



ACIP

Ragland School

St. Clair County Board of Education

Ms. Jennifer Ball, Principal
1060 Main Street
Ragland, AL 35131

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Executive Summary

Introduction

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

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

Description of the School

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

Originally known as Trout Creek, the community that would become Ragland sprang up around several coal mines in the decade before the Civil War. Located in northeast St. Clair County in the east-central part of the state, the mines supplied coal to the Brierfield Furnace, which manufactured weapons for the Confederacy. The mines closed briefly until the railroad came through in 1882. The town then expanded around the railroad stop that served coal mines in the area owned by George Ragland, owner of the Sims and Ragland Mining Company. One claim to fame is that Rudy York, long-time major league baseball player in the late 1930s to mid-1940s, was born in Ragland. In September 1899, citizens of the town petitioned for incorporation under the name Ragland. Coal mining and the timber industry were the main economic drivers during its early years, in addition to a cement plant and a brick manufacturer. Brick manufacturing remains an essential part of the Ragland economy today, as does the production of cement. Ragland's first school was constructed as early as 1907. Ragland's population according to the 2010 Census was 1,639. The town's median household income, according to 2010 estimates, was \$32,292, and the per capita income was \$16,699. This creates a high poverty population, presenting one of the challenges for Ragland High School.

Ragland High School is the heart of the community. There are approximately 514 students in grades Pre-K through 12. Additionally, grade levels were restructured from Pre-K through 5th grade in the elementary in 2014 to Pre-K through 6th grade in the elementary. This change allows for the adjustment of teacher units. Of these students, approximately 71% receive free/reduced lunch, qualifying Ragland High School as a Title 1 school.

Demographics break into the following categories: Black/African American 12%, Multi-Race 2%, White 85%, and Asian <1%. Since Ragland School is a K-12 school, employees have the privilege of seeing the students grow and progress from 4 year old Pre-K students through graduation. Faculty and staff share in their progress, successes, and disappointments.

School's Purpose

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

The purpose of Ragland High School is to equip students to become responsible and active members of their learning, school, and community.

Vision and beliefs of Ragland High School mirror those stated by the St. Clair County School system.

The vision of the St. Clair County School System is to be recognized as one of Alabama's premier systems by providing a rigorous and relevant curriculum which will enable all students to graduate from high school and be successful in the 21st century.

St. Clair County School System BELIEFS

Given a safe and supportive environment, all students can learn.

Effective teachers are the key to student achievement.

Support from stakeholders provides enhanced opportunities and impacts student success.

Creating a culture that embraces change and promotes continuous improvement will result in success for all.

Ragland High School embodies its purpose by growing students in good citizenship, helping them develop a respect for themselves and others, and encouraging a love of learning through excellence in instruction. Ragland High School provides opportunities for students to participate in Athletics, Beta Club, Band, Student Government, First Priority, and working as teacher/library aides as needed. Students are also provided growth opportunities through character education and promotional coaching. Students are encouraged to cultivate a love for learning through the rigorous classes that are offered. Teachers trained in Laying The Foundations and Advanced Placement course work lead instruction in Pre AP and AP classes. Dual Enrollment classes are also offered through Jefferson State Community College and Gadsden State Community College. Online instruction is provided for foreign language, and multiple subjects are offered through APEX for credit recovery or through ACCESS for acceleration. Several students take advantage of the APEX classes to reach their goal of graduating college or career ready.

Ragland High School also embodies its purpose through high expectations of its students. Because of our "No Zero" policy, students are expected to complete work that is assigned and are given opportunities to complete that work during elective class times or during academic prep classes, as well as intervention times offered by some teachers. Students are also held accountable for their progress through benchmark assessments given through Scantron Performance Series and promotional coach meetings with students around progress report time.

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.

According to the AdvancED surveys given at the end of the 2015-2016 school year, the following are the areas of notable achievement:

82% of RHS staff agree that our school provides qualified staff members to support student learning.

88% of RHS staff agree that our school's purpose statement is clearly focused on student success.

78% of middle and high school students agree that at RHS, the principal and teachers have high expectations of them.

Evidence of this is provided Ragland High School's participation in the A+ grant to provide excellent instruction and opportunities for students. As a part of the A+ College Ready grant, several middle and high school faculty members have attended Laying the Foundations and AP training in preparation to teach Pre-AP and AP courses. Almost half of each grade (7-12) is enrolled in PreAP and or AP classes in ELA, Math, and Science.

100% of elementary students agree that RHS has many places where they can learn, such as the library.

97% of elementary students agree that teachers want them to do their best work.

99% of early elementary students agree that their teachers want them to learn and do their best.

83% of parents agree that they know the school's academic goals and how they can be involved.

98% of parents agree that our school provides a safe learning environment and they feel welcome.

These notably high percentages show a trend of RHS administration, faculty, and staff having high expectations for learning. There is a great love for students and a desire for students to become lifelong learners.

According to the AdvancED surveys taken at the end of the 2015-2016 school year, the following are areas of improvement.

Only 63% of parents agree that our school provides opportunities for stakeholders to be involved in the school.

The two obvious areas for improvement RHS strives to achieve in the next three years are:

1. Community/Parent/Stakeholder involvement - especially pertaining to academia
2. Character Education - Respect and helping others; Creating a community of learners; Collaboration

Additional Information

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

Ragland High School has started the process of improving community/parent/stakeholder involvement during the 2015-2016 school year. The following events have provided or will provide opportunities for parents and community to be involved at RHS.

1. Open House/Parent Night (Sept 27, 2016) - Meet with teachers, visit classrooms, see student work
2. Grandparents' Day (Sept. 12, 2016) - grandparents of elementary students visited and were recognized
3. Homecoming parade (Sept. 15, 2016) - Community-wide
4. Senior Parent Night (Sept 27, 2016) - Discussed scholarships, important dates for seniors
5. Senior Assembly (Oct. 28, 2016) - Family of seniors presented students with balloons and recognition.
6. Fall Festival (Oct. 28, 2016) - PTO sponsored with the help of BETA students.
7. Multiple awards day programs for all grade levels throughout the year.
8. Athletic programs are also a great avenue for parental involvement. Sports programs will offer special nights to recognize community league teams. The RHS band has also provided opportunities for parental/community involvement. They attended marching competition in Pell City, JSU, and Weaver.

