ACIP

Deshler High School

Tuscumbia City Board of Education

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Tuscumbia, AL 35674

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

DHS Goals & Plans 2016 - 2017

Stakeholder Feedback Diagnostic

Title I Schoolwide Diagnostic

Coordination of Resources - Comprehensive Budget

Strategies to Increase Parental Involvement

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?

Deshler High School is a 4A high school in the northwest corner of the state of Alabama in the city of Tuscumbia, Alabama. The population of Tuscumbia is roughly 8,400 people at the last census. It has maintained an enrollment in grades 9-12 between 450-470 students for the past three years. The high school is the only high school in the Tuscumbia City Schools system. Deshler High School has experienced many triumphs and tribulations over the past four years but has endured and bonded together to create a school that has a strong foundation. Tradition is not only a slogan at Deshler High School but also a rallying cry to guide the school during the difficult and the new. Some of the changes that have occurred in the past few years was the nomination of a new superintendent along with the hiring of a new principal that helped to change the old schedule from a 7 period day to a 5 period day and the implementation of more dual enrollment classes.

The demographic breakdown of Deshler High School is 75% Caucasian and 25% African American. There is only one EL student in the building. The school houses a self-contained Special Education unit with 6 students who bring joy to every class they go in to. The student population has 51% male and 49% female. There are 31 full time staff members and 3 staff members that are shared with the middle school. The staff is comprised of 8% African American and 92% Caucasian. The current principal has hired 2 minorities in the past two years.

Deshler High School has formed partnerships with Northwest Shoals Community College and the University of North Alabama to incorporate more dual enrollment courses for the students. Currently there are 50+ students taking English 101 and another 25+ students will take Math 112 for dual enrollment credit. Students are also allowed to take dual enrollment Career Tech courses off campus at Northwest Shoals Community College. The school offers 4 Career Tech pathways on campus and added the fourth this past year. The Career Tech courses that students can take on campus are in Health, Drafting and Architecture, Business, Food and Nutrition, and Agriscience. The school plans to add one more pathway inside the Business coursework to include Accounting next year and possibly an education component. Deshler High School has now been identified as a Title I school which will allow the school to incorporate math remediation, before and after school tutoring, and scholarship help.

The school offers many clubs, organizations, and athletic teams for students to participate. The football team has the 2nd longest playoff streak in the state of Alabama. The girls basketball team has won the state championship two years in a row. Only one sport did not send a representative to a state playoff competition during the 2015-2016 school year. The school offers the National Honor Society, Scholar's Bowl, Tiger Tails, Student Council, Family Career and Community Leaders of America, Future Business Leaders of America, Health Occupations Students of America, Future Farmers of America, First Priority, Key Club, Spanish Club, Science Club, Upward Bound, and many more smaller clubs.

Some of the challenges that are faced with the school and the students is the lack of a diversified economy in the area. The main employer in the area is in the field of health sciences. The next major employer is the city governments and schools of the area. This leads to a problem when trying to get students to diversify what they may want to become because it would mean moving out of the area for many engineering jobs or other technical fields. The one plus is that our teachers are beginning to utilize the Huntsville, Alabama area which has Redstone Arsenal. Resilience can sum up the community in that, even though there are not as many jobs in the area, the economy is strong based on the entrepreneurial strength in the area with many small companies beginning.

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.

School's Purpose

The schools vision statement is: "Educating Students Today...Preparing Students for Tomorrow"

The mission of the Tuscumbia City School System is to provide each student an appropriate, positive, and challenging learning environment through traditional, quality educational programs. The Tuscumbia City Board of Education will accomplish its mission by employing highly qualified and well trained professional employees; providing the professional staff with the necessary instructional materials and teaching resources; maintaining clean, safe, orderly and attractive facilities; setting high standards of academic achievement and personal behavior for each student; and, establishing and maintaining a positive and open channel of communication between the home and the school. As a result, students will be more self-reliant, better disciplined and more responsible.

Along with the Tuscumbia City School's mission, the Alabama State Superintendent's Plan 2020 focuses on providing a more rigorous education through the "College and Career Ready Standards." Deshler High School embraces and supports this by providing instruction focused on students being critical thinkers with the intent that all students will successfully transition to each level of our school and to be college and/or career ready upon graduation. We also believe that collaborative and continuous data-driven decision making and goal setting, based on formal and informal assessment results, is necessary for optimum individual student achievement.

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.

Data must drive instruction and the administration believes that data is critical in making the decisions that help students succeed. During the 2015-2016 school year, 66% of the freshman class was in Algebra IA. With the 7 period day schedule, this meant that the students would not be able to catch up in the area of math and be prepared to take the ACT during their junior year. The school is now on a 5 period block schedule and all freshman will either have an Algebra I credit or will take both Algebra IA and IB during their freshman year. This will accelerate these students to be on track to take the ACT and have all the required courses needed to have success on the ACT.

The school is also partnering with the Tuscumbia City School's Alternative School to create the Tuscumbia City Alternative Program for students who have demonstrated a need for an alternative education. These students have been identified as those who have an attendance, discipline, or academic issue that is prohibiting them from a successful education. These students are allowed to take their classes in a hybrid atmosphere with the main goal of gaining employment or a technical degree. The students are eligible to participate in all activities that other students are afforded without the stigma of being in an alternative school.

