



ACIP

Lauderdale County High School
Lauderdale County Board of Education

Mr. Eric Cornelius, Principal
P.O. Drawer 220
201 Cedar Street
Rogersville, AL 35652

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	10
Improvement Planning Process.....	11

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	17
Report Summary.....	18

ACIP Assurances

Introduction 20

ACIP Assurances 21

ACIP 2015-2016

Overview 24

Goals Summary 25

- Goal 1: All students K-12 will increase daily attendance. 26
- Goal 2: We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas. 26
- Goal 3: We will identify barriers to teaching and learning and align support systems to address barriers. We will promote healthy development for all students to improve student performance. 27
- Goal 4: We will improve use of human and organizational capital to increase stakeholder involvement and satisfaction . . . 28

Activity Summary by Funding Source 29

Stakeholder Feedback Diagnostic

Introduction 31

Stakeholder Feedback Data 32

Evaluative Criteria and Rubrics 33

Areas of Notable Achievement 34

Areas in Need of Improvement 35

Report Summary 36

Title I Schoolwide Diagnostic

Introduction 38

Component 1: Comprehensive Needs Assessment 39

Component 2: Schoolwide Reform Strategies..... 41

Component 3: Instruction by Highly Qualified Staff..... 58

Component 4: Strategies to Attract Highly Qualified Teachers..... 59

Component 5: High Quality and Ongoing Professional Development..... 60

Component 6: Transition Strategies..... 61

Component 7: Teacher Participation in Making Assessment Decisions..... 62

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 63

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources. 65

Component 10: Evaluation..... 66

Coordination of Resources - Comprehensive Budget

Introduction..... 68

I. State Foundation Funds: 69

 Title I..... 70

 Title II..... 71

 Title III..... 72

 Title IV..... 73

 Title VI..... 74

 Career and Technical Education-Perkins IV..... 75

 Other..... 76

Local Funds..... 77

Strategies to Increase Parental Involvement

Introduction.....	79
Strategies to Increase Parental Involvement.....	80

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?

The school's geographic location is in the eastern end of the county. The school is relatively close to Joe Wheeler State Park and Elk River which is known for its camping, fishing, boating, and other recreational attractions. This attracts people to our area and makes it a desirable place to live. However, the school seems to be the focal point of pride in our community.

Our school is the heart of a rural community made primarily of families that have lived here for generations. Many parents, grandparents, business owners, and community leaders have a vested interest as alumni. For this reason, Lauderdale County High School has a goal that reflects both the desire for a traditional, rigorous education as well as a plan for advancement and growth for the future. Our goals include actively engaging all 21st century students in a challenging curriculum based on college and career standards. We also strive to foster a safe atmosphere which values excellence and respect. We want to increase family involvement and community partnerships, and seek and maintain a commitment to continuous improvement through monitoring and assessment in all levels and departments.

Lauderdale County High School is a traditional Pre-K-12 public school with an enrollment of 1121 students as our current 2013-2014 school year. Our students are granted the opportunity to ride the bus to and from school every day. We have nine buses to accommodate our Pre-K-12 students. Our students are in school the traditional seven-hour day that begins at 8:00 a.m. and ends at 3:00 p.m. Because it is a Pre-K-12 school, students can spend their entire public school experience with us.

The daily schedule follows a traditional semester system with seven periods and four nine-week grading periods. We are a Title 1 school. Our ethnicity summary is as follows: White: 91.8%, Black: 4.6%, Asian: 1.0%, Multi-Race: 1.2%, Hispanic: 1.0%, and American Indian: 0.4%.

The curriculum and academic excellence is held in high regard. Academic achievement is expected from our students on all levels. Dual Enrollment is offered in English 101/102, Math 112/113/125, and Chemistry 111. Students are able to earn 20 hours credit on campus. Our ACT composite score is 20.8 whereas state's composite score is 20.6. Having teachers that are dedicated to their profession is also expected. One-hundred percent of our teachers meet Highly Qualified status. Teachers effectively communicate across grade levels and departments by meeting regularly. During these meetings, data is reviewed and teaching strategies are shared. The elementary mainly have grade level meetings. They have also begun multiple grade level meeting. The high school mainly has departmental meetings, but they work collaboratively to incorporate cross-curriculum instruction.

