ACIP

Ragland School

St. Clair County Board of Education

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Ragland, AL 35131

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

RHS ACIP 2018-19

Stakeholder Feedback Diagnostic

Title I Schoolwide Diagnostic

Coordination of Resources - Comprehensive Budget

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?

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 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. Changes in the last three years include a change in principal in July of 2016 and several new teachers. 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 in 2015. This change allows for the adjustment of teacher units. Of these students, approximately 75% receive free/reduced lunch, qualifying Ragland High School as a Title 1 school. Demographics break into the following categories: Black/African American 11%, Multi-Race 2%, White 87%. 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.

Purpose and Direction of St. Clair County School System

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.

Vision

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.

To accomplish our vision, Ragland School will:

Provide a safe and supportive learning culture in which relationships are built and maintained with students, teachers, parents and community for student success.

Provide classroom instruction which is relevant to the 21st century learner.

Provide a rigorous curriculum where students become problem solvers, critical thinkers by collaboration with diverse group and gain a deeper understanding of how their learning can make a lifelong difference.

The mission of St. Clair County Board of Education is to ensure that high expectations maintained for all students by providing quality instruction and involving parents and community so that all students graduate, become responsible, productive, citizens and life-long learners.

St. Clair County District Continuous Improvement Targets for 2018-2019

All teachers will develop and deliver effective, strategic instruction daily

All classrooms will be "student-centered" learning environments

All school will promote meaningful parent and community involvement in academics

District's Slogan: "Preparing Tomorrow's Leaders Today

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.

With the implementation of Plan 2020 and the new Alabama College and Career Readiness Standards (CCRS), Ragland School plans to shift focus to achievement on the ACT, Scantron, and WorkKeys testing to improve the graduation rate. In addition, improved lesson planning and instruction, utilizing the new CCRS standards, will help ensure that Ragland High School graduates are college and career ready.

As a partner school in the A+ College Ready grant, 3rd through 12th grade faculty members have attended Laying the Foundations and AP training in preparation to teach Pre-AP and AP courses.

Students currently participate in dual enrollment English, History, Technology classes, and Speech with Jefferson State Community College and Gadsden State Community College.

Ragland High School earned recognition as one of Alabama's top 50 schools across the state, has been awarded the National Beta School of Merit for the past three years, and Ragland High School was also recognized as one of America's Best High Schools by the U.S. News and World Report.

After analysis of 2017-2018 Scantron data, Ragland School will strive to increase the number of students scoring in the proficient range in both reading and math.

Additional Information

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

The St. Clair County Board of Education and Ragland School 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 School uses a collaborative team approach in educating all children. 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 School welcome discussion on all issues related to student achievement at 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.

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.

Our instructional partner was assigned by the Ragland School principal to be the AdavncED accreditation chairperson. The chairperson, in collaboration with our principal and counselor, assigned an accreditation leaders with a teams of teachers to address specific sections of the ACIP and/or accreditation self-assessment. 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. A professional development schedule was devised to follow three days per week for two weeks to allow time for these teams of teachers to collaborate and complete their designated section. 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, selected elementary and secondary staff members, special education teachers, instructional aides, a parent, and a student. 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: 3.25

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

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

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Grade 9 Reading was well above expected levels of performance. 100% of those tested showed growth in the above average or higher categories.

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

Reading from Grades 4 to 5 tend to show a positive trend in performance for the past three years. Also, math shows steady growth between the 5th and 6th grade years.

Which area(s) indicate the overall highest performance?

Students in Grade 6 have the overall highest performance in math. Students in Grade 9 had the highest growth in reading with all students exhibiting growth in the above average category.

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

Economically disadvantaged students in show a trend of increasing performance in math.

Between which subgroups is the achievement gap closing?

RHS has only one subgroup, Economically Disadvantaged.

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

The above findings are consistent with our progress monitoring and other forms of local data.

Areas in Need of Improvement

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

Data from Scantron was analyzed for students in grades 3 through 8. Grade 7 students had a drop in math progress.

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.

Which area(s) indicate the overall lowest performance?

The overall lowest area of performance would be Grade 4 and 5 reading.

