 6 teachers with less than 3 years experience but all have taught more than 1 year, 12 teachers with more than 5 years experience, 11 teachers with more than 10 years experience, and 10 teachers with more than 20 years of experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

We use Alabama's New Teacher Mentoring Program as well as collegial visits to other classrooms to assist new teachers. We also have incorporated Professional Learning Communities to ensure that teachers have a support system from their peers and administration.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

During our PLC we review data, we determine areas of need in based on classroom data, benchmark data, and any state administered exams. All core teachers work with the A+ College Readiness Initiative for training in their content area.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Professional Learning Communities
Vertical Alignment Meetings (per content discipline)
A+ College Readiness Initiative

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

We utilize Alabama's New Teacher Mentoring Program. All new teachers are assigned a master teacher as a mentor. We also provide in house professional development. All members of the staff are a part of an Professional Learning Community.

Describe how all professional development is "sustained and ongoing."

All core teachers are a part of the A+ College Readiness Initiative in which training is throughout the year. In addition, A+ sends master level trainers to visit our teachers to ensure they have the support needed from A+.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

Transition Strategies

Measurable Objective 1:

100% of All Students will collaborate to ensure effective transitions across grade levels in Career & Technical by 05/24/2018 as measured by individual visits to career technical courses and individual student counseling followed by their course selection.

Strategy1:

Career Preparedness - Students in the 9th grade will participate in career preparedness in which they will learn and visit the various career and technical opportunities at Carroll High School.

Category: Implement Guidance and Counseling Plan

Research Cited: Career Technical Career Preparedness

https://www.alsde.edu/sec/cg/Pages/careerprep-all.aspx

Activity - Career Interest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit various career technical courses and determine which they are interested in pursuing.	Recruitment and Retention	08/04/2017	05/24/2018	$0 - No Funding Required	Career preparedness teacher CTE teachers CTE Director Guidance Counselors

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Regular Data Meetings and Response to Intervention (RTI) problem solving team meetings- all teachers provide valuable information concerning students brought before the PST. Teachers also participate in PLC's, vertical alignment meetings, and grade level meetings.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Alabama's Response to Instruction-(RTI) Problem Solving Team

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?

Tier 2 instruction/intervention is build into the daily schedule, Tier 3 intervention is provided by a highly skilled staff member based on the recommendations of the PST

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.

Teachers offer tutoring before and after school. The PST reviews the data, dialogues with the classroom teachers, and then creates a list of struggling students. The students and parents are notified of days in which tutoring is offered. The tutoring is to assist students that are deficient in skills needed to be successful in particular areas.

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.

Students who are identified as EL through the Home Language Survey are given the ACCESS test by the EL coordinator. If they are identified as EL, the EL coordinator meets regularly with these students and also works closely with the teachers in implementing the Limited English Plan or LEP. The classroom teacher utilizes the immersion model in the classroom. EL students also have the time to utilize the Lexia Computer program. No migrant students enrolled at this time.
Our school counselors work closely with our system's Student Services Director to assist students who are economically disadvantaged, neglected, or homeless. Students who struggle with core academic subjects are referred to the Problem Solving Team.
We have 4 special education teachers (1 for self contained) and 3 to meet the needs of our students in the general classroom setting. Teachers collaborate to ensure that the IEP is implemented and that our students are gaining the skills necessary with their non-disabled peers.
We follow the McKinney Vento Act regarding any homeless students. Our counselors and district student services director, along with school administration, have made several home visits to take paperwork to be signed by parents who do not have transportation to school, check on students who have been chronically tardy or absent, and to offer additional assistance as needed.

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

All students have the opportunity to participate in all career and technical programs. CTE instructors work with the EL and Special Education teachers to ensure that students EL plans and IEP's are implemented with their programs. In addition, we have a variety of services that will assist meet economic requirements for the CTE program.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

Title I-Federal (first year 2017-18)
A+ College Readiness
Alabama Science In Motion

Carroll High School was selected to participate in the A+ Initiative in which all core teachers receive training for their particular subject area. ASIM provides training and resources to the science department.