The average ACT score for all students is 18.8. There were 18 out of 112 students or 16% of the senior class who have made a 23 or higher composite score with two students scoring a 31. 48% of the 2017 senior class has a 19 or higher composite score. Drilling down in to the data more will yield a composite score for all students without an IEP is 19.0.

Increasing dual enrollment has been a focus for the administration of Deshler High School. The increase is felt most in the area of English 101. If all students who are taking a dual enrollment credit are successful, there will be approximately 85 college credits issued this year. That is a huge increase from the 2015-2016 school year.

Increasing Career Tech credentials is also a focus for the 2016-2017 school year. There was an increase in the amount of students who gained credentials during the 2015-2016 school year.

Deshler High School is focusing on improving math proficiency in every grade. With the change to the 5 period day, every freshman will have an Algebra I credit, whether they get this through the traditional method or through Algebra IA and IB. On the latest ACT Aspire scores, the sophomore class had 10 students who scored in the category of Ready. This was mainly due to the fact that many of the students were only taking Algebra IB at the time of their test. The ACT benchmark was only 15 students. Again this was possibly due to the large amount of students that were at least one year behind their peers in math. The school has allowed many students to "double-up" on math courses during the 2016-2017 school year to accelerate the math of these students so that they are on track to increase scores on the ACT.

Deshler High School is using the 2016-2017 school year to increase teacher effectiveness in the Strategic Teaching model. This was due to a lack of professional development for the implementation of the College and Career Readiness Standards. The lack of quality professional development has been an issue during this critical time and the teachers are just now receiving and seeking quality professional development.

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 speaking with parents, the consensus has been to increase dual enrollment course offerings, ACT scores, technology devices, and ensuring that the students are college and/or career ready. The programs and plans that have been implemented are attempts to focus on the stakeholders concerns. There is currently a program in place to purchase "Smartboards" for teachers along with purchasing Chromebooks for every teacher in the school. The school has also increased its ACT Prep course offerings to help students increase test awareness. The college and/or career readiness is focused in the area of increasing dual enrollment offerings along with more Career Tech courses.

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.

During the 2015-2016 school year, there were at least 5 parent meetings that engaged the stakeholders to inform them of the inner workings of the school, issues, needs, and celebrations. The community engagement meetings was very helpful in determining what the community was focused on to improve the education of Deshler High School students. There were on average 15-20 parents at each meeting. These meetings were held during school and after school to accommodate the parents as best as can be.

The parents were asked if they would like to participate on the committee but only person came to the meeting with the Continuous Improvement Plan committee. The parents concerns were based on the previous meetings and dialogue with the parent on the committee.

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

Mrs. Elizabeth Davis participated in the development plan and gave community and parent input. Her responsibility was to ensure that the voice of the parents was heard and implemented into the current plan.

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

The final improvement plan will be promulgated via school website, parent meetings, social media sites, and a hard copy in both the Tuscumbia Board of Education and main office of Deshler High School. The information will be updated as needed and promulgated via parent meetings.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		DHS ACT Results DHS Summary - ACT Class of 2015 update ACT Profile for Deshler High School ACT Results 2013 2014 DHS ACT Results 2014 p.1 DHS ACT Results 2014 p.2

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?

Based on results of our last ACT we were above the State average in the following areas: College English Composition, College Social Science, and College Biology.

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

From 2010 to 2014, the percent of each graduating class meeting the ACT Readiness Benchmark in Science increased from 14 % to 30%.

In the Class of 2016, twelve students met all ACT Readiness Benchmarks on Explore in October 2011. In October 2013, eighteen students in this cohort met all Readiness Benchmarks on Plan, a 50% increase.

The percent of DHS students in College Readiness Standards Score Ranges in the two lowest ranges (1-12 and 13-15) is lower than the state percent for every area. While scores at this level do not meet the Readiness Benchmarks, the percent of DHS students needing improvement is not as large as the percent statewide.

The percent of DHS students meeting or close to Readiness Benchmarks with scores in the 20-23 range is higher for DHS Class of 2014 than the state percent. Percent of students in this score range is higher than the Class of 2015

Which area(s) indicate the overall highest performance?

The percent of 2014 DHS graduates meeting the ACT English was equal to the state percent of 65 %.

On the April 2014 ACT, the Class of 2016 had a higher percent who met Benchmarks in English, Reading, and Science than other juniors in the state.

Average ACT scores for the DHS Class of 2016 are higher in English, Mathematics, Reading, Science, and Composite than the corresponding state averages.

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

The differences of average scores between the Class of 2014 at graduation and the Class of 2015 as juniors show small gaps. The final average ACT scores for the Class of 2015 could exceed those of the Class of 2014

Class of 2014 - Class of 2015 = Difference

English   0.3

Mathematics 0.7

Reading 0.3

Science 0.3

Composite 0.2

Between which subgroups is the achievement gap closing?

