



ACIP

St. Clair County High School
St. Clair County Board of Education

Mr. Stanley Mike Howard, Principal
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Odenville, AL 35120

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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?

St. Clair County High School fulfills the educational needs of three communities, Margaret, Branchville, and Odenville. The school is located 20 miles east of Birmingham, and is the fastest growing high school in St. Clair County. St. Clair County High School was established in 1908 with grades first through twelfth. St. Clair County High School was the first high school established in St. Clair County. Each subsequent school formed as an outgrowth of St. Clair County High School so that by the fall of 1978 the St. Clair County school district was composed of five high schools. The increase in the population of Odenville throughout the eighties and nineties prompted the construction of a new facility for St. Clair County High School and a restructuring of the schools. Today, Odenville Elementary School which includes kindergarten through grade two and Odenville Intermediate, which includes grades three through five, are located and adjacent to Odenville Middle School. Odenville Middle School which has grades six through eight moved to the original high school building when the new St. Clair County High School, comprised of grades nine through twelve opened in January of 2007. Today, there are approximately 609 students enrolled. Currently, the middle school and high school share a football stadium and baseball field until new athletic facilities can be constructed at the high school site. Members of the faculty and student body are honored to be a part of St. Clair County High School and revel in the accomplishments of their academic teams, the band, and athletic teams. The students, faculty, and community take great pride in the traditions of the past as they look forward to new opportunities in the future. Regardless of how proud we are of past accomplishments and the accompanying recognition, the faculty does realize the need for school improvement and is committed to making those changes that will bring about improvement.

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 St. Clair County High School is to enrich and teach each student to become all he or she is capable of being. We strive to achieve maximum potential mentally, morally, socially, and physically, so each can compete effectively in today's global society. St. Clair County High School's goal is to provide students with the best education that is possible and available. We envision doing this through providing a 21st Century curriculum that will ready our students for college and/or the work force and help them become well-rounded lifetime learners. We want to see our students respect themselves and others, grow in character and self-esteem, and practice the fundamental concepts of the American democracy. We want to see our students develop a love for learning and be motivated by teachers and community to invest in their own future.

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.

St. Clair County High School faculty is committed to helping each individual student achieve educational goals that will enable him or her to be successful in the 21st Century. Recent changes in the curriculum have been made to fulfill this commitment. Dual enrolment courses, zoology/botany, statistics, JROTC, AP courses, Fire College, and a culinary program have increased the number of options for students. St. Clair County High School was awarded an AP grant through A+ College Ready in 2013. This grant implemented the addition of pre-AP and AP Courses in math, English, and science. The school presently offers five AP courses, as well as, six pre-AP courses.

Additional Information

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

In addition to band, cheerleading, and a large number of athletic teams, students are encouraged to participate in clubs and organizations. These clubs and organizations participate in service projects that often involve the entire school and help to promote an awareness of social responsibility. We now offer a teacher led professional development program called "learning walkthroughs." Career Coaching sessions for students with a career coach, art awards & yearbook are also current opportunities for student growth.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The A-CIP team was formulated from various groups of stakeholders that included parents and community leaders. The SCCHS administration asked faculty members from each department (language, math, career, etc.) to assist in a school improvement plan. The A-CIP team met at various times before, after, and during school hours to accommodate various work schedules. The Staff also utilized scheduled professional development time to develop and design a plan of action. In collaborative meetings the A-CIP team collected and analyzed data to identify areas of strengths and weaknesses. After receiving input from all stakeholders via the processes listed above, the ACIP team finalized the strengths and weaknesses that appear in this ACIP with the specific intent of improving the achievement of not only individual students, but the overall instructional program. This input from all stakeholders allowed a formulation of a school improvement plan.

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

Faculty members - plan development and plan implementation.

School resource officer - assists in development of safety component of the technology plan.

Community leaders - Plan development and funding for programs.

Parents - plan development and feedback.

All members of the ACIP team were involved in the review of data, identification of strengths and weaknesses, and assigning of goals for the ACIP.