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

We provide required training for Jason Flatt and Erin's Law. Our school counselor conducts monthly counseling and guidance classes with our students and provides individual guidance counseling. We also provide counseling services for identified students through various counseling services.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

Staff Surveys, Building Leadership Team feedback, PLC's, parent surveys, student achievement data, and Educate Alabama documentation.

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?

We utilize the ACT and Workkeys data to evaluate our students achievement. We align our classroom exams to meet the demands of the state assessments. In addition, we will utilize performance series to benchmark students throughout the school year.

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?

Reviewing and analyzing multiple sources of data on a regular basis through PLC's and Problem Solving Team.

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?

Building Leadership Team, we review our goals and data at each meeting and include parent input/feedback

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	37.48

Provide the number of classroom teachers.

40.47

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2477409.59

       Total   2,477,409.59

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	95146.0

Total   95,146.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	76000.0

Total   76,000.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	142578.0

Total   142,578.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53426.0

Total   53,426.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	1.0

Provide the number of Career and Technical Education Adminstrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	86300.0

Total   86,300.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	1.0

Provide the number of Career and Technical Education Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	55194.0

Total   55,194.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	8879.0

Total 8,879.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3256.0

Total 3,256.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	30000.0

Total   30,000.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	17695.0

Total   17,695.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1278.0

Total   1,278.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	116191.47

Provide a brief explanation and breakdown of expenses.

2 teachers

Substitutes

Supplies

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	64775.0

Provide a brief explanation and a breakdown of expenses.

1.06 teacher

Substitutes

Title III

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

Provide a brief explanation and a breakdown of expenses.

System Allocation, utilized by the system for all schools

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	41721.0

Provide a brief explanation and breakdown of expenses.

Computers, supplies, stipends, substitutes, Professional Development, ADM Supplies, Indirect Cost

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	41721.0

Provide a brief explanation and breakdown of expenses.

Computers, Supplies, Stipends, Subs, Professional Development

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	916744.68

Provide a brief explanation and breakdown of expenses.

Salaries, Subs, Supplies, Utilities, Maintenance, Professional Development, Other purchased services

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

Carroll High School qualifies as a Title I School because we have a high percentage of free and reduced lunch students (54%). As a Title I school, we must adhere to all federal requirements. We address academic goals in the areas of reading and mathematics. Parents are part of the improvement planning process for our school. They collaborate with our Building Leadership Team to provide input on the School Improvement Plan. Before the school year begins, Carroll High holds a Title I Parent Orientation Meeting. Parents are notified and provided a Carroll High Title I information pamphlet. Topics discussed at the meeting:
*School-Parent Compact
*Title I Program and participation, its' services and parents' rights
*Title I Information Booklet
*School Improvement Plan
All parents, students, and staff sign Parent Compact as a commitment that we will all work together as a team to meet the needs of all of our students.
We provide numerous opportunities for parents to be involved in our school. Two parent representatives serve on the school improvement committee and participate in the development of the plan. CHS has numerous parent organizations for sports, band, Freshman Academy and Advanced Placement.
We are required to set aside 1% of our budget for parent involvement. We receive 100% of our set aside funds. Parent representatives and the Building Leadership Team decide how to make the best use of our parent involvement funds. The Parents' Right to Know information is available at several locations-Title I Parent Information Booklet, the Ozark City School System's website, the school office, the counselor's office, and the system's central office.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

Parent meetings are offered several times per year. Parents are notified of these meetings through monthly newsletters and monthly reminders on the Carroll High website. Carroll High believes in involving parents in all aspects of the Title I program. Parents serve on the CIP committee and are participants in the development of the plan. Parents are given the to provide input regarding the plan before it is approved. A draft copy of the parent involvement section is distributed to parents and a letter accompanies this document explaining the contents and requesting feedback from parents. Each year, the Continuous Improvement Plan, including the Parent Engagement Plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and the entire CIP committee in determining needed changes. The funds allocated for parental involvement are being used to support learning at school and home. We have an Open House and 2 "High Expectation" nights in which students present lessons to parents of what is being covered in class. A portion of the Title I funds is also being used to provide substitutes for teachers to conduct parent/teacher conferences.