Females have higher scores in all areas tested on the ACT. The only noticeable gap that is closing is in the area of Math between female and male students.

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

The ACT findings are consistent in all areas with the former AHSGE results. We do not have any other benchmark tests to compare our results.

Areas in Need of Improvement

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

The percent of students meeting Readiness Benchmark for Mathematics is lower at DHS than the state for both the Class of 2014 and the Class of 2015.

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

From 2010 to 2014 the percent of graduates who met the Readiness Benchmark in Mathematics and Reading has declined. The average ACT scores have declined in all areas except Reading. These scores are based on a partial testing of students through the 2013 - 2014 school year.

Which area(s) indicate the overall lowest performance?

Scores in Mathematics are lower than the state values, both as average ACT score and the percent of students who met the Readiness Benchmark.

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

Average ACT scores for students taking less than core curriculum show decline in English, Mathematics, Science, and Composite scores.

Between which subgroups is the achievement gap becoming greater?

The difference of scores between White students and Black/African American students has increased between 2010 and 2014.

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

The ACT has only been given for the previous 2 years. We do not have the findings that show the consistency that we are looking for. Our plans are to use the ACT Aspire and the ACT beginning with our middle school students to give us a better comparison within our subgroups.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.25
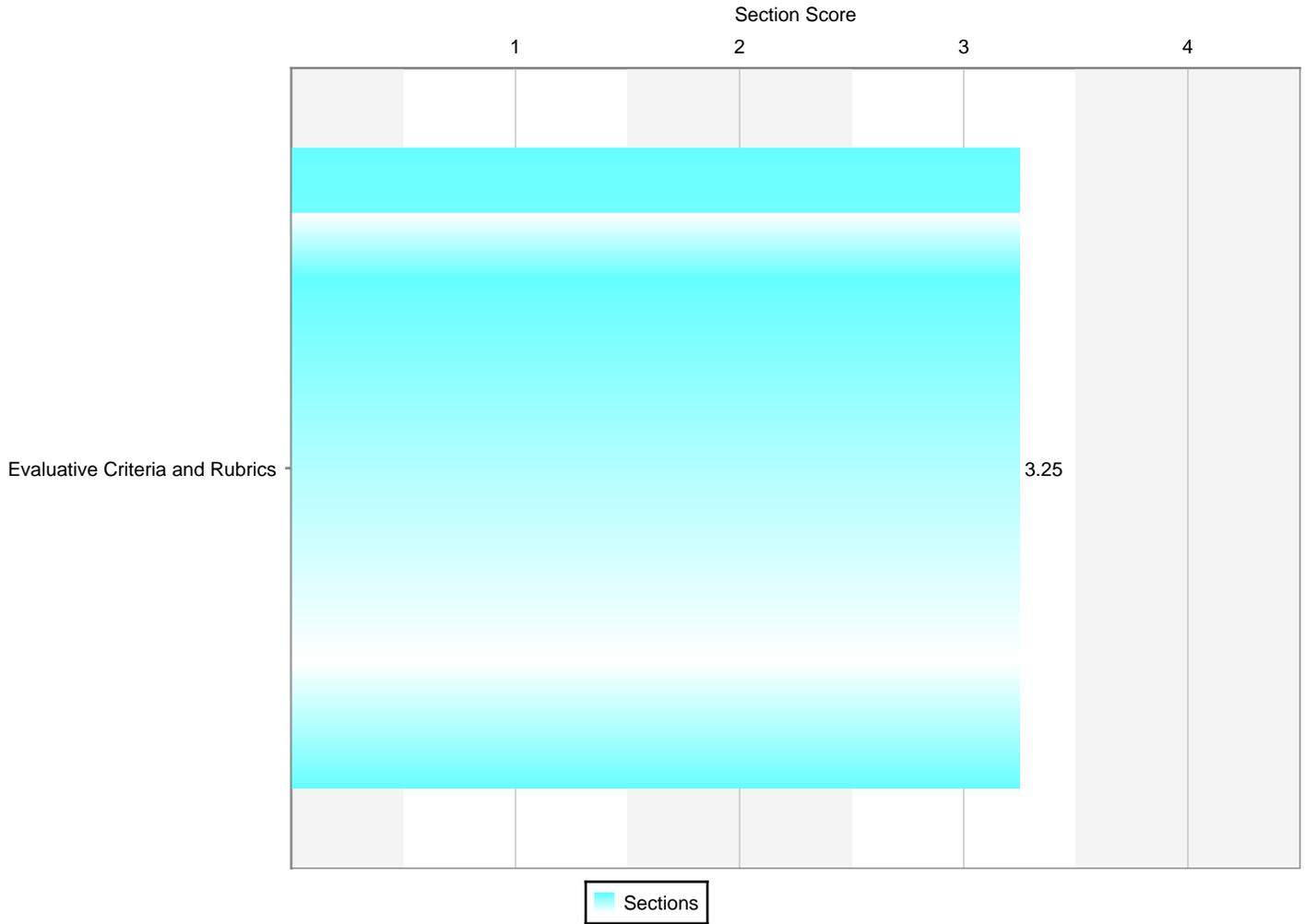
Sections

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, 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		