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

The final improvement plan (A-CIP) will be posted on the SCCHS website (scchs1.com) and is also available in the front office. Parents will receive regular updates through e-mails, school casts, and newsletter mail-outs. Stakeholders will receive updates on the ACIP mid-year and at the end of the school year.

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	Attached documents contains all pertinent information.	Student Data Summary Gender Scores Race Scores 13 Explore Scores PLAN Gender Scores PLAN Race Scores 13 PLAN Scores 14 ACT 5 14 ACT by Race 14 ACT College Readiness 14 ACT College Readiness Benchmarks 14 ACT Student Readiness EOC Algebra I EOC English 10

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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

ACT scores for the student body at SCCHS exceed the state average in all areas but one and the subpopulation scores exceeded the state averages in every area. All student scores are as follows:

English-SCCHS 19.3 State 17.9

Math-SCCHS 17.5, State 17.9

Reading-SCCHS 20.1, State 18.7

Science-SCCHS 19.4, State 18.4

Composite-SCCHS 19.1, State 18.3

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

In the first year of Advanced Placement classes SCCHS exceeded expectations in the number of students scoring a three or higher on AP test given in the areas of English, Math, and Science. Students earned 26 qualifying scores out of 116 tests given. The school's target goal was 23 qualifying scores.

Which area(s) indicate the overall highest performance?

AP Biology and AP English Literature showed the highest number of qualifying scores on the AP exam. AP Biology had nine qualifying scores and AP English Lit had seven. AP English Lit showed the highest percentage of qualifying scores with 7 out of 15 students receiving qualifying scores.

The Graduation Rate for SCCHS increased from 61% in 2013 to 85% in 2014.

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

The subgroup (two or more races) showed a dramatic increase in composite ACT score. The subgroup increased from a composite of 16.5 to a composite of 23 on the ACT.

Between which subgroups is the achievement gap closing?

In analyzing testing data over a 5 year span there appears to be a steady trend toward achievement gap closure between white students and
SY 2015-2016

African American students. The analysis of the data from Odenville Middle School indicates complete gap closure between the two subgroups.

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

The PLAN data is realitively consistent with the data from the ACT. Students showed scores above the state average in reading, language, and science on both tests and were below the state average in math.

Areas in Need of Improvement

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

SCCHS students scored below the state average on the ACT in mathematics. SCCHS students averaged a 17.5, while the state average was 17.9.

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

Mathematics continues to be an area of concern. Students continue to score below the state average and are also below benchmark scores. The faculty and the staff will develop a plan to address this area of weakness and will work to improve student performance.

Which area(s) indicate the overall lowest performance?

Mathematics consistently remains the lowest scoring area for the students at Saint Clair County High School.

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

A decrease in performance occurred with the Hispanic subgroups. The subgroup dropped from an average ACT score of 21.8 to 15.5.

Between which subgroups is the achievement gap becoming greater?