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

RHS has one subgroup which accounts for 76% of the student population, Economically Disadvantaged.

Between which subgroups is the achievement gap becoming greater?

RHS has one subgroup which accounts for 78% of the student population, Economically Disadvantaged.

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

NA

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
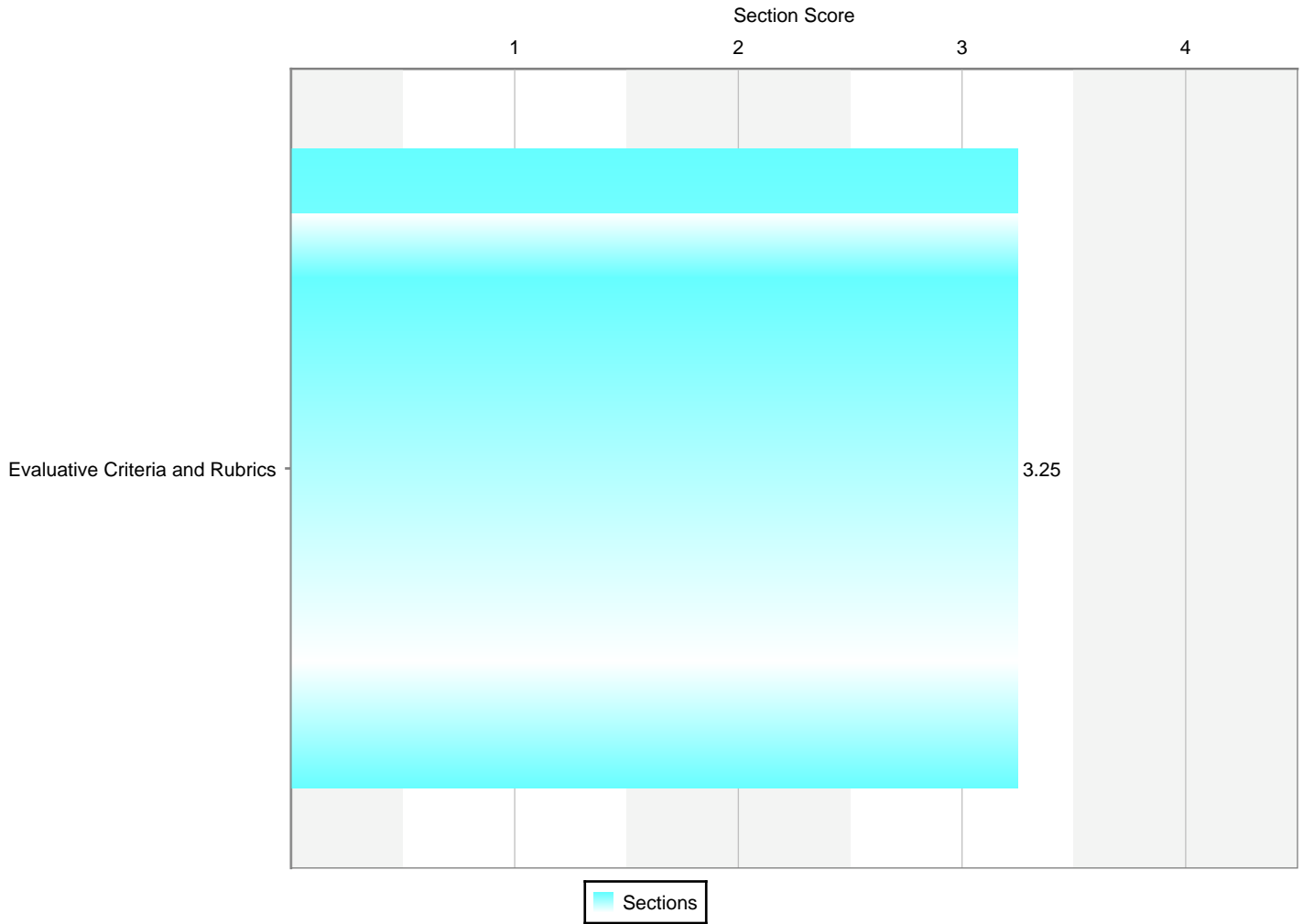
Sections