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		

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	Vickey Moon 303 North Commons Tuscumbia, Al 35674 256-389-2900 ext 203	

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	Even though we are not a Title 1 school, we work under the umbrella of the Tuscumbia City School System parent involvement plan.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	NA	

DHS Goals & Plans 2016 - 2017

Overview

Plan Name

DHS Goals & Plans 2016 - 2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Deshler High School will be engaged and empowered through Technology.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	Prepare and support teachers and leaders to graduate college- and career-ready students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$2200

Goal 1: All students at Deshler High School will be engaged and empowered through Technology.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 a sound understanding of technology concepts, systems, and operations as indicated in the Career & Technical Education Course of Study in Career & Technical by 05/31/2017 as measured by teacher observation and graded assignments as students complete classwork, projects, and group acitivities.

Strategy 1:

Digital Resources - A variety of digital resources applicable for student use that help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum will be provided.

Text books as well as Internet resources will also be utilized in teaching Microsoft Office. Students will be taught cyber safety and will utilize a LAN for saving and printing documents. An iPad cart with a wireless printer will also be utilized in reinforcing technology concepts.

Category:

Activity - Credentialing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in activities that promote cyber safety as they utilize the Internet to complete projects in Microsoft Word, PowerPoint, Excel, and Access. They will demonstrate mastery of these skills by earning credentials in Microsoft Office IT Academy. Students may also complete activities using the iPads available on the two iPad carts.	Technology	12/02/2013	05/31/2018	$0	No Funding Required	Faculty in the Career Tech Department.

Goal 2: Prepare and support teachers and leaders to graduate college- and career-ready students.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 behavior teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in Career & Technical by 05/31/2017 as measured by classroom obervation and implementation of the course of study.

Strategy 1:

Professional Development - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Category:

Activity - iPad Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct iPad training for teachers to enable them to integrate this technology into any content area. IPad training expected to be complete by May 31, 2017.	Technology	01/01/2014	05/31/2018	$0	No Funding Required	IT Department/Technology Coordinator

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to provide internal wide area network (WAN) connections from the district to our school and among classrooms within the school of at least 1 Gbps. by 05/22/2014 as measured by Transform 2020 Inventory, AREN traffic graphs, bandwidth traffic data, interviews with necessary staff, district capital report, and Transform 2020 survey results.

Strategy 1:

Gigabit switches - Deshler High School will work with the Technology Coordinator to inventory current infastructure to determine the necessary purchases to bring DHS to full gigabit switch usage throughout the school. Deshler High School will work to put in place the new gigabit switches as they become available.

Resources/Materials: Gigabit switches Monitoring: Technology Coordinator

Category:

Activity - Purchase Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local Tech Support Team will collaborate and work to install new Gigabit Switches at Deshler High School.	Technology	12/03/2013	05/31/2018	$2200	District Funding	Tech Support will be responsible for installing for monitoring this technology.

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
Credentialing	Students will engage in activities that promote cyber safety as they utilize the Internet to complete projects in Microsoft Word, PowerPoint, Excel, and Access. They will demonstrate mastery of these skills by earning credentials in Microsoft Office IT Academy. Students may also complete activities using the iPads available on the two iPad carts.	Technology	12/02/2013	05/31/2018	$0	Faculty in the Career Tech Department.
iPad Training	Conduct iPad training for teachers to enable them to integrate this technology into any content area. IPad training expected to be complete by May 31, 2017.	Technology	01/01/2014	05/31/2018	$0	IT Department/Technology Coordinator
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Equipment	Local Tech Support Team will collaborate and work to install new Gigabit Switches at Deshler High School.	Technology	12/03/2013	05/31/2018	$2200	Tech Support will be responsible for installing for monitoring this technology.
				Total	$2200	

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		DHS Parent Survey DHS Student Survey DHS Staff Survey

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?

Our student survey results showed that our students believe that our faculty members have high expectations and provide a challenging curriculum. (85%)

Our staff results reflect that our schools purpose statement is based on shared values and beliefs that guide decision-making. (97%)

Our parents believe that our school provides a safe learning environment. (94%)

*The percentages are based on adding the agree and strongly agree together.

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

The trend is showing that our stakeholders are gaining trust in the governing body of the school system. The school and system have worked hard over the past three years to increase stakeholder involvement through the Tuscumbia City Schools Advisory Committee.

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

Based on my communication with parents, staff, and students the findings show that our increased rigor in curriculum and high expectations from our faculty are the most consistent findings at this time. The Tuscumbia City Schools Advisory Committee was asked in March, 2012 to complete an open ended survey entitled, "What Tuscumbia Wants" - a survey of educational needs for the Tuscumbia City Schools. Results from the survey were utilized to make many changes at Deshler High School and throughout the system. Stakeholders concerns were addressed and they now feel that their input is valued.