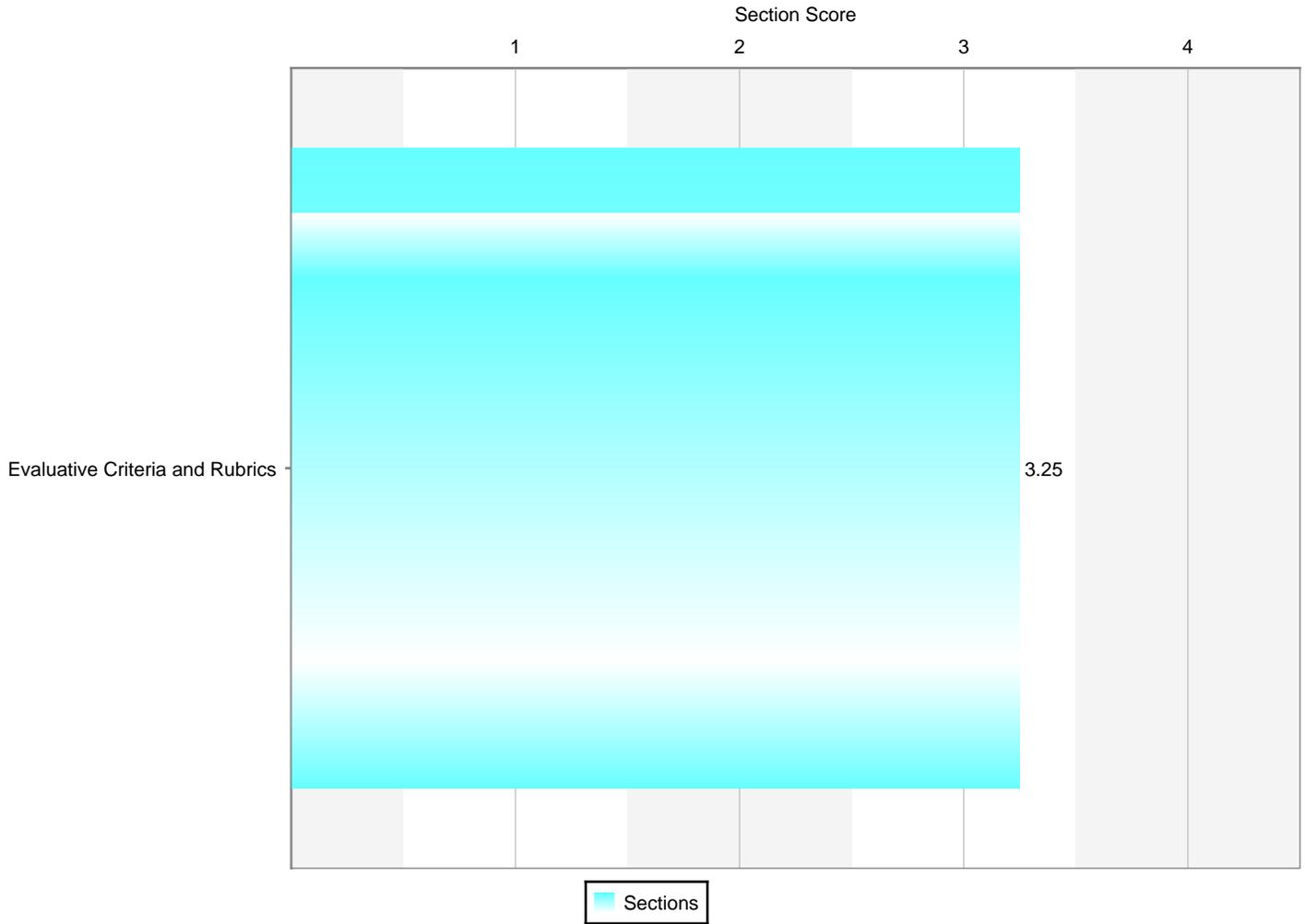
The two subgroups that show the largest achievement gap are between the Hispanics and the white subgroups. The composite average for white students on the ACT is 19.9 while the composite average for Hispanics is 15.5.

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

Analysis of ACT, PLAN, and EXPLORE tests seem to support similar strengths and weaknesses across grade level spans. The test results indicate a closure in subgroup scores.

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	Verification of Instructional Leadership team	cip team.pdf

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	Documentation has been inserted from the Saint Clair County Board of Education Policy Manual concerning school enrollment requirements.	equal opportunity.pdf Compliance.pdf

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	Brian Terry, principal 16700 US. Hwy 411 Odenville, AL 35120 ph: 205-629-6222	Principals Signature.pdf

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.pdf

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	N/A The school does not receive Title I Funds.	

Saint Clair County High School ACIP Plan

Overview

Plan Name

Saint Clair County High School ACIP Plan

Plan Description

Plan for continuous improvement

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	The graduation rate at St. Clair County High School will improve by 2%.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$7000
2	St. Clair County High School will provide the digital learning necessary to ensure college/career readiness for all students.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$20000
3	St. Clair County High School will increase student performance on the ACT	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Career Tech Program Participation	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	"At Risk Students" Attendance/Behavior Improvement	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: The graduation rate at St. Clair County High School will improve by 2%.