Character education has also been a focus for our school. At the start of the 2016-2017 school year, our school incorporates a word of the week that is read will all announcements, is placed on bulletin boards and the school marquee sign. The morning announcements, led by students, also has a character education weekly focus and included the singing of the Alma Mater each morning. The counselor and county career coach work as promotion coaches to meet with individual students to discuss learning habits and character traits of being a good student. These meetings are scheduled around progress report time each nine weeks. Students involved in SGA are also provided opportunities to grow in their leadership abilities by attending the District VI Leadership Conference at Jacksonville State University.

Additional events to encourage students in college and career readiness include the seniors visiting Gadsden State Community College, hosting various college admission recruiters, attending a job fair at Jefferson State Community College - Pell City, and participating in a campus tour of Jacksonville State University.

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.

One of the instructional partners was assigned by the Ragland School principal to be the AdvancED accreditation chairperson. The chairperson, in collaboration with our principal and counselor, assigned accreditation leaders with teams of teachers to address specific sections of the ACIP and/or accreditation self-assessment. Our chairperson then met with each team leader and provided them with a binder of helps and instructions. The chairperson and team leaders discussed the process and the deadlines for the process. This was done to involve every certified person in the school improvement process and accreditation process. Many stakeholders were involved in this process. There were administrators, teachers, aides, and parents involved in this process. Parents were selected from the PTO.

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

The accreditation and school improvement team included the principal, assistant principal, certified staff members from elementary, middle, and high school levels, instructional aides, parents, special education teachers and a community member. All members were involved in reviewing data and examining our strengths and weaknesses. The findings were used to write goals which directly address the needs of the students.

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 ACIP for Ragland School is posted on the school website. In addition, a copy of the ACIP is kept in the evidence box in the office. Any stakeholder can request a copy of the ACIP from the main office at any time.

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		

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

Data from ACT Aspire was analyzed for students in grades 3 through 8. Students in Grade 6 made the greatest progress in math. The sixth grade students improved from 27% being proficient in 2015 to 54% being proficient in 2016. Also in math, the 2022 cohort students improved from 28% being proficient in 2015 during their fifth grade year to 54% being proficient in 2016 in their sixth grade year. Other notable area of achievement was in 7th grade science. In science, students improved from 9% being proficient in 2015 to 16% being proficient in 2016. Student test data from ACT College Readiness was analyzed for graduates. The science scores show an increase of 0.8. Student test scores in Advanced Placement classes were also analyzed. There were 3 qualifying AP scores for the first year of AP classes.

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

Grades 6 mathematics demonstrates an increase according the ACT Aspire data. Students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Percent of students who met College Readiness Benchmarks increased in all areas except English from 2015 to 2016. High school graduates have shown a steady increase in reading over the previous five years indicating that the Tier 1 intervention has been effective in this area as well.

Which area(s) indicate the overall highest performance?

Students in Grade 6 have the overall highest performance in Math.

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

There was no sub-group data available. The student population at Ragland High School is such that there are not sub-groups.

Between which subgroups is the achievement gap closing?

There was no sub-group data available. The student population at Ragland High School is such that there are not sub-groups.

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

No other data sources were available.

Areas in Need of Improvement

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

Data from ACT Aspire was analyzed for students in grades 3 through 8. In Grade 8, students dropped in progress in Reading from 35% in 2015 to 19% in 2016. Grade 5 also had a drop in reading progress from 23% to 0%.

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

Students in grade levels which showed the lowest growth or the greatest drop in performance are provided with increasingly intensive instruction which matched their needs. Reading scores reflect that this is the greatest need which must be addressed. Consistent with state numbers, the scores for the Average ACT Scores dropped. This could have been impacted by the fact that all students were required to take the exam whereas in the past only those students seeking to attend an institution of higher learning participated in the test.

Which area(s) indicate the overall lowest performance?

The overall lowest area of performance would be Grade 5 reading.

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

There was no sub-group data available. The student population at Ragland High School is such that there are not sub-groups.

Between which subgroups is the achievement gap becoming greater?