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		RHS CIP Team 18-19

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		Assurance 2

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		Assurance 3

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		Parental 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		RHS 18-19 Compact

RHS ACIP 2018-19

Overview

Plan Name

RHS ACIP 2018-19

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 through enrichment and intervention classes.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$0
2	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
3	20% of EL students will increase English Proficiency by .05 on the 2019 ACCESS Test. 35% of EL students will attain English proficiency of 4.8 or higher on the composite score of the 2018 ACCESS.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
4	Every student will have at least one supportive adult assigned to them as an advisor.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
5	Ragland High School will increase student growth in reading evidenced by 30% of fourth through sixth graders enrolled in System 44 showing a growth of 5% or more (Lexiles)	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
6	Students of Ragland School will increase literacy as evidenced through a 10% increase in library cirulation.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0

Goal 1: Students at Ragland School will increase math proficiency through enrichment and intervention classes.

Measurable Objective 1:

A 2% increase of Eighth grade students will demonstrate a proficiency in Scantron in Mathematics by 05/17/2019 as measured by Scantron Performance Series test scores..

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. Teachers will be given enrichment and intervention time built into the instructional schedule.

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. Students will be placed in an intervention class for students who need extra math instruction.	Other	08/08/2018	05/17/2019	$0	Other	Teacher

Measurable Objective 2:

2% of Fifth and Sixth grade students will increase student growth in Scantron in Mathematics by 05/17/2019 as measured by Scantron Performance Series test.

Strategy 1:

Mathematics Coolaboration - Time will be set aside during the school day to allow teachers to pull individual students for math remediation. Grades 5 and 6 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.

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

Activity - Elementary Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized support for students in addition to regular class instruction	Other - Mathematics Tiered Instruction	08/08/2018	05/17/2019	$0	No Funding Required	5th and 6th teachers

Goal 2: 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 05/17/2019 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.	Direct Instruction, Academic Support Program	08/13/2018	05/17/2019	$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 180students will have a minimum of 15 minutes of intense practice using Scholastic Read 180 online program.	Academic Support Program, Technology	08/13/2018	05/17/2019	$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.	Academic Support Program, Other - Independent Reading	08/13/2018	05/17/2019	$0	No Funding Required	Read 180 Teachers

Goal 3: 20% of EL students will increase English Proficiency by .05 on the 2019 ACCESS Test. 35% of EL students will attain English proficiency of 4.8 or higher on the composite score of the 2018 ACCESS.

Measurable Objective 1:

20% of English Learners students will demonstrate student proficiency (pass rate) by making progress in English in Practical Living by 05/17/2019 as measured by making an overall gain of .05 on ACCESS.

Strategy 1:

Differentiated Instruction - Classroom teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Category:

Research Cited: Best Practices for English Language Leaners; WIDA Standards

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students' understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Direct Instruction	08/08/2018	05/17/2019	$0	No Funding Required	Classroom teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be pulled out by the ESOL teacher for sheltered instruction. LEP students can also be referred for Tier II or Tier III instruction.	Academic Support Program	08/08/2018	05/17/2019	$0	No Funding Required	ESOL Teacher, Classroom Teachers

Goal 4: Every student will have at least one supportive adult assigned to them as an advisor.

Measurable Objective 1:

increase student growth by assigning every student an advisor by 08/08/2018 as measured by incorporating a GOAL period for grades 5-12 and an advisor time in grades Pre-K-4.

Strategy 1:

GOAL - Every student in grades 5-12 will be assigned to a GOAL period where they are assigned an adult to serve as a mentor. This period will run approximately 25 minutes each day. Within the course, students will perform sustained reading, character education, and service learning activities daily. This adult will also distribute

progress reports and report cards to students. The students will conference with the adult concerning their grades and plans.

Category: Other - Mentoring Program

Activity - GOAL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Class	Other - Mentorship	08/08/2018	05/17/2019	$0	No Funding Required	All certified staff.

Strategy 2:

Mentor Time - Students in grades K-4 will be given monthly mentorship times with a qualified, certified adult. The adult will speak with them concerning academic goals, emotional issues, and various other issues.