Areas in Need of Improvement

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

Our student surveys reflect that our students do not respect the property of others. (34%)
Our staff surveys reflect that our school does not provide a plan for the acquisition and support of technology to support the school's operational needs. (25%)
Our parent surveys reflect that our school needs to improve on informing parents of their child's progress on a more regular basis. (17%)

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

I believe the decreasing trend is that we need to do a better job changing teaching strategies to meet the needs of individual learners. We continue to find better ways to provide communication between the school and stakeholders. We solicited stakeholder input on the Tuscumbia City Schools website bid for 2015, We will use this information to ascertain what information to include on the website and what to communicate through other means such as SchoolCast and social media.

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

Overall, our stakeholders have implied that our school is doing a good job of educating the students. The surveys have also shown us areas that we need to improve in. The Tuscumbia City Schools Advisory Committee meets quarterly to share information about the school system and to solicit stakeholder feedback. Stakeholders now feel that they play a more active role in the school and school system.

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

The most consistent findings are that we need to improve the communication process with parents concerning their students grades and grading process. There was also some concern that some of our faculty shows favoritism. It is important to continue to find new and better ways to communicate with parents and especially about student academic progress. While most teachers use email and texts to communicate, some prefer a face-to-face conference or a phone call. We must work with parents to make sure that student progress information is shared in a timely manner.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
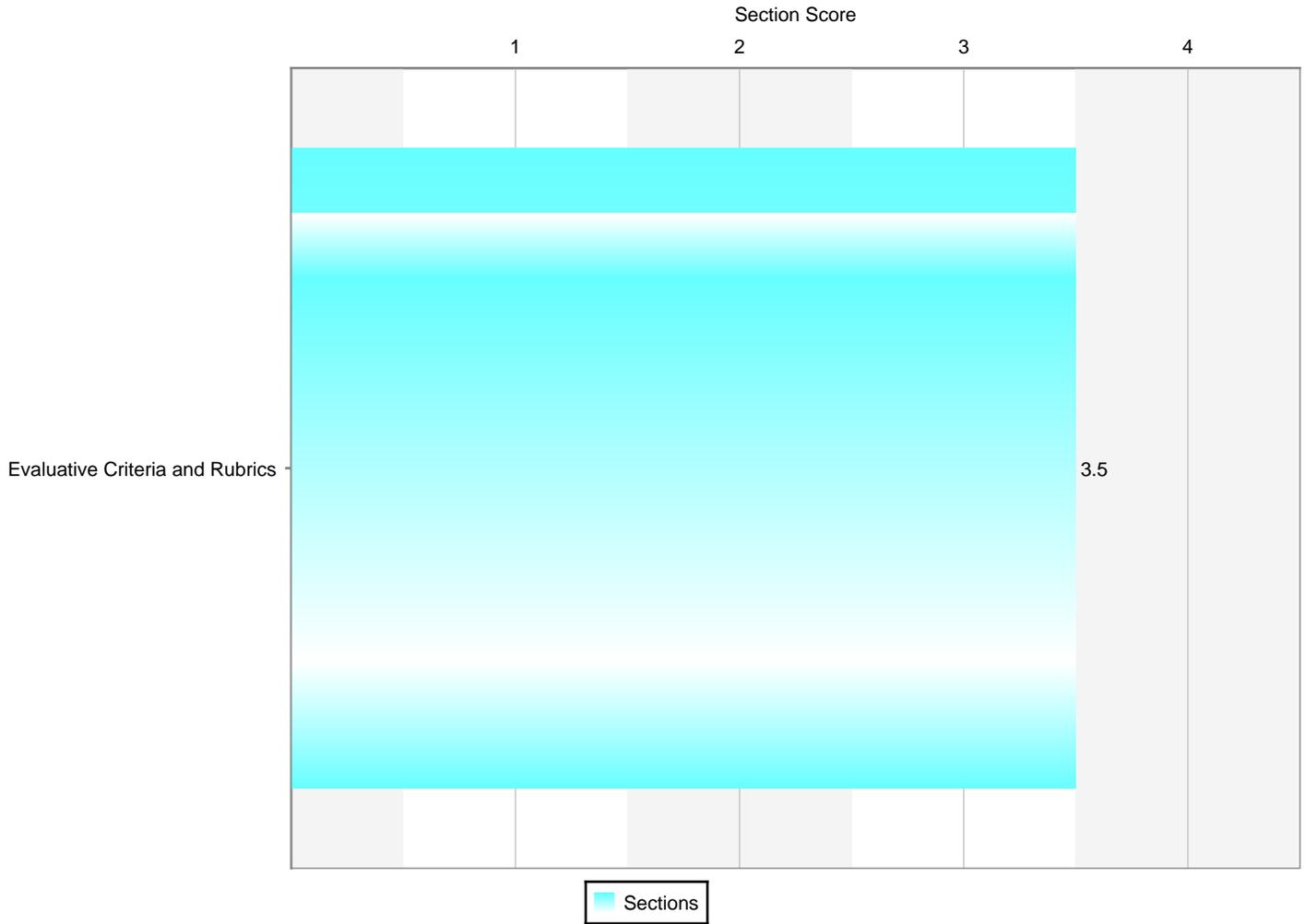
Sections

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

This is the first year that Deshler High School has been labeled as a Title I school. The school plans to send out the comprehensive needs assessment to the entire staff, student, and stakeholder in the future.

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

Deshler High School was not a Title I school during the 2015-2016 school year.