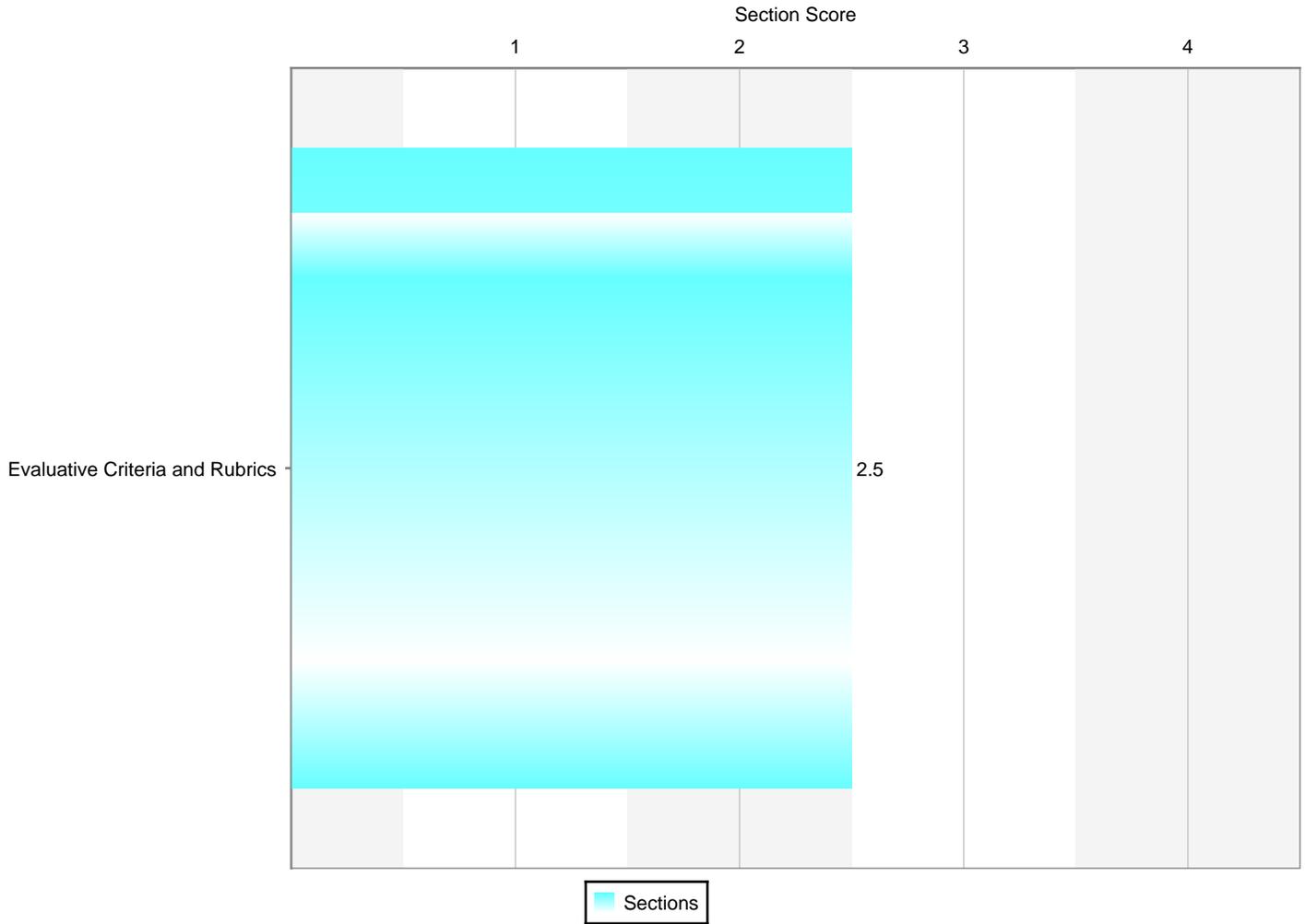
There was no sub-group data available. The student population at Ragland High School is such that there are not sub-groups.

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

Grade 5 are consistent with student performance in the classroom.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		RHS ACIP team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Compliance

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

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement

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

RHS ACIP Plan 2016-2017

Overview

Plan Name

RHS ACIP Plan 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Ragland School will increase math proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Students at Ragland School will increase reading proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	30% of struggling readers enrolled in Read 180 at Ragland High School will have a Lexile growth of 2.5% or more.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	Students will have opportunities for enriched/accelerated curriculum and support.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Increase the number of third graders scoring at a proficient level in Reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Students at Ragland School will increase math proficiency.

Measurable Objective 1:

A 2% increase of Eighth grade students will demonstrate a proficiency in ACT Aspire in Mathematics by 05/19/2017 as measured by ACT Aspire scores increasing from 5% proficiency in 2016 to 7% proficiency in 2017..

Strategy 1:

Mathematics Instruction - Elementary staff will receive continued support and instruction from District level professionals to support best practice in Math instruction. Secondary staff, as a result of the A+ College Ready grant, will receive Laying The Foundations (LTF) training over the next three years, with continued support thereafter.

Category: Develop/Implement Learning Supports

Research Cited: "Welcome to A+ College Ready." A College Ready. Web. 1 Oct. 2015.

Activity - Mathematics Instruction Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in eighth grade math courses will receive collaborative instruction which will be differentiated by highly qualified content teachers to meet student's needs. Laying The Foundations strategies will be used to scaffold instruction.	Other	08/10/2016	05/19/2017	\$0	Other	Teacher

Goal 2: Students at Ragland School will increase reading proficiency.

Measurable Objective 1:

A 15% increase of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in assessments in Reading by 05/19/2017 as measured by end of year Scantron Global Scholar and ASPIRE assessments..

Strategy 1:

Reading Instruction - Elementary staff will receive continued support and instruction from District level professionals to support best practice in Reading instruction. Secondary staff, as a result of the A+ College Ready grant, will receive Laying The Foundations (LTF) training over the next three years, with continued support thereafter.

Category: Develop/Implement Learning Supports

Research Cited: "Welcome to A College Ready." A College Ready. Web. 1 Oct. 2015.

Activity - Reading Instruction Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive collaborative instruction which is differentiated in order to achieve an increase in reading proficiency.	Other	08/10/2016	05/19/2017	\$0	Other	Teachers, Administration, District, and LTF personnel.
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Goal 3: 30% of struggling readers enrolled in Read 180 at Ragland High School will have a Lexile growth of 2.5% or more.

Measurable Objective 1:

30% of Eighth, Ninth and Tenth grade students will increase student growth by 2.5% or more individual Lexile points of those enrolled in the Read 180 program in English Language Arts by 05/19/2017 as measured by the change in Lexile per individual student on the Growth Goals Report provided in Scholastic Reading Inventory (SRI)..

Strategy 1:

Read 180 Program - All 7th, 8th, 9th, and 10th grade students participating in the Read 180 program will follow the Read 180 Model for blended learning: Whole Group instruction with three daily rotations of the following: Teacher facilitated small group, instruction technology, and independent reading. Students will spend at least 15 minutes or more each rotation.

Category: Develop/Implement Learning Supports

Research Cited: Papalewis, R. (2004). Struggling Middle School Readers: Successful, Accelerating intervention, Reading improvement, 41 (1). 24-37.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 students will participate in a daily small group instruction guided by the Read 180 teacher. During the small group session, students will utilize books for writing, reading, and skill practice.	Academic Support Program, Direct Instruction	08/10/2016	05/19/2017	\$0	No Funding Required	Read 180 teachers
Activity - Read 180 Software Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 students will have a minimum of 15 minutes of intense practice using Scholastic Read 180 online program.	Academic Support Program, Technology	08/10/2016	05/19/2017	\$0	No Funding Required	Read 180 Teachers
Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Read 180 students will have daily independent reading time using leveled readers.	Other - Independent Reading, Academic Support Program	08/10/2016	05/19/2017	\$0	No Funding Required	Read 180 Teachers
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Goal 4: Students will have opportunities for enriched/accelerated curriculum and support.