Status	Progress Notes	Created On	Created By
N/A	The graduation rate in 2015/16 fell to 83%. We need to see it to be better than 85%.	September 19, 2016	Stanley Mike Howard

Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in academics readiness to complete academic requirements. in English Language Arts by 05/29/2015 as measured by Graduation Rate..

Strategy 1:

Tutoring - Students who are deficient in academic areas will spend extra time working with highly qualified teachers to identify and improve areas of academic weakness in the four core areas.

Category:

Research Cited: Progress reports, tests scores, and grades.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use the State Course of Study to drive their program of instruction as well as their Tier II and Tier III instruction when they tutor students in their areas of weakness.	Tutoring	10/01/2014	05/22/2015	\$3000	Other	Teachers from each core area.

Activity - Digital Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize technology driven digital learning opportunities such as Khan Academy, Read 180, and ACT Prep software to expand and enhance tutoring as well as the overall academic experience.	Technology	08/07/2014	05/22/2015	\$4000	General Fund	SCCHS Faculty

Strategy 2:

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Graduation Coach - A graduation coach will be hired to implement a plan to facilitate student transition from the middle school to the high school curriculum. The career coach will also function as a ninth and tenth grade counselor for SCCHS.

Category:

Research Cited: Graduation Rate, John Hopkins Research Study Grant, and Read 180 score results.

Activity - Counselor/Graduation Coach Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet one on one with the counselor/graduation coach to identify areas of academic weaknesses and formulate a plan for improvement.	Academic Support Program	10/09/2014	03/27/2015	\$0	No Funding Required	Counselor/Graduation Coach at SCCHS

Goal 2: St. Clair County High School will provide the digital learning necessary to ensure college/career readiness for all students.

Status	Progress Notes	Created On	Created By
N/A	Staff is collaborating to continue this process.	February 16, 2016	Adele Keener

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency In College/Career Readiness in Career & Technical by 05/22/2015 as measured by A student diagnostic test in digital readiness..

Strategy 1:

Teacher Digital Professional Development - Teachers will receive professional development concerning digital technology. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students in the use of laptops, digital cameras, and graphing calculators.

Category:

Research Cited: District Technology Plan and <http://all4ed.org/issues/digital-learning>

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend regularly scheduled morning professional development sessions conducted by district level technology staff.	Technology	08/11/2014	05/22/2015	\$20000	State Funds	Russ Stewart, Technology Coordinator and Brandi Caldwell, Technology Assistant

Activity - Teacher/Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead professional development sessions to inform their colleagues on how to better use digital learning in their classrooms. They will allow teachers to visit their classrooms to observe best instructional practices.	Professional Learning	08/11/2014	05/22/2015	\$0	No Funding Required	St. Clair County High School faculty members.

Status	Progress Notes	Created On	Created By
In Progress	Teacher Guided Walk-Throughs that give staff members the opportunity to observe their fellow colleagues teach in the classroom are ongoing.	February 16, 2016	Adele Keener

Activity - Parent I-Now Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be able to access and monitor their students classroom performance through the use of the I-Now parent portal. Teachers will become more proficient in digital communication with parents through continuing professional learning provided by the school district.	Technology	08/07/2014	05/22/2015	\$0	District Funding	District technology staff and SCCHS staff.

Goal 3: St. Clair County High School will increase student performance on the ACT

Measurable Objective 1:

A 5% increase of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency SCCHS students will show a 5% increase in ACT Math scores. in Mathematics by 05/22/2015 as measured by ACT Test results.

Strategy 1:

ACT Prep Classes - ACT Prep Classes will be offered as an elective option for all tenth through twelfth grade students.

Category:

Research Cited: ACT scores and Report Cards

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize online and print resources in an elective ACT preparation class.	Tutoring	08/11/2014	05/22/2015	\$0	No Funding Required	ACT Prep instructors

Goal 4: Career Tech Program Participation

Measurable Objective 1:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase participation in the Career Tech Program by 5 percent. in Career & Technical by 05/22/2015 as measured by an increased count of students selecting and completing the Career Tech Program..