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 vision of Lauderdale County High School has been established by assessing the academic and social needs of the students as seen fit by our educators and the community. Our school is the heart of a rural community made primarily of families that have lived here for generations. Many parents, grandparents, business owners, and community leaders have a vested interest as alumni of their alma mater. For this reason, Lauderdale County High School has a vision that reflects both the desire for a traditional, rigorous education as well as a plan for advancement and growth for the future.

Lauderdale County High School's vision enables students to reach their optimum potential academically, socially, and athletically. We believe in a collaborative culture where students, parents, staff, and community help prepare our students for success in the future. Our goal is to develop graduates who will understand their obligations to society, as reflected in our mission statement: Life-long Learners, Contributing Citizens, Honorable Conduct, Supportive Community.

With the support from our community, students work hard every day. We constantly monitor the desired results based on performance. Data drives our teaching in order to ensure skills are mastered.

To help identify the school's goals, we participated in the Self-Assessment. This provided us with the opportunity to target specific areas that will increase student performance. Other ways to assess student performance involve data meetings, departmental meetings, and Pupil Support Team (PST).

Data meetings/departmental meetings offer opportunities for faculty to assess data and identify weaknesses in student achievement. They also allow discussion of curriculum gaps and attendance problems. In the high school, teachers in English, reading, math, and science engage in regular meetings to analyze data, to discuss student work and to make adjustments in curriculum when necessary.

PST ensures that students receive interventions matched to their identified needs. Appropriate progress monitoring tools are utilized to provide evidence of students' response to intervention. Progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

The number of PST's needed per school is determined by the number of students receiving interventions. PST's are expected to manage more students than can be responsibly and effectively reviewed and monitored. Each student's data should be reviewed at least monthly. Progress reports to parents are sent regularly.

The structure of the PST is determined locally, but there are some suggested guidelines. These include grade-level PST's, across grade level PSTs (K-2, 3-5, etc.), teacher team PSTs, departmental PSTs, and other options. It is good to involve as many school personnel as possible on teams. In addition to the structure, team members might include classroom teachers, intervention teachers (Title teachers, SPED, paraprofessionals, etc.), instructional coaches (reading, literacy, math, graduation, etc.), special education teachers, school counselor, and administrator (principal or assistant principal). Roles of team members include a chairperson who determines which students will be discussed and in what order and also notifies other members of students involved. The secretary's role is to note decisions made and generate parent letters. The timekeeper keeps discussions on track and timely. The data manager presents and explains data.

The frequency and duration of PST meetings include reviewing each student's data at least monthly, sending progress reports to parents regularly, and meeting for approximately one hour.

LCHS offers students various support programs and services. One such program is JAG. Jobs for America's Graduates is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. The program may last up to 60 months. Students are recruited in the 8th grade to attend during the 9th, 10th, 11th, and/or 12th grades and they receive support services for SY 2015-2016

one year following graduation. Specialists deliver an array of counseling, employability skills development, career association, job development, and job placement services that will result in either a quality job leading to a career after graduation or enrollment in a post-secondary education and training program.

Other student support services and programs offered include The Healing Place, Safeplace, and Riverbend. Our guidance department consists of two counselors and a half-a-day counselor. They are highly effective in addressing academic and emotional situations on a daily basis. They are successful in promoting solutions and making students aware of their potential. We provide several opportunities for parent involvement at Lauderdale County High School including, but not limited to: student orientation, diploma track options for incoming freshman, scholarship awareness parent night, counselor newsletters, daily announcements, FAFSA assistance, as well as, career awareness opportunities.

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.

Lauderdale County High School has been a school in transition. We have undergone several changes in the past few years.

- o One of the major challenges has been the closing of a local feeder school that caused our enrollment to significantly increase with the addition of only one teacher.
- o Absenteeism is relatively high throughout the school.
- o Lack of financial revenue has caused the entire school community to learn to accomplish our goals with limited resources.
- o Our community lacks revenue and jobs. Most of the people in our community are forced to work out of town because of the unavailability of jobs that support families within our local area.

Along with challenges, opportunities have also arisen to make us a better school community.