Measurable Objective 1:

15% of Eighth, Ninth and Tenth grade students will increase student growth in the areas of Pre-AP curriculum and Read 180 in English Language Arts by 05/19/2017 as measured by Scantron Global Scholar results of standards attained and Read 180 growth report.

Strategy 1:

Professional Development - Teachers will receive training in the teaching of Laying the Foundation strategies and the Read 180 program. Strategies will be implemented in PreAP classes, and students enrolled in the Read 180 program will receive support.

Category: Develop/Implement Learning Supports

Research Cited: "English Content." English Content. Web. 1 Oct. 2015.

"Comprehensive Support to Serve All Students." Research & Validation of the World's Most Effective Reading Intervention Program. Web. 1 Oct. 2015.

Activity - LTF Strategies and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Laying The Foundation curriculum and strategies in daily classroom instruction.	Direct Instruction	08/10/2016	05/19/2017	\$0	No Funding Required	Teachers

Goal 5: Increase the number of third graders scoring at a proficient level in Reading.

Measurable Objective 1:

20% of Third grade students will increase student growth in attainment of grade level standards in Reading by 05/19/2017 as measured by Scantron Global Scholar results of standards attained in Reading Foundations.

Strategy 1:

iRead - Students will use the iRead program to fill in gaps in foundational reading skills.

Category: Develop/Implement Learning Supports

Research Cited: "Research." IRead. Web. 1 Oct. 2015.

Activity - iRead Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will practice foundational reading skills through the use of the online iRead program.	Academic Support Program, Technology	08/10/2016	05/19/2017	\$0	No Funding Required	Third grade teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Instruction Activities	Students in eighth grade math courses will receive collaborative instruction which will be differentiated by highly qualified content teachers to meet student's needs. Laying The Foundations strategies will be used to scaffold instruction.	Other	08/10/2016	05/19/2017	\$0	Teacher
Reading Instruction Activities	Students will receive collaborative instruction which is differentiated in order to achieve an increase in reading proficiency.	Other	08/10/2016	05/19/2017	\$0	Teachers, Administration, District, and LTF personnel.
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LTF Strategies and Instruction	Teachers will use Laying The Foundation curriculum and strategies in daily classroom instruction.	Direct Instruction	08/10/2016	05/19/2017	\$0	Teachers
iRead Program	Students will practice foundational reading skills through the use of the online iRead program.	Academic Support Program, Technology	08/10/2016	05/19/2017	\$0	Third grade teachers
Small Group Instruction	Read 180 students will participate in a daily small group instruction guided by the Read 180 teacher. During the small group session, students will utilize books for writing, reading, and skill practice.	Academic Support Program, Direct Instruction	08/10/2016	05/19/2017	\$0	Read 180 teachers
Independent Reading	Read 180 students will have daily independent reading time using leveled readers.	Other - Independent Reading, Academic Support Program	08/10/2016	05/19/2017	\$0	Read 180 Teachers

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Read 180 Software Program	Read 180students will have a minimum of 15 minutes of intense practice using Scholastic Read 180 online program.	Academic Support Program, Technology	08/10/2016	05/19/2017	\$0	Read 180 Teachers
					Total	\$0

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	There was no data to support a conclusion. There was no Principal in place during the last part of the 2015-16 school year, and a replacement was not hired until July. Plans are in place for data collection in the spring.	

Evaluative Criteria and Rubrics

Overall Rating: 1.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

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

There was no data to support a conclusion. There was no Principal in place during the last part of the 2015-16 school year, and a replacement was not hired until July. Plans are in place for data collection in the spring.

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

There was no data to support a conclusion. There was no Principal in place during the last part of the 2015-16 school year, and a replacement was not hired until July. Plans are in place for data collection in the spring.

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

There was no data to support a conclusion. There was no Principal in place during the last part of the 2015-16 school year, and a replacement was not hired until July. Plans are in place for data collection in the spring.

Areas in Need of Improvement

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

There was no data to support a conclusion. There was no Principal in place during the last part of the 2015-16 school year, and a replacement was not hired until July. Plans are in place for data collection in the spring.

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

There was no data to support a conclusion. There was no Principal in place during the last part of the 2015-16 school year, and a replacement was not hired until July. Plans are in place for data collection in the spring.

What are the implications for these stakeholder perceptions?