Status	Progress Notes	Created On	Created By
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Met	St. Clair Co. High School has the highest enrollment of any school in the St. Clair Co. School System in Career Tech programs and classes.	February 16, 2016	Adele Keener
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Strategy 1:

Orientation and overview of the Career Tech Program - The staff at Eden Career/Tech Center will come to SCCHS and present an overview of the existing career tech offerings. They will also preview new programs that are available for the students.

Category:

Research Cited: College and Career Readiness Standards data

Activity - Eden Career Tech Center Tour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at St. Clair County High School will be transported by bus to the Eden Career/Tech Center for a tour of the facility and be encouraged by the staff to join the program.	Career Preparation/Orientation	08/11/2014	05/22/2015	\$0	No Funding Required	Brian Terry-Principal, SCCHS Counselors, Eden Career/Tech faculty

Goal 5: "At Risk Students" Attendance/Behavior Improvement

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a behavior that reflects a 10% decrease in discipline referrals and poor attendance, and increase in Reading by 05/22/2015 as measured by attendance report, discipline referrals, and grade reports.

Strategy 1:

Safe Schools Program - Case workers, a psychologist, a school resource officer, and a psychiatrist will work to coordinate the efforts of parents, teachers, and at risk students to improve the students' focus on classroom performance and attendance.

Category:

Research Cited: attendance report, report cards, Sir Report, and discipline referrals

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St. Clair County High School

Activity - Too Good for Drugs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A class will be taught through the Driver Education class by the Safe Schools Resource Officer. The purpose is to educate students on the harmful effects of drug use.	Academic Support Program	08/11/2014	05/22/2015	\$0	Other	Resource Officer, Safe Schools Program Director, Brian Terry-Principal

Activity - Report Card Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other stakeholders will meet with "at risk students" to discuss any grade or attendance issues at the end of each grading period in an effort to identify problem areas and establish strategies for improvement.	Academic Support Program	10/01/2014	05/22/2015	\$0	No Funding Required	St. Clair County High School teachers, counselors, and administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Professional Development	Teachers will attend regularly scheduled morning professional development sessions conducted by district level technology staff.	Technology	08/11/2014	05/22/2015	\$20000	Russ Stewart, Technology Coordinator and Brandi Caldwell, Technology Assistant
Total					\$20000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Teachers use the State Course of Study to drive their program of instruction as well as their Tier II and Tier III instruction when they tutor students in their areas of weakness.	Tutoring	10/01/2014	05/22/2015	\$3000	Teachers from each core area.
Too Good for Drugs	A class will be taught through the Driver Education class by the Safe Schools Resource Officer. The purpose is to educate students on the harmful effects of drug use.	Academic Support Program	08/11/2014	05/22/2015	\$0	Resource Officer, Safe Schools Program Director, Brian Terry-Principal
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher/Teacher Professional Development	Teachers will lead professional development sessions to inform their colleagues on how to better use digital learning in their classrooms. They will allow teachers to visit their classrooms to observe best instructional practices.	Professional Learning	08/11/2014	05/22/2015	\$0	St. Clair County High School faculty members.

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St. Clair County High School