- o Access to technology has been increased due to a grant that included a classroom set of laptops, several Interwrite boards and pads, and document cameras. This occurred in the high school English department. In the elementary, the 3rd grade recently received four Interwrite boards, and 4th, 5th, and 6th grades received a new piece of technology called Mimio. They have been trained and it should be installed soon. This will allow their white boards to become like an interactive white board. They also have a new audio system that amplifies their voices. This has been very helpful in keeping students' attention even when the teacher has to turn their back to students. Also, one to one initiative started with 8th graders receiving ChromeBooks. Teachers in grades one through six received ChromeBooks as well.
- o Our parents now have access to Parent Portal, a component of STI that allows them to monitor their child's grades and progress. Our students also now have logins that allow them to view their grades and attendance online.
- o Our counselors offer exceptional opportunities for our students to prepare for college and careers. They speak in classrooms, post, and announce scholarship and job opportunities. Last year, 43% of our graduating class received some type of college scholarship. The previous year it was as high as 40%. Our high school counselor provides a scholarship night every year. This is a time for her to discuss directly with parents the opportunities that are available to the students.
- o Many of our students enlist in the military as a career option. Last year 5% of our graduating class enlisted. In previous years it has been between 8% and 10%.
- o Representatives from the military set up tables in the lunchroom periodically to talk directly with interested students. Recruiters come to speak to interested students during elective classes.
- o Our entire school community sees the importance of assessing data to track students and their individual needs. We have incorporated RTI (Response to Instruction) in our classrooms to help student achievement.
- o Another very positive reinforcement has been the implementation of positive behavior system. Each week teachers give "Gotcha" cards for students who are caught being responsible, respectful, or resourceful in and out of the classroom. If a student's name is drawn for the week, he/she will receive special recognition during announcements as well as a small prize such as a tardy pass.
- o More of our students are taking the ACT than ever before. This reinforces our goal to engage our students in college and career ready standards.
- o Our students are provided with many opportunities within the classroom to get a good education. This can be confirmed by administrators visiting classrooms, checking lesson plans, and engaging/witnessing students and teachers in a safe atmosphere that values excellence and mutual respect.

Additional Information

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

At Lauderdale County High School, more students are now participating in Career Technical Education (on and off campus). Many students are participating in the new STEM program as well as creating a Robotics Team. Students also are completing college credit hours in career tech as well as certifications. Thus, supporting our students in preparing for College and Career Ready.

Students at Lauderdale County High are well-rounded students. The demeanor of the student body is that of high moral character. They truly care for others and demonstrate this each year by raising money for those in need at the school. Students support each other in and out of the classroom. There is a sense of family and belonging at the school. Students that transfer in are able to find a niche that they feel comfortable in. Small town schools may not be a place where things are always kept quiet, but it is a place to find your direction and purpose.

We are confident our students are receiving an appropriate curriculum that not only includes valuable lessons in the classroom, but lessons about life as well. Our students are able to give back to the community by being members of successful academic and athletic teams and then by being successful adults and contributing members of society. Almost half of our faculty and staff are graduates of Lauderdale County High School. This just reinforces how proud we are of our tradition here at Lauderdale County High School. We are confident we can continue to build on our tradition of excellence and look forward to another year of "Continuing the Tradition."

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.

School administration and faculty assigned members to the CIP team based on their ability to collaborate, document, and communicate effectively. Meetings were scheduled and subs were provided for half a day while the team was broke into smaller teams to collect data.

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

Our team consists of one parent, two people from our community, one student, all principals, all counselors, all Title teachers, one elementary teacher, and one high school teacher from each core subject. Team members were grouped together to analyze data in order to develop goals.

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

It is posted on our county's website. A copy is located in both high school and elementary offices.

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?	No	We did not complete the document offline.	

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

3rd grade math is significantly above the national average.

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

Our 6th grade entering 7th grade show a positive trend in state assessment, as well as our 7th grade entering 8th.

Which area(s) indicate the overall highest performance?

Our 3rd grade math was at 59% which was above the national and district average. They had the highest of any grade level tested.

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

Our general ed. population is showing an increase on performance.

Between which subgroups is the achievement gap closing?

The achievement gap seems to be closing between the general ed and special population.

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

Our ACT Aspire aligns with our global scholar data results.

Areas in Need of Improvement

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

Our 5th grade math is below state and district average.

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

Our free and reduced lunch students are showing a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Overall math was our lowest performance.

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

Our free and reduced lunch subgroup seems to have trend toward a decreasing performance.

Between which subgroups is the achievement gap becoming greater?