3. What conclusions were drawn from the results?

Assessments will be sent out at the end of the 2016-2017 school year.

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

Assessments have not been conducted.

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

The school plans to prioritize needs when assessments are conducted.

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

Deshler High School was not a Title I school during the 2015-2016 school year.

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

Deshler High School was not a Title I school during the 2015-2016 school year.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Decrease the number of office referrals at Deshler High School school-wide by 10%.

Measurable Objective 1:

demonstrate a behavior of modeling positive behavior through the Positive Behavior Interventions and Supports program by 05/25/2017 as measured by a decrease in office referrals for the 2016-2017 school year..

Strategy1:

PBIS - By implementing the PBIS program, the teachers will model and teach the students the proper behaviors in many academic and social settings. This will be implemented school-wide during the 2016-2017 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Intervention and Supports https://www.pbis.org/

PBIS and the Responsive Classroom Approach https://www.responsiveclassroom.org/sites/default/files/pdf_files/PBIS_whitepaper.pdf

Teachers Perceptions and Satisfaction with PBIS in a Southeast Georgia School District

http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1885&context=etd

Activity - ROAR Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive tickets for doing good actions or changing their behavior in the school environment.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Entire school staff.

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

Goal 1:

Decrease the number of office referrals at Deshler High School school-wide by 10%.

Measurable Objective 1:

demonstrate a behavior of modeling positive behavior through the Positive Behavior Interventions and Supports program by 05/25/2017 as measured by a decrease in office referrals for the 2016-2017 school year..

Strategy1:

PBIS - By implementing the PBIS program, the teachers will model and teach the students the proper behaviors in many academic and social settings. This will be implemented school-wide during the 2016-2017 school year.

Category: Develop/Implement Student and School Culture Program

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Activity - ROAR Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive tickets for doing good actions or changing their behavior in the school environment.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Entire school staff.

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

Goal 1:

Decrease the number of office referrals at Deshler High School school-wide by 10%.

Measurable Objective 1:

demonstrate a behavior of modeling positive behavior through the Positive Behavior Interventions and Supports program by 05/25/2017 as measured by a decrease in office referrals for the 2016-2017 school year..

Strategy1:

PBIS - By implementing the PBIS program, the teachers will model and teach the students the proper behaviors in many academic and social settings. This will be implemented school-wide during the 2016-2017 school year.

Category: Develop/Implement Student and School Culture Program

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Students receive tickets for doing good actions or changing their behavior in the school environment.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Entire school staff.

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

Goal 1:

Decrease the number of office referrals at Deshler High School school-wide by 10%.

Measurable Objective 1:

demonstrate a behavior of modeling positive behavior through the Positive Behavior Interventions and Supports program by 05/25/2017 as measured by a decrease in office referrals for the 2016-2017 school year..

Strategy1:

PBIS - By implementing the PBIS program, the teachers will model and teach the students the proper behaviors in many academic and social settings. This will be implemented school-wide during the 2016-2017 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Intervention and Supports https://www.pbis.org/

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Activity - ROAR Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive tickets for doing good actions or changing their behavior in the school environment.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Entire school staff.

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

Goal 1:

Decrease the number of office referrals at Deshler High School school-wide by 10%.

Measurable Objective 1:

demonstrate a behavior of modeling positive behavior through the Positive Behavior Interventions and Supports program by 05/25/2017 as measured by a decrease in office referrals for the 2016-2017 school year..

Strategy1:

PBIS - By implementing the PBIS program, the teachers will model and teach the students the proper behaviors in many academic and social settings. This will be implemented school-wide during the 2016-2017 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Intervention and Supports https://www.pbis.org/

PBIS and the Responsive Classroom Approach https://www.responsiveclassroom.org/sites/default/files/pdf_files/PBIS_whitepaper.pdf

Teachers Perceptions and Satisfaction with PBIS in a Southeast Georgia School District

http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1885&context=etd

Activity - ROAR Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive tickets for doing good actions or changing their behavior in the school environment.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Entire school staff.

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

Goal 1:

Decrease the number of office referrals at Deshler High School school-wide by 10%.

Measurable Objective 1:

demonstrate a behavior of modeling positive behavior through the Positive Behavior Interventions and Supports program by 05/25/2017 as measured by a decrease in office referrals for the 2016-2017 school year..

Strategy1:

PBIS - By implementing the PBIS program, the teachers will model and teach the students the proper behaviors in many academic and social settings. This will be implemented school-wide during the 2016-2017 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Intervention and Supports https://www.pbis.org/

PBIS and the Responsive Classroom Approach https://www.responsiveclassroom.org/sites/default/files/pdf_files/PBIS_whitepaper.pdf

Teachers Perceptions and Satisfaction with PBIS in a Southeast Georgia School District

http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1885&context=etd

Activity - ROAR Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive tickets for doing good actions or changing their behavior in the school environment.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	Entire school staff.

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

Goal 1:

Decrease the number of absences and tardies at Deshler High School by 5% for both absences and tardies.

Measurable Objective 1:

demonstrate a behavior of school attendance and promptness to class by 05/25/2017 as measured by a decrease in the number of absences and tardies during the 2016-2017 school year.