Category: Other - Mentorship

Activity - Mentor Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentor Time	Other - Mentor	08/08/2018	05/17/2019	$0	No Funding Required	Certified Staff

Goal 5: Ragland High School will increase student growth in reading evidenced by 30% of fourth through sixth graders enrolled in System 44 showing a growth of 5% or more (Lexiles)

Measurable Objective 1:

increase student growth in reading evidenced by 25% of fourth through sixth graders enrolled in System 44 showing a growth of 5% or more (Lexiles) by 05/17/2019 as measured by the Scholastic Reading Inventory (SRI)..

Strategy 1:

System 44 Program - All 4th, 5th, and 6th grade students participating in the System 44 program will follow the System 44 Model for Blended Learning. Whole group introduction with daily rotations alternating two of the following: teacher facilitated small group, instruction technology, and independent reading. Students will spend at least 20 minutes or more in each rotation.

Category: Other - Independent Reading Academic Support Program

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

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| System 44 students will have independent reading time using leveled readers. | Other - Independent Reading Academic Support Program | 08/20/2018 | 05/17/2019 | $0 | No Funding Required | System 44 Teacher, Reading Interventionists |

Activity - Software Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System 44 students will have a minimum of 20 minutes daily of intense practice using Scholastic System 44 program.	Other - Academic Support Program, Technology	08/20/2018	05/17/2019	$0	No Funding Required	System 44 Teachers, Reading Interventionists

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System 44 students will participate in small group instruction guided by a System 44 teacher. During the small group session, students will utilize books for writing, reading, and skills practice.	Other - Academic Support Program, Direct Instruction	08/20/2018	05/17/2019	$0	No Funding Required	System 44 Teacher, Reading Interventionists

Goal 6: Students of Ragland School will increase literacy as evidenced through a 10% increase in library cirulation.

Measurable Objective 1:

100% of All Students will increase student growth of literacy skills through increased volume and opportunities to read student-chosen selections in Reading by 05/17/2019 as measured by 10% increase in library circulation.

Strategy 1:

The Book Whisperer - Teachers in the elementary grades will implement The Book Whisperer ideals and strategies through the 40 book challenge. Grades 5 and 6 will be afforded the GOAL time to participate in sustained reading. Grades K-4 will implement specific reading times within the classroom for students to read selection of their choosing.

Category: Other - Literacy Skills

Research Cited: Miller, Donalyn. Book Whisperer, The: Awakening the Inner Reader in Every Child. John Wiley and Sons Ltd, 2014.

Activity - Reading Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given time during the day to participate in sustained reading time with literary selections of their own.	Other - Classroom	08/13/2018	05/17/2019	$0	No Funding Required	All faculty

Activity - GOAL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Period during the day for students in grades 7-12 to participate in sustained reading with literary selections of their own choosing	Academic Support Program, Other - Special Assignment	08/08/2018	05/17/2019	$0	No Funding Required	All faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	System 44 students will participate in small group instruction guided by a System 44 teacher. During the small group session, students will utilize books for writing, reading, and skills practice.	Other - Academic Support Program, Direct Instruction	08/20/2018	05/17/2019	$0	System 44 Teacher, Reading Interventionists
Reading Time	Students will be given time during the day to participate in sustained reading time with literary selections of their own.	Other - Classroom	08/13/2018	05/17/2019	$0	All faculty
Intervention	All Limited English Proficient (LEP 2) students who are not making adequate progress will be pulled out by the ESOL teacher for sheltered instruction. LEP students can also be referred for Tier II or Tier III instruction.	Academic Support Program	08/08/2018	05/17/2019	$0	ESOL Teacher, Classroom Teachers
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	08/13/2018	05/17/2019	$0	Read 180 Teachers
GOAL	Period during the day for students in grades 7-12 to participate in sustained reading with literary selections of their own choosing	Academic Support Program, Other - Special Assignment	08/08/2018	05/17/2019	$0	All faculty
Independent Reading	Read 180 students will have daily independent reading time using leveled readers.	Academic Support Program, Other - Independent Reading	08/13/2018	05/17/2019	$0	Read 180 Teachers
GOAL	Daily Class	Other - Mentorship	08/08/2018	05/17/2019	$0	All certified staff.
Explicit Instruction	All Limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students' understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Direct Instruction	08/08/2018	05/17/2019	$0	Classroom teachers