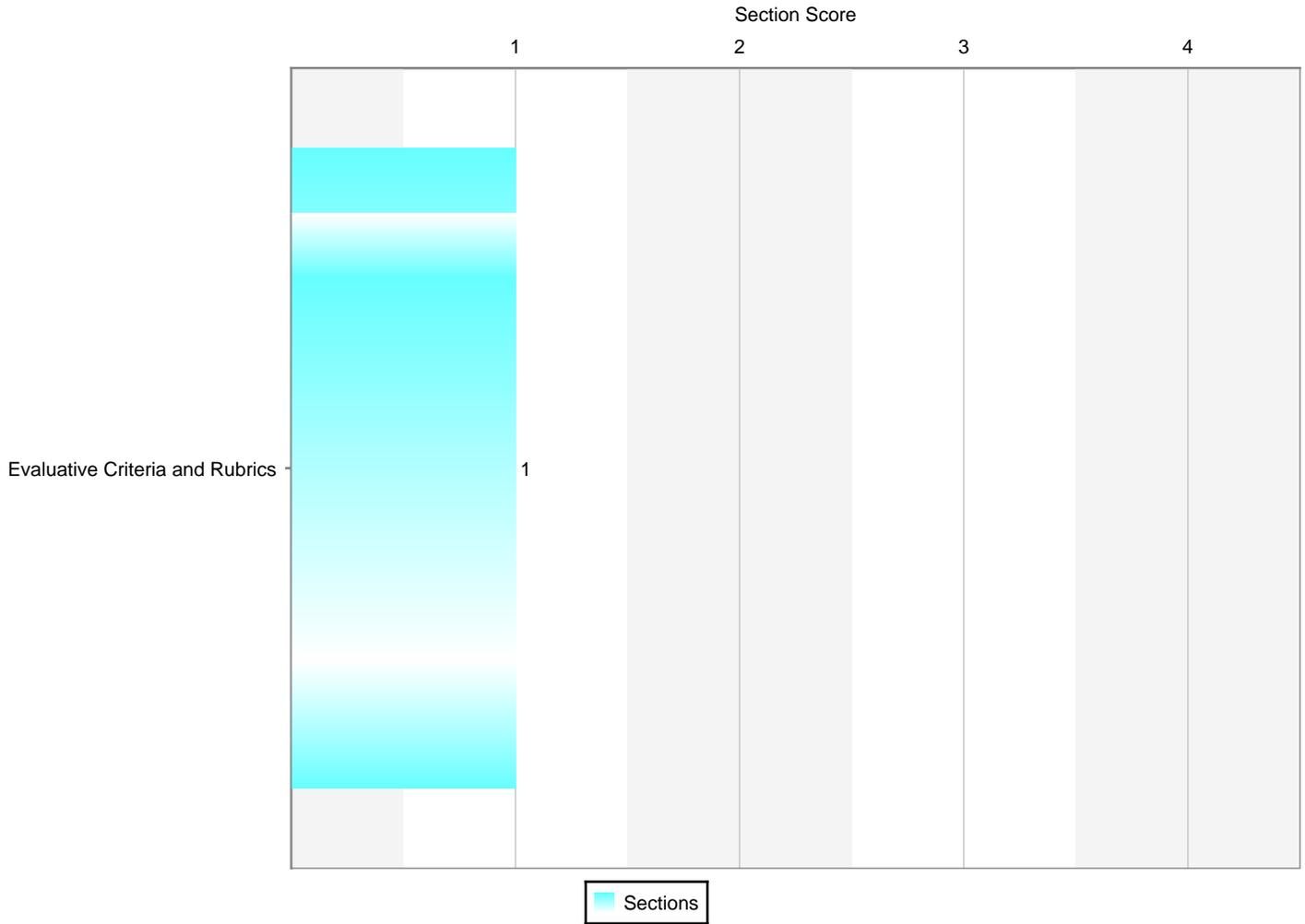
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Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

There was no data to support a conclusion. There was no Principal in place during the last part of the 2015-16 school year, and a replacement was not hired until July. Plans are in place for data collection in the spring.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Grade level meetings and subject area meetings were held prior to October 1, 2016 to review, discuss, and assess data gained to this point. Team leaders met with administration to disseminate the information gathered and to determine the needs of our students as we aspire to help them become the best within our county and state. Some of the data examined included information from iNow, DIBELS, ASPIRE, KUDER, ACT, WorkKeys, Global Scholar, Scholastic Reading Inventory, Scholastic Phonics Inventory, and iRead.

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

The results from the comprehensive needs assessment showed a continued need in reading comprehension and vocabulary across all areas of the curriculum. Reading support is needed in the areas of literacy/recreational materials and literary elements from various text formats. Math support is needed in the areas of vocabulary, practical application and numbers and operations. Science support is needed in the areas of vocabulary, practical applications and materials for labs.

3. What conclusions were drawn from the results?

Overall, the students at Ragland need more direct reading instruction from various texts to gain understanding of literary devices and elements. The students need to spend more quality time immersed in all genres. Basic math concepts, application of skills and vocabulary need to be promoted in math instruction as well as decimals, percentages, and fractions. Science vocabulary and application of reasoning skills need to be reinforced.

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

Formative assessments are given on a regular basis, and timely feedback is provided to the students and parents. Teachers use the information gathered from the assessments to plan intervention strategies. Meetings are held with each grade level and/or subject area to examine the data and determine the focus across subject/grade levels. One focus is that students need to learn organizational skills, time management skills, study habits, and technology skills. Students have received additional instruction through ACT Prep classes, READ180, System 44. These students have improved their overall test scores.

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

Career and College Readiness Standards are the primary focus for the 2016-2017 school year. Real life application of reading skills and vocabulary across the curriculum will be a continued priority.

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

The goals are based on data from grades K-12, including formative and summative assessments. DIBELS, SRI, SPI, and Scantron Performance Series are given 3 times per year. ASPIRE, ACT, WorkKeys and KUDER are given once per year.

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

While the overall goals focus on reading, vocabulary, math, science and technology, the disadvantaged students benefit from inclusion, interventions and other resources provided by the school. The effort is to close the achievement gaps of students that are disadvantaged. Seventy- five percent of our student body receive free or reduced meals, therefore, the goals address the majority of our students. Our educators are involved in the decisions regarding the use of state academic assessments. Teachers administer assessments to determine if students have mastered the objective taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different stages of assessment results. Teachers guide instruction through collaboratively studying the disaggregated data and results of the state assessments and evaluating data to determine if there are any indicators that require more in depth testing.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

50% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the use of word processing and presentation technology in English Language Arts by 05/19/2017 as measured by teachers and administrators through lesson planning and class activities.

Strategy1:

Technology Integration - Teachers will plan strategic lessons that incorporate the use of technology to create written assignments and/or make presentations.

Category: Develop/Implement Learning Supports

Research Cited: Brabee, K., Fisher, K., & Pitler, H. (2004). Building Better Instruction: How Technology Supports Nine Research-Proven Instructional Strategies. Learning & Leading with Technology, 31(5), 6-11.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use technology to create assignments and presentations.	Technology	08/10/2016	05/19/2017	\$0 - School Council Funds	Administrators and Teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Students at Ragland School will increase reading proficiency.