Strategy1:

PBIS - By offering rewards to students for school attendance and promptness to class, we feel that academic achievement will also increase at Deshler High School.

Category: Develop/Implement Student and School Culture Program

Research Cited: Multiple research including the Missouri State Department of Education and the Georgia State Department of Education.

Activity - ROAR Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for school attendance and promptness to class with ROAR reward tickets.	Behavioral Support Program	08/04/2016	05/25/2017	$0 - No Funding Required	All school staff.

Component 3: Instruction by Qualified Staff

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

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

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

All teachers at Deshler High School are Highly Qualified in their subject area. The administration takes careful consideration of teaching certificates to create the master schedule and to place the teachers in the classes. All teachers are participating in Strategic Teaching professional development during the 2016-2017 school year. Teachers are instructed to create a classroom that utilizes the standards of each curriculum to ensure that assignments meet the needs of these standards. Teachers are given data analysis of their students to determine weaknesses of each student.

Component 4: Strategies to Attract Qualified Teachers

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

During the summer of 2016, we had to replace one teacher who resigned and we added two teachers in core areas.

The turnover rate for Deshler High School was 3%

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

Teachers in the core subject areas have on average 10+ years of experience in their field. There are 24 teachers on staff with a Master's

Degree, 1 teacher with a Doctoral Degree, 1 Assistant Principal with a Doctoral Degree, 1 Principal with an Education Specialist Degree.

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

The turnover rate at Deshler High School has been very low for some time. The school and school system takes great pride in this fact. The

school does try to reward teachers for remaining at the school in other means and avenues other than financial. Teachers who remain on

staff are given leadership roles, ability to serve on choice committees, and a voice as to how they would want the school to perform.

Component 5: High Quality and Ongoing Professional Development

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

-Strategic Teaching-

Many core teachers attended a Strategic Teaching conference this past summer for three days. The teachers were exposed with the tools and resources needed to implement Strategic Teaching into their classroom. Strategic Teaching will also be a focus for the 2016-2017 school year with professional development led by the administration in conjunction with the Alabama Reading Initiative. This plan has been researched and is highly effective based on years of research.

-Data Analysis-

Teachers will dive in to their data and attempt to analyze and identify issues that students are having in the teachers classes. The data analysis will also allow teachers to determine if the students mastery of standards is growing or not. Standard mastery is very important and identifying the students who have mastered content standards or not will allow the teachers to understand what types of remediation need to be implemented and to which students.

-The Energy Bus-

The entire faculty is reading The Energy Bus in an attempt to build up the culture of the school. The issue is not that the culture is toxic or bad, but a reinforcement of the idea that a strong culture will lead to better growth as teachers and people.

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

-CLAS-

Select teachers will be given the opportunity to attend the Council of Leaders in Alabama Schools (CLAS) professional development opportunities. Principals also are afforded the opportunities to attend these free professional development opportunities.

-System Wide-

System wide professional development is offered many times throughout the year by the Central Office on various topics including pedagogy, technology, or computer software.

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

New teachers are not assigned a specific mentor unless the person has not taught in an Alabama school. Teachers who are new to the Tuscumbia City Schools system and Deshler High School are given a mentor who is the department chair of their subject area but this is not a true mentoring program. New teachers to Deshler High School are also afforded the opportunity to meet with the administration at any time during their time on staff. This open door policy has been very effective thus far but the school needs to do more to increase the mentoring program.

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

Teachers meet during their planning period 3 times monthly for either the book study, data analysis, or strategic teaching. Since we are on a block schedule, the teachers are able to meet for 30 minutes and still have 50 minutes to plan for the lesson. The dates have been assigned and are on the school schedule. This has created an understanding that these meetings are important.

In order to ensure that the professional development is sustained and ongoing, the administration must move around the building. Inspecting what we as a system have put in place, ensures that the teachers understand the importance of the professional development because they see the administration inspecting.

Component 6: Transition Strategies

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

Students will be afforded an opportunity to attend Destination Deshler, which will integrate the students with the skills and resources necessary to be successful on day one of high school. The school also plans to incorporate a summer math program in conjunction with the regular summer school.

Component 7: Teacher Participation in Making Assessment Decisions

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

Each month, the staff and administration meet to analyze data for the school. Data analysis meetings consists of teachers analyzing current data and determining a course of action on the methods in which to implement changes. Data is examined school-wide and correlated back to each individual teacher's content. Teachers then determine the proper methods or pedagogy in which to increase student achievement.

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

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

Each student who has not passed or made sufficient gains on state assessments has been identified by the administration and intervention staff. The math interventionist has created a schedule in which to pull these students throughout the school year to work on remediation skills. The process involves a team of administrators and teachers analyzing the most current data of state assessments along with past student data to determine students who have not made sufficient gains on state assessments. The team then identifies the students who are in the most need of support and develops a remediation schedule.

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

Students who have demonstrated a lack of proficiency on state assessments are tested through the Star Renaissance formative assessment program and based on the results along with the state assessments, the students are pulled for remediation by a math tutor. The students are also able to remediate using the Compass Learning computer program that develops a specific learning path based on the results of the Star Renaissance test. These students are pulled for remediation at least twice weekly.