Elementary Math Intervention	Individualized support for students in addition to regular class instruction	Other - Mathematics Tiered Instruction	08/08/2018	05/17/2019	$0	5th and 6th teachers
Independent Reading	System 44 students will have independent reading time using leveled readers.	Other - Independent Reading Academic Support Program	08/20/2018	05/17/2019	$0	System 44 Teacher, Reading Interventionists
Software Program	System 44 students will have a minimum of 20 minutes daily of intense practice using Scholastic System 44 program.	Other - Academic Support Program, Technology	08/20/2018	05/17/2019	$0	System 44 Teachers, Reading Interventionists
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.	Direct Instruction, Academic Support Program	08/13/2018	05/17/2019	$0	Read 180 teachers
Mentor Time	Mentor Time	Other - Mentor	08/08/2018	05/17/2019	$0	Certified Staff
				Total	$0	

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. Students will be placed in an intervention class for students who need extra math instruction.	Other	08/08/2018	05/17/2019	$0	Teacher
				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?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

At Ragland Schools, we strive to make decisions based on the needs of our faculty and students. Many of these decisions are based on data collected through student, parent, and staff surveys. We are a Title 1 school and value the input of our community, students, and staff through these surveys to make decisions based on needs. The following areas show out student, parent, and staff areas of highest satisfaction:

Parent Survey:

An average of 88.2 % of parents feel that Ragland Schools provides clear expectations for learning in all classes.

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

After analyzing our surveys, we were able to see a trend in high expectations of student learning. The following summarizes our findings:

Parent Survey:

88.2% of parents say that their child know the expectations for learning in all classes.

97.8% feel welcome and a part of their child's educational process.

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

The trend of high expectations for students is repeated throughout the open-ended responses, parent conversations, and the implementation of Laying The Foundations/AP curriculum.

Areas in Need of Improvement

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

The following areas show where our stakeholders expressed we needed to make some improvements:

Parent Survey:

An average of 4.18/5.00 early elementary students believe that their family likes to come to their school and that other teachers know them.

An average of 3.78/5.00 staff members believe that our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

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

According to the AdvancED Survey data that was collected, parents, staff, and students feel we could improve by engaging and communicating more effectively with all stakeholders about the school's purpose, direction, goals, and opportunities for involvement.

What are the implications for these stakeholder perceptions?

Implications for these stakeholder perceptions is that there seems to be a disconnect between parents, staff, and students. This gives Ragland Schools valuable feedback to help us make necessary decisions about stakeholder involvement and communication moving forward.

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

From individual conferences, parent nights, and other school functions where we encourage our stakeholders to provide resources, the above information is consistent with certain grade levels. We have found that each level (elementary, middle, and secondary) each exhibit different strengths and weaknesses that we will address accordingly.