Measurable Objective 1:

A 15% increase of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in assessments in Reading by 05/19/2017 as measured by end of year Scantron Global Scholar and ASPIRE assessments..

Strategy1:

Reading Instruction - Elementary staff will receive continued support and instruction from District level professionals to support best practice SY 2016-2017

in Reading instruction. Secondary staff, as a result of the A+ College Ready grant, will receive Laying The Foundations (LTF) training over the next three years, with continued support thereafter.

Category: Develop/Implement Learning Supports

Research Cited: "Welcome to A College Ready." A College Ready. Web. 1 Oct. 2015.

Activity - Reading Instruction Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive collaborative instruction which is differentiated in order to achieve an increase in reading proficiency.	Other	08/10/2016	05/19/2017	\$0 - Other	Teachers, Administration, District, and LTF personnel.

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

Goal 1:

Students at Ragland School will increase reading proficiency.

Measurable Objective 1:

A 15% increase of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in assessments in Reading by 05/19/2017 as measured by end of year Scantron Global Scholar and ASPIRE assessments..

Strategy1:

Reading Instruction - Elementary staff will receive continued support and instruction from District level professionals to support best practice in Reading instruction. Secondary staff, as a result of the A+ College Ready grant, will receive Laying The Foundations (LTF) training over the next three years, with continued support thereafter.

Category: Develop/Implement Learning Supports

Research Cited: "Welcome to A College Ready." A College Ready. Web. 1 Oct. 2015.

Activity - Reading Instruction Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive collaborative instruction which is differentiated in order to achieve an increase in reading proficiency.	Other	08/10/2016	05/19/2017	\$0 - Other	Teachers, Administration, District, and LTF personnel.

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

Goal 1:

Students will have opportunities for enriched/accelerated curriculum and support.

Measurable Objective 1:

15% of Eighth, Ninth and Tenth grade students will increase student growth in the areas of Pre-AP curriculum and Read 180 in English Language Arts by 05/19/2017 as measured by Scantron Global Scholar results of standards attained and Read 180 growth report.

Strategy1:

Professional Development - Teachers will receive training in the teaching of Laying the Foundation strategies and the Read 180 program. Strategies will be implemented in PreAP classes, and students enrolled in the Read 180 program will receive support.

Category: Develop/Implement Learning Supports

Research Cited: "English Content." English Content. Web. 1 Oct. 2015.

"Comprehensive Support to Serve All Students." Research & Validation of the World's Most Effective Reading Intervention Program. Web. 1 Oct. 2015.

Activity - LTF Strategies and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Laying The Foundation curriculum and strategies in daily classroom instruction.	Direct Instruction	08/10/2016	05/19/2017	\$0 - No Funding Required	Teachers

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

Goal 1:

Increase the number of third graders scoring at a proficient level in Reading.

Measurable Objective 1:

20% of Third grade students will increase student growth in attainment of grade level standards in Reading by 05/19/2017 as measured by Scantron Global Scholar results of standards attained in Reading Foundations.

Strategy1:

iRead - Students will use the iRead program to fill in gaps in foundational reading skills.

Category: Develop/Implement Learning Supports

Research Cited: "Research." IRead. Web. 1 Oct. 2015.

Activity - iRead Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice foundational reading skills through the use of the online iRead program.	Academic Support Program Technology	08/10/2016	05/19/2017	\$0 - No Funding Required	Third grade teachers

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

Goal 1:

Increase the number of third graders scoring at a proficient level in Reading.

Measurable Objective 1:

20% of Third grade students will increase student growth in attainment of grade level standards in Reading by 05/19/2017 as measured by Scantron Global Scholar results of standards attained in Reading Foundations.

Strategy1:

iRead - Students will use the iRead program to fill in gaps in foundational reading skills.

Category: Develop/Implement Learning Supports

Research Cited: "Research." IRead. Web. 1 Oct. 2015.

Activity - iRead Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice foundational reading skills through the use of the online iRead program.	Technology Academic Support Program	08/10/2016	05/19/2017	\$0 - No Funding Required	Third grade teachers

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

Goal 1:

Students will have opportunities for enriched/accelerated curriculum and support.

Measurable Objective 1:

15% of Eighth, Ninth and Tenth grade students will increase student growth in the areas of Pre-AP curriculum and Read 180 in English Language Arts by 05/19/2017 as measured by Scantron Global Scholar results of standards attained and Read 180 growth report.

Strategy1:

Professional Development - Teachers will receive training in the teaching of Laying the Foundation strategies and the Read 180 program. Strategies will be implemented in PreAP classes, and students enrolled in the Read 180 program will receive support.

Category: Develop/Implement Learning Supports

Research Cited: "English Content." English Content. Web. 1 Oct. 2015.

"Comprehensive Support to Serve All Students." Research & Validation of the World's Most Effective Reading Intervention Program. Web. 1 Oct. 2015.

Activity - LTF Strategies and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Laying The Foundation curriculum and strategies in daily classroom instruction.	Direct Instruction	08/10/2016	05/19/2017	\$0 - No Funding Required	Teachers

Component 3: Instruction by Qualified Staff

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

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

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

Ragland School administrators interview and hire highly qualified teachers. Consideration is given as to the teacher's experience and strengths and they are assigned accordingly.

Component 4: Strategies to Attract Qualified Teachers

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

At the end of the 2015-2016 school year, a new principal was hired and eight teachers were hired. We also gained two Instructional Partners for the 2016-2017 school year.

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

The average experience level of our teaching and learning personnel is fourteen years.

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

The administration has implemented the high expectation of excellence, professionally and personally, in all employees and brings this information to the interview table.

Component 5: High Quality and Ongoing Professional Development

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

The entire K-8 staff has received Shurley training by district personnel this year. Teachers from grades K-6 received training in teaching College and Career Readiness Standards. Select teachers from grades 6-12 received training in Laying the Foundations and Advanced Placement classes.

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

Educators, students and parents will have the opportunity to attend training and workshops to develop and enhance their knowledge and skills in vocabulary enhancement, technology, adolescent mental health, advanced placement, common core standards, and ACT preparation.