Eden Career Tech Center Tour	Students at St. Clair County High School will be transported by bus to the Eden Career/Tech Center for a tour of the facility and be encouraged by the staff to join the program.	Career Preparation/Orientation	08/11/2014	05/22/2015	\$0	Brian Terry-Principal, SCCHS Counselors, Eden Career/Tech faculty
Counselor/Graduation Coach Meetings	Students will meet one on one with the counselor/graduation coach to identify areas of academic weaknesses and formulate a plan for improvement.	Academic Support Program	10/09/2014	03/27/2015	\$0	Counselor/Graduation Coach at SCCHS
ACT Preparation	Students will utilize online and print resources in an elective ACT preparation class.	Tutoring	08/11/2014	05/22/2015	\$0	ACT Prep instructors
Report Card Conferences	Teachers and other stakeholders will meet with "at risk students" to discuss any grade or attendance issues at the end of each grading period in an effort to identify problem areas and establish strategies for improvement.	Academic Support Program	10/01/2014	05/22/2015	\$0	St. Clair County High School teachers, counselors, and administrators
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent I-Now Portal	Parents will be able to access and monitor their students classroom performance through the use of the I-Now parent portal. Teachers will become more proficient in digital communication with parents through continuing professional learning provided by the school district.	Technology	08/07/2014	05/22/2015	\$0	District technology staff and SCCHS staff.
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Tutoring	Teachers will utilize technology driven digital learning opportunities such as Khan Academy, Read 180, and ACT Prep software to expand and enhance tutoring as well as the overall academic experience.	Technology	08/07/2014	05/22/2015	\$4000	SCCHS Faculty
Total					\$4000	

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	All Stakeholders Feedback was completed during a Saint Clair County District Accreditation meeting. A summary of Parent Surveys by Standard is attached. Areas of Notable Achievement and Areas in Need of Improvement are drawn from the Stakeholder Feedback data. The attachment includes the Parent Survey Results by standard.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

I care about the workmy students do in the classroom - 3.8,

I challenge my students to think - 3.8

I really care about my students - 3.8

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

Our school's purpose statement is clearly focused on student success - 4.21

Our school has established goals and a plan for improving student learning - 4.14

My child has at least one adult advocate in the school - 4.0

Our school provides a safe learning environment - 4.02

Our school provides opportunities for students to participate in activities that interest them - 4.05

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

Both parent and staff surveys indicate a strong belief that the courses taught at St. Clair County High School are rigorous and challenging to the students.

Areas in Need of Improvement

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

All of my child's teachers meet his/her learning needs by individualizing instruction - 3.35

All of my child's teachers work as a team to help my child learn - 3.42

All of my child's teachers help me to understand my child's progress - 3.44

All of my child's teachers keep me informed regularly of how my child is being graded - 3.26

My child has administrators and teachers that monitor and inform me of his/her learning progress 3.26

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

Both Parent and Teacher Surveys indicate that communication is an area of concern and improvements in communication will help the school, staff, and parents function in a more harmonious relationship to better facilitate student learning.

What are the implications for these stakeholder perceptions?