Report Summary

Scores By Section

Section Score
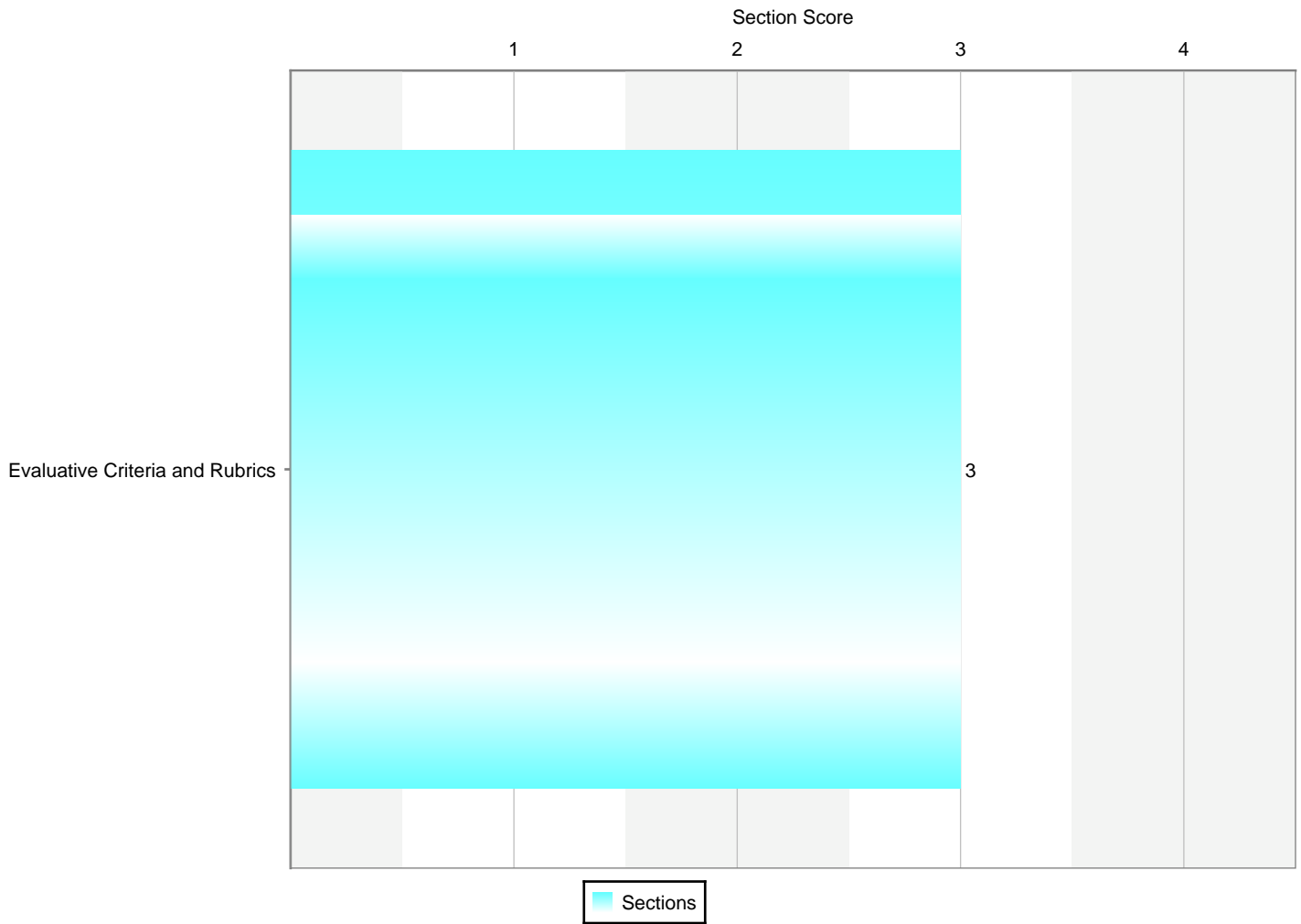
Title I Schoolwide Diagnostic

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?

Grade level meetings and subject area meetings were held prior to October 1, 2018 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, KUDER, ACT, WorkKeys, Scantron, Scholastic Reading Inventory, and Scholastic Phonics Inventory.

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.

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.

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.

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

Career and College Readiness Standards are the primary focus for the 2018-2019 school year. Real life application of reading skills and vocabulary across the curriculum will be a continued priority.

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. ACT, WorkKeys and KUDER are given once per year.

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 (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 will become more College and Career Ready through exposure to more rigorous content.

Measurable Objective 1:

achieve college and career readiness by increasing classes that implement more rigorous content that is discovery and application based by 05/17/2019 as measured by student successful completion of said classes that are incorporating the LTF and A+ curricula.

Strategy1:

Teacher Training - Teachers will be trained in Laying the Foundations and A+ curricula. They will complete and implement modules to increase rigor through more discovery-based and application level lessons in English, Math, History and Science classes of third through twelfth grade classes.

Category: Develop/Implement Professional Learning and Support

Research Cited: A+ has already completed the research and data proves the program effective.