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

The teacher mentors provide 2.5 hours of support per week and follow a state-approved curriculum.

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

The district surveys the employees to determine the needs of the teachers. Professional development is provided through district funding and supplemented through Title I. It is designed to meet the goals and objectives of each school.

Component 6: Transition Strategies

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

Transition planning should begin as early as possible. School personnel begin the process with students and parents to discuss the educational progress and needs of the student, taking into consideration the expectations and aspirations of the student and their family. The process includes discussions concerning future goals and the skills that are needed to support their goals. When the student is in middle school, school personnel begins using career assessments to identify the career interests, abilities, and needs of the student. The assessment data is utilized to develop appropriate programming including the courses of study which focus on preparing the student to meet his/her goals. Students need help in career planning while in middle and high school. The school guidance counselor and teachers help students develop an educational/career plan.

Acclimating students and parents occurs throughout the year. Prior to the beginning of school, there are orientations for middle and high school students to discuss classes, clubs, athletics, etc. Meet the Teacher occurs for Pre-Kindergarten through 6th grade prior to the beginning of school. Open House is held during the first month of school. Parenting Night occurs after the first report card. We welcome parents and community stakeholders into the school at any time. (Grandparent's Day, Veteran's Day, Pep Rallies, Awards Day, Special Guest assemblies, talent shows, Title I meetings, Student driven programs, graduation, etc.)

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers meet to review and discuss data provided from the assessments in grade level and subject meetings. Data is also reviewed in data meetings and professional development. Data drives the use of remediation.

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

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

Intervention strategies are being implemented in the general education program and monitored by the Problem Solving Team (PST) for an appropriate period of time. The PST reviews individual students' records to determine the appropriate strategies to use. Currently, we are gaining information through the use of Scantron Performance Series, Alabama Reading Initiative strategies (ARI), Accelerated Reading, DIBELS Next (grades K- 3), ACT Aspire (grades 3 - 8), ACT EXPLORE (grade 8), ACT PLAN/ASPIRE (grade 10), ACT (grade 11) and WorkKeys (grade 12). The PST will also review students' permanent records, report cards, progress reports, and work samples.

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

Each grade level Response to Instruction (RtI) team will meet at least monthly to assess progress monitoring scores and differentiated instruction and intervention implementation for Tier I (general education instruction) and Tier II (intervention strategies from regular education and/or interventionist). The lead teacher will report to the PST chairman if additional assistance is needed. The PST will convene at least monthly to determine if a student should be placed in Tier III and/or tested for placement in Special Education.

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

Some examples of differentiated instruction and interventions are small group instruction, peer tutoring, close proximity to the instructor or the board, cooperative learning, individual tutoring, hands on experiences, interventionist tutoring, and provision of learning environment to meet student behavioral needs. Through the use of online programs such as iRead, No Red Ink, MobyMax, and ixl.com, students can work at their pace/level of learning while in the computer lab. DIBELS Next and Scantron Global Scholar results are being used to determine differentiated student needs.

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

Individual teachers provide tutoring before and after school for any student in need. Teaching and encouraging our students to succeed academically, behaviorally, and emotionally in a safe and secure environment of caring, respect, and acceptance is a common thread. Building resiliency, independence and positive character creates a more independent student. Focusing on each student's talents, learning styles and strengths helps to build confidence in students. Teachers collaborate to design learning strategies that foster student success. Administration encourages collaboration with parents and community partnerships to foster student success.

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

Migrant students - Currently we have no migrant students.

ELL students - Currently we have two ELL students. The ELL interventionists provide training for local school personnel and the students.

Economically disadvantaged students - Being a Title I school we have a large number of economically disadvantaged students. Teachers, community stakeholders, and service clubs offer assistance without embarrassment to the student.

Special education students - General education and special education teachers collaborate to provide individualized instruction for each student to meet their needs.

Neglected and/or Delinquent students - The guidance counselor conferences with students to determine the appropriate action necessary.

Documentation is kept and provided to outside sources as necessary.

Homeless students - The guidance counselor conferences with students to determine the appropriate action necessary. Documentation is kept and provided to outside sources as necessary.

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

Special education students - General education and special education teachers collaborate to provide individualized instruction for each student to meet their needs.

Economically disadvantaged students - Being a Title I school we have a large number of economically disadvantaged students. Teachers, community stakeholders, and service clubs offer assistance without embarrassment to the student.

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

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

State funds provide us with teachers, counselors, media specialist, speech pathologist, and administrators which are necessary for student learning. Federal funds allow us to decrease our class sizes, so that students receive optimal instructional opportunities. State and federal funds provide for professional development. Professional development allows our school's educators to increase our knowledge of research based instructional strategies and tools, which improves teaching and learning. It is the express responsibility of all personnel to implement the goals of the ACIP in order to meet the academic needs of every student in order to achieve academically.

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

The following funding sources are used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central Office directors, Instructional Leaders, teachers, parents, and students in order to meet guidelines for each area and provide optimal resources for student achievement.

State: ARI, Transportation, Textbooks, Technology

Federal: Title I, Title II, IDEA

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

We coordinate and integrate all programs and services according to federal, state, and local policies, procedures and guidelines. Some of these programs and services include an anti-bullying plan and Extended Day/After-School program. Ragland School integrates and coordinate the Fine Arts into our curriculum to improve school culture through the use of clubs and organization. These programs are coordinated and integrated to improve student morale, exposure and positive learning experiences.

Component 10: Evaluation

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

Administrators and educators review and evaluate the data and compare current scores to previous scores on a variety of assessments to determine the effectiveness of the strategies being implemented.

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

The guidance counselor and instructional partners organize and compile the data and related information to show students strengths and weaknesses and disseminate the information to the faculty.

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

Administrators and educators review scores for individual students who are farthest from achieving the standards. These students are placed in Tier II of RTI and routinely monitored for progress.