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. (Sec. 1116(c)(4)(A)(B)(C))

Progress Reports are sent home every 9 weeks at the midpoint of the grading period. Report Cards are sent home at the conclusion of each grading period. Parents and Students have access to their Chalkable home portal to review grades at any point during the grading period. In addition, if a student is struggling academically before report cards is sent home, teachers will contact parents to discuss academic solutions.

When necessary, parent communications are translated into other languages using the TransAct program. If necessary, translators are used to assist with communicating with parents that speak little or no English.
Parent conferences are held at any point during the year at the request of either the parent or the teacher.

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). (Sec.1116(d))

Carroll High School's Parent Compact is in compliance with the federal guidelines The compact was developed through a coordinated effort by school staff members and the district federal programs coordinator. All parents were given a copy of the compact at the Parent Orientation Meeting at the beginning of the school year. The compact was explained to parents and they were asked to sign the compact signifying their commitment in working in partnership with the school and their child in ensuring their child is successful in school. The students and teachers also sign the compacts. When new students enroll, the compact is explained to parents and they are asked to sign it as well as the new student.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Each year, the CIP Committee reviews, evaluates and revises its Continuous Improvement Plan. There are two parents on the committee who represent all of the parents of the school. Parents will be sent a notice that the plan is under review and that they have the right to give input regarding the revision of the plan. When parents are given a copy of the Continuous Improvement Plan, they are told that if they have any grievances at any time, they should contact the school principal. If they are not satisfied with the result(s), they can make an appointment with the federal projects director. If they are still not satisfied, the next step is to go to the superintendent and the school board. The final level is the federal programs director at the State Department of Education.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

Carroll High's CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our schools' identified goals. We are working on expanding our parent area. We are in need of materials for this corner, so some of the funds raised through fund raising activities will be used to purchase materials for parents. The center will house materials in different languages. Parenting workshops are held on topics that are aligned with identified school goals. Increased rigor within classroom, Increasing the number of students participating in our more rigorous courses (Advanced Placement).

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 ESSA Sec. 1116, 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)

Carroll High School works with teachers through in-services, faculty meetings, data meetings, vertical alignment meetings, professional learning communities, and planning meetings in understanding the importance of parental involvement and that parents are our partners. We plan activities for parent volunteers to participate. The school has provided dinner for parents as they attend events. Parents that are unable to volunteer during the day, have provided baked goods or other items requested for events. We are always working to expand the role of our parents within their child's education.

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 ESSA Sec 1116, 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)

Carroll High School coordinates parent involvement in a manner for maximum participation. Parent corner contains a variety of resources for parents: Parenting materials, attendance materials, ACT information, Advanced Placement materials, and Dual Enrollment to name a few items. We also refer parents to various local agencies such as the Family Guidance Center, SpectraCare, Vision Care, Bridges, Cogito, etc.

if they need assistance.

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 ESSA Sec. 1116, 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)

Carroll High School has three ELL students. If needed, information on all meetings, parent notices, etc. will be sent home in another language. All documents can be translated into other languages through the TransAct Program. If necessary, translators are used to communicate to parents who speak little or no English.

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 ESSA Sec. 1116, 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)

Carroll High School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parents are told at the initial Title I Parent Orientation meeting that our door is always open for them to express any concerns they may have regarding their children's education. If scheduled events do not work for any parent(s), we will meet with the parent(s) to discuss the information presented at the workshops/meetings.
Teachers also schedule conferences with parents during their planning or phone parents to discuss areas in which they can help at home. We also provide opportunities during "High Expectations Night" to be involved.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Carroll High School provides opportunities for participation of parents and family members with limited English proficiency and/or with disabilities. All parents fill out a home language survey when registering for school. Our system has an ELL coordinator that meets regularly with identified students in a small group or individually. We use the immersion model in the classroom as well as Lexia computer program. We participate in the TransAct program and translators are used when necessary. All public meetings are held in venues that are totally handicap accessible. Currently, we do not have any migrant students.