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ragland High Will continue in the A+ program.	Academic Support Program	06/04/2018	05/17/2019	$0 - Other	Jennifer Ball (Principal RHS), Mary Jane McCullars (Counselor RHS), Greg Cobb (Director of Federal Programs, SCCBOE), RHS English, Math, History and Science Teachers

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:

Ragland High School will increase student growth in reading evidenced by 30% of fourth through sixth graders enrolled in System 44 showing a growth of 5% or more (Lexiles)

Measurable Objective 1:

increase student growth in reading evidenced by 25% of fourth through sixth graders enrolled in System 44 showing a growth of 5% or more (Lexiles) by 05/17/2019 as measured by the Scholastic Reading Inventory (SRI)..

Strategy1:

System 44 Program - All 4th, 5th, and 6th grade students participating in the System 44 program will follow the System 44 Model for Blended Learning. Whole group introduction with daily rotations alternating two of the following: teacher facilitated small group, instruction technology, and independent reading. Students will spend at least 20 minutes or more in each rotation.

Category: Other - Independent Reading Academic Support Program

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	Funding Amount & Source	Staff Responsible
System 44 students will participate in small group instruction guided by a System 44 teacher. During the small group session, students will utilize books for writing, reading, and skills practice.	Other - Academic Support Program, Direct Instruction	08/20/2018	05/17/2019	$0 - No Funding Required	System 44 Teacher, Reading Interventionists

Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System 44 students will have independent reading time using leveled readers.	Other - Independent Reading Academic Support Program	08/20/2018	05/17/2019	$0 - No Funding Required	System 44 Teacher, Reading Interventionists

Activity - Software Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System 44 students will have a minimum of 20 minutes daily of intense practice using Scholastic System 44 program.	Other - Academic Support Program, Technology	08/20/2018	05/17/2019	$0 - No Funding Required	System 44 Teachers, Reading Interventionists

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:

Every student will have at least one supportive adult assigned to them as an advisor.

Measurable Objective 1:

increase student growth by assigning every student an advisor by 08/08/2018 as measured by incorporating a GOAL period for grades 5-12 and an advisor time in grades Pre-K-4.

Strategy1:

Mentor Time - Students in grades K-4 will be given monthly mentorship times with a qualified, certified adult. The adult will speak with them concerning academic goals, emotional issues, and various other issues.

Category: Other - Mentorship

Research Cited:

Activity - Mentor Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentor Time	Other - Mentor	08/08/2018	05/17/2019	$0 - No Funding Required	Certified Staff

Strategy2:

GOAL - Every student in grades 5-12 will be assigned to a GOAL period where they are assigned an adult to serve as a mentor. This period will run approximately 25 minutes each day. Within the course, students will perform sustained reading, character education, and service learning activities daily. This adult will also distribute progress reports and report cards to students. The students will conference with the adult concerning their grades and plans.

Category: Other - Mentoring Program

Research Cited:

Activity - GOAL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Class	Other - Mentorship	08/08/2018	05/17/2019	$0 - No Funding Required	All certified staff.

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

Goal 1:

20% of EL students will increase English Proficiency by .05 on the 2019 ACCESS Test. 35% of EL students will attain English proficiency of 4.8 or higher on the composite score of the 2018 ACCESS.

Measurable Objective 1:

20% of English Learners students will demonstrate student proficiency (pass rate) by making progress in English in Practical Living by 05/17/2019 as measured by making an overall gain of .05 on ACCESS.

Strategy1:

Differentiated Instruction - Classroom teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Category:

Research Cited: Best Practices for English Language Leaners; WIDA Standards

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be pulled out by the ESOL teacher for sheltered instruction. LEP students can also be referred for Tier II or Tier III instruction.	Academic Support Program	08/08/2018	05/17/2019	$0 - No Funding Required	ESOL Teacher, Classroom Teachers

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students' understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Direct Instruction	08/08/2018	05/17/2019	$0 - No Funding Required	Classroom teachers

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 provides reports and informational brochures in Spanish, automated caller system can also be used to translate messages. Additionally, we have access to interpreters to assist.

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.

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 (Sec. 1114(7)(A)(iii)(IV))

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

We replaced one math teacher, one science teacher, an elective teacher, and the school counselor.

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

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

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).

NA

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.

Teachers from grades K-6 received training in teaching College and Career Readiness Standards. Core teachers from grades 3-12 have received training in Laying the Foundations and Advanced Placement classes in previous years.