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

Ragland School's plan is reviewed periodically throughout the year. If concerns or needs arise, the plan is immediately reviewed to make adjustments. Changes can also be made based on stakeholder feedback throughout the year,

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

Yes, continued improvement is needed in increasing mastery in reading and math. Several teachers at Ragland School have been to Laying the Foundations and A+ College Ready trainings, which will directly impact student learning in these areas through the use of strategies and scaffolding to fill in gaps in learning.

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

Some of the technology goals were changed from the previous year because extra emphasis is needed in the areas of reading and math - of which many interventions include the use of technology.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	28.24	36.79	1,609,341.00
Administrator Units	1.00	1.0	0.00
Assistant Principal	0.50	1.0	0.00
Counselor	1.00	1.0	0.00
Librarian	1.00	1.0	0.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	5,375.00
Professional Development	0.00	0	2,025.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	12,869.00
Library Enhancement	0.00	0	675.00
Totals			1,630,285.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	218607.34

Provide a brief explanation and breakdown of expenses.

Breakdown:

211,668--Personnel (3.75 units)

1,522-Material/Supplies

2,971.94--Parental Involvement

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds will be disbursed system-wide through the Title II Professional Learning plan and will benefit our school through those trainings.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Title III funds will be disbursed system-wide through the implementation of the Title III EL Plan.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

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.	0.0

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	193447.0

Provide a brief explanation and breakdown of expenses

Funds are used to provide personnel, instructional materials, PD, maintenance, janitorial supplies, etc..

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Parents and community members are informed of Title I fund allocations and the school-wide program during scheduled Annual Title I meetings and activities. Parents are encouraged to provide input and assist in the planning process to spend the 1% set aside. ACIP and Title I Plan are available at the school office for any and all stakeholders to use.

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

Ragland High School will have meetings that will be offered at times convenient for parents to attend. The meetings are documented by the signatures of all that attended. There are two parents on the committee who will represent all of the parents of the school. During the review process, all parents are notified of the review through emails and phone calls that state the plan is finalized and approved. If a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the time the ACIP is submitted.

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

-ACIP members meet to analyze and discuss previous school years' data to make decisions for the upcoming school year. Parents on the ACIP team meet with the teachers on the team to discuss concerns and possible ways to spend Title I money.

-INOW home portal will provide parents with information regarding homework, assignments, grades, and upcoming events, etc.

-RHS website and yearly calendars serve as reminders of upcoming events and academic objectives. -Parents are provided a description and explanation of the school's curriculum, student assessments, and student achievement. Exceptions during the orientation session before the beginning of school, during the school year at Open House, and at any time by contacting the teacher. If parents request, they may meet regularly or on an as-needed basis with their child's teacher by making an appointment for a conference on parent day or at any time during the year. They are provided regular opportunities to review progress through mid-nine week's progress reports and/or at report card time, and at any time during the year that they choose to attend a parent/teacher conference.

-RHS provides a website for students and parents to locate up-to-date needed information.

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

updated).

The School-Parent Compact is signed by the student, the parents, and the classroom teacher. A copy of Ragland School's School-Parent Compact is provided in this section. The current compact will be reviewed and revised by the Parent Involvement Committee during a spring meeting. The parents serving on this committee, as well as staff members, will recommend and make any revisions needed.

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

At the district wide Parental Involvement Council meeting, parents are allowed to make and submit comments if they disagree with any aspect or component of the LEA's Consolidated Application for the NCLB funds to the principal or the Federal Programs Coordinator. The Federal Program Coordinator submits comments to the SDE Federal Programs Section. The compact is included in a comprehensive booklet published annually by the St. Clair County Board of Education for parents of students enrolled in a school receiving federal funds.

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

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

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

RHS will accomplish this through the required annual Title I parent meeting held at the beginning of the school year, as well as, with additional Title I and PTO meetings held throughout the fall of the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments at the beginning of the school year during high school and middle school orientation and Elementary Meet the Teacher Night. In addition, an explanation regarding Title I will be discussed, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

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

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

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

Ragland School helps parents work with their children by:

*Encourage parent participation in various after school and during school events such as "Reading Across America", Library Book Fair, Celebrating Dr. Seuss' Birthday, and inviting guest readers to our classrooms such as community leaders, high school students, parents,

PTO members, local business owners, and staff from area churches.

*Teachers meet with parents (administrator involved) when their child continues to fall behind grade level.

*Group discussion with student, parents, and teachers to set goals for student success and next steps if the plan does not succeed (RTI)

*School website that provides up to date information for students and parents to view.

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

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

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

The St. Clair County BOE and Ragland High School will work with teachers through in-services, faculty meetings, and grade level/departmental meetings in understanding the importance of parental involvement and forming a partnership with our parents. This year, our ACIP committee placed emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Ragland High School uses a collaborative team approach in educating all children. Administrators and lead teachers will work together to ensure that grade-level meetings include a parent involvement focus.

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

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

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

The St. Clair County School System coordinated with our preschool programs by providing pamphlets at kindergarten registration in April of each year. Ragland school also coordinates with the local Head Start Program in several ways. Each year Head Start visits our school in our transition efforts to assist preschool age children in their adjustment to Kindergarten. Ragland School also cooperates with Head Start for the delivery of speech services for preschool age children. Our school provides information to our community on how to qualify for and receive these services at the Head Start campus.

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

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

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

Through our home language surveys we determine if there is any requirement for transition of parental materials into any language other than English. At this time, there is no indication of such a need with any students attending Ragland High School. Should this need arise, Ragland School will coordinate with the system level parental liaison for any resources needed to provide materials to parents that may not be able to communicate in the English language.

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

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

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

Ragland High School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. School Administrators at Ragland High School maintain an "open door policy" on all issues related to student achievement at our school. Parents may come in and request appropriate activities to foster parental involvement within our school. Our school works closely with several parent organizations in fund raising and other community activities to provide the best support to parents seeking to improve student achievement.

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

Ragland High School works hard to ensure that these individuals have equal access to parental participation. For example, by using the school cast option, calls can be sent home to individuals in a different language if necessary to keep communication open.