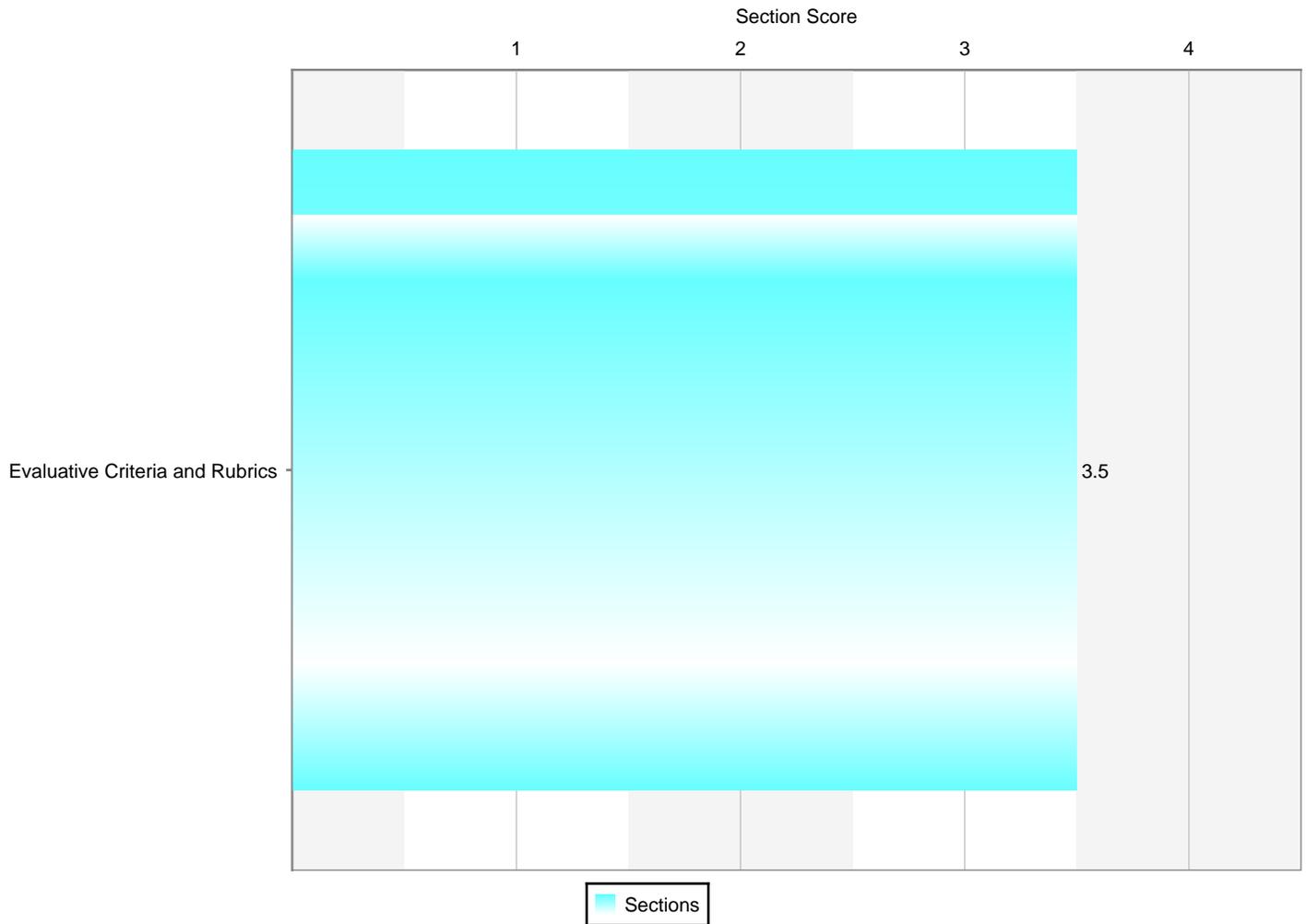
The surveys indicate a high level of satisfaction with the school and school programs from a parent perspective. Teachers also were positive in their overall response to the school; however, areas of concern were apparent. This will lead the development of more indepth stakeholder analysis of the school. Stakeholders will be consulted in an effort to develop methods of improvement at St. Clair County High School.

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

Parent and Teacher Surveys showed consistency in area of instruction and classroom rigor being a strength. The surveys also revealed the area of communication as an area of needs improvement. The student surveys indicated a median response to almost every question with no clear strengths or weaknesses. Further student data will be needed to accurately determine areas of strength and weakness.

Report Summary

Scores By Section



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	33.03	32.0	1,829,798.00
Administrator Units	1.00	1.0	89,962.00
Assistant Principal	1.00	1.0	64,056.00
Counselor	1.50	2.00	98,294.00
Librarian	1.00	1.00	50,223.00
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	0.00	0	2,394.00
Professional Development	0.00	0	2,394.00
State ELL Funds	3.00	0.6	0.00
Instructional Supplies	0.00	0.00	14,028.00
Library Enhancement	0.00	0	798.00
Totals			2,151,947.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds will be disbursed system wide based on the implementation of the Title II professional learning plan.

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 are disbursed system wide during the implementation phase of the Title III EL plan. Each school has an EL teacher to provide intervention for students as well as professional development for teachers. EL students in each community will have an extended learning opportunity during the summer.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	3220348.0

Provide a brief explanation and breakdown of expenses

Salaries: 1,829,798.00

Fringe Benefits: 727,788.00

Other Current Expense: 611,026.00

Classroom Instructional: 14,028.00

Technology: 2,394.00

Library Enhancement: 798.00

Professional Development: 2,394.00

Textbooks: 32,122.00