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

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.

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.

Describe how all 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 (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:

Every student will have at least one supportive adult assigned to them as an advisor.

Measurable Objective 1:

increase student growth by assigning every student an advisor by 08/08/2018 as measured by incorporating a GOAL period for grades 5-12 and an advisor time in grades Pre-K-4.

Strategy1:

GOAL - Every student in grades 5-12 will be assigned to a GOAL period where they are assigned an adult to serve as a mentor. This period will run approximately 25 minutes each day. Within the course, students will perform sustained reading, character education, and service learning activities daily. This adult will also distribute progress reports and report cards to students. The students will conference with the adult concerning their grades and plans.

Category: Other - Mentoring Program

Research Cited:

Activity - GOAL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Class	Other - Mentorship	08/08/2018	05/17/2019	$0 - No Funding Required	All certified staff.

Strategy2:

Mentor Time - Students in grades K-4 will be given monthly mentorship times with a qualified, certified adult. The adult will speak with them concerning academic goals, emotional issues, and various other issues.

Category: Other - Mentorship

Research Cited:

Activity - Mentor Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentor Time	Other - Mentor	08/08/2018	05/17/2019	$0 - No Funding Required	Certified Staff

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?

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 (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?

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 (grades K- 3), ACT (grade 11) and WorkKeys (grade 12). The PST will also review students' permanent records, report cards, progress reports, and work samples.

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.

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.

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 - 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 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.

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 (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.

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

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 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 (Sec.1114(b)(3)):

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.

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.

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.

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,

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.	28.36

Provide the number of classroom teachers.

31.86

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1651913.0

Total   1,651,913.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	87221.0

Total   87,221.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	68312.0

Total   68,312.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	52585.0

Total   52,585.00

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.	57343.0

Total   57,343.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

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.	9558.0

Total   9,558.00

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.	2867.0

Total   2,867.00

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.	0.0

Total   0.00

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.	17079.0

Total   17,079.00

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.	3063.0

Total   3,063.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	241554.09

Provide a brief explanation and breakdown of expenses.

$238,485.65 of funds go to personnel this included 4 teachers, instructional funds, and subs. $3,068.44 is budgeted for parent and family engagement activities.

Total = $241,554.09

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

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

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	2945663.0

Provide a brief explanation and breakdown of expenses.

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

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))

The Federal Programs Coordinator schedules an annual meeting to involve parents in the joint development and revision of the LEA Plan. Elementary and secondary administrators, each school's aCIP chair, teachers, parents, the ESL Coordinator, the Special Education Coordinator, the District Continuous Improvement Coordinator, and the Homeless/Parent Liaison attend the meeting. The Federal Programs Coordinator requests their collaborative input for each item stated in the plan. Also, parents are included in the development and revision of the system's Strategic Plan, District Continuous Improvement Plan, and local school Continuous Improvement Plans (aCIP).

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))

Each summer, the Federal Programs Coordinator conducts a meeting to review and revise the Annual Evaluation for Parental Involvement. Parent representatives from each school participate in the meeting. During the meeting, the Federal Programs Coordinator also reviews and revises the Parent and Family Engagement Policy and encourages parents to provide input. A hard copy of each document is disseminated to all participants. Parents can also elect to reread the documents at their convenience and submit revisions or additions to the Federal Programs Coordinator at a later time.
Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following:
- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures, and
- strategies for monitoring their child's progress.
All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards).

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))

St. Clair County School System will take the following actions to involve parents in the process of school review and improvement:
- conduct parent conferences,
- conduct the Annual Title I Parental Involvement Meeting,

- conduct Statewide Parenting Day,

- survey parents of their needs and offer training to address those needs,

- conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade level/department meetings, and

- contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings.

- provide monthly newsletters to parents with academic and social help aids

Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences.

Teachers, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during Statewide Parenting Day, Math and Literacy Nights, parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue to communicate with parents via phone calls, text messages, emails, social media, and the website.

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))

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.

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

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.

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)

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.

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)

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.

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)

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.

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)

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.

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)

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.

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))

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.