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

All students who have demonstrated a lack of proficiency in any core subject are monitored through the Response to Intervention team. The students who need additional supports are given a specific plan to help reinforce the student's lack of skill attainment. The RTI team writes each plan based on the needs and inputs of the teachers on the team. The academic supports are utilized by the core teacher to help the student find success in the classroom. These differentiated instructional supports are regularly checked to determine if they are working for the student and if they need to be changed, re-evaluated, or removed.

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

Deshler High School offers after school tutoring for any student in the core academic areas. Students are allowed to attend based individual needs or wants. Deshler High School offers a morning learning lab for students who do not have the ability to attend after school tutoring sessions.

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

Deshler High School does not have a large migrant or ELL population. The school does have close to 50% poverty rate and is in the first year of being a Title I school. The school serves the economically disadvantaged through the normal school day and also through tutoring in math during the day and offers after school tutoring 2 days a week. Students are served through the special education services provided by special education teachers and regular education teachers during the school day. The school offers resource periods to serve students in both Transition and Learning Support programs. This is the first year that Deshler High School is partnering in with the Tuscumbia City School's Alternative Program for students who have demonstrated elevated levels of truancy and/or discipline issues. These students are allowed to attend a shortened week and school day that allows the students to work only on the courses that they need for graduation and/or credits to catch up to graduate on time with their peers. Homeless students are served through a grant that Tuscumbia City School's received to serve students under the McKinney/Vento Act.

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

Deshler High School was not a Title I School in 2015-2016.

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

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

Deshler High School was not a Title I school in 2015-2016.

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

Deshler High School was not a Title I school in 2015-2016.

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

Deshler High School was not a Title I school in 2015-2016.

Component 10: Evaluation

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

Deshler High School was not a Title I school in 2015-2016.

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

Deshler High School was not a Title I school in 2015-2016.

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

Deshler High School was not a Title I school in 2015-2016.

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

Deshler High School was not a Title I school in 2015-2016.

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

Deshler High School was not a Title I school in 2015-2016.

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

Deshler High School was not a Title I school in 2015-2016.

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	26.18	32.37	1,580,532.00
Administrator Units	1.00	2.0	115,840.00
Assistant Principal	0.50	1.0	53,905.00
Counselor	1.00	1.0	83,638.00
Librarian	1.00	1.0	72,407.89
Career and Technical Education Administrator	0.50	.5	53,905.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	1,925.00
Professional Development	0.00	0	1,925.00
State ELL Funds	0.00	0	171.00
Instructional Supplies	0.00	0	11,281.00
Library Enhancement	0.00	0	642.00
Totals			1,976,171.89

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.

Deshler High School is not a Title I school.

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

Provide a brief explanation and a breakdown of expenses.

Tuscumbia City Schools did not receive ARRA funds.

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	5392.8

Provide a brief explanation and a breakdown of expenses.

Funds will be used to provide professional development in the areas of core academics, college and career ready standards, and technology.

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Tuscumbia City Schools did not receive Safe and Drug-Free Schools funds.

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.

Tuscumbia City Schools did not receive funds for rural and low-income schools.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	15782.0

Provide a brief explanation and breakdown of expenses.

Perkins IV Funds will be used to:

1. provide professional development opportunities for career and technical education teachers

2. to support credentialing for teachers and students

3. to expand and update career and technical education programs

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

Provide a brief explanation and breakdown of expenses.

Tuscumbia City Schools did not receive tech prep funds.

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.

Tuscumbia City Schools did not receive 21st Century funds.

Local Funds

Label	Question	Value
1.	Provide the total	338459.0

Provide a brief explanation and breakdown of expenses

Funds will be used to provide salaries and benefits for faculty and staff as well as instructional support.

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Parents will be allowed to meet with the administration and Central Office staff to gather information about the school's Title I status in October of 2016.

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

Parent meetings will be held alternately during the school day and week nights. The meetings will be recorded and uploaded to the school's website for those that are not able to attend. Parents will be involved in the planning, review, and improvement by being given the needs of the school along with the data to support the decision. Parent voice will be included based their concerns and recommendations. These will be held during the meetings that are held during the school day and week nights. The Title I funds are allocated for other resources such as scholarship help, math support and enrichment, before and after school tutoring.

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

Deshler High School was not a Title I school in 2015-2016.

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

Deshler High School was not a Title I School in 2015-2016.

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

Parent meetings are held to discuss the Continuous Improvement Plan that allow parents and stakeholders to voice their support or concerns in relation to the CIP.

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

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

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

Deshler High School was not a Title I School in 2015-2016.

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

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

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

Deshler High School was not a Title I School in 2015-2016.

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

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

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

Deshler High School was not a Title I School in 2015-2016.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully

participating in the education of their children.(Describe)

Deshler High School was not a Title I School in 2015-2016.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Deshler High School was not a Title I School in 2015-2016.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Deshler High School was not a Title I School in 2015-2016.

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

Deshler High School was not a Title I School in 2015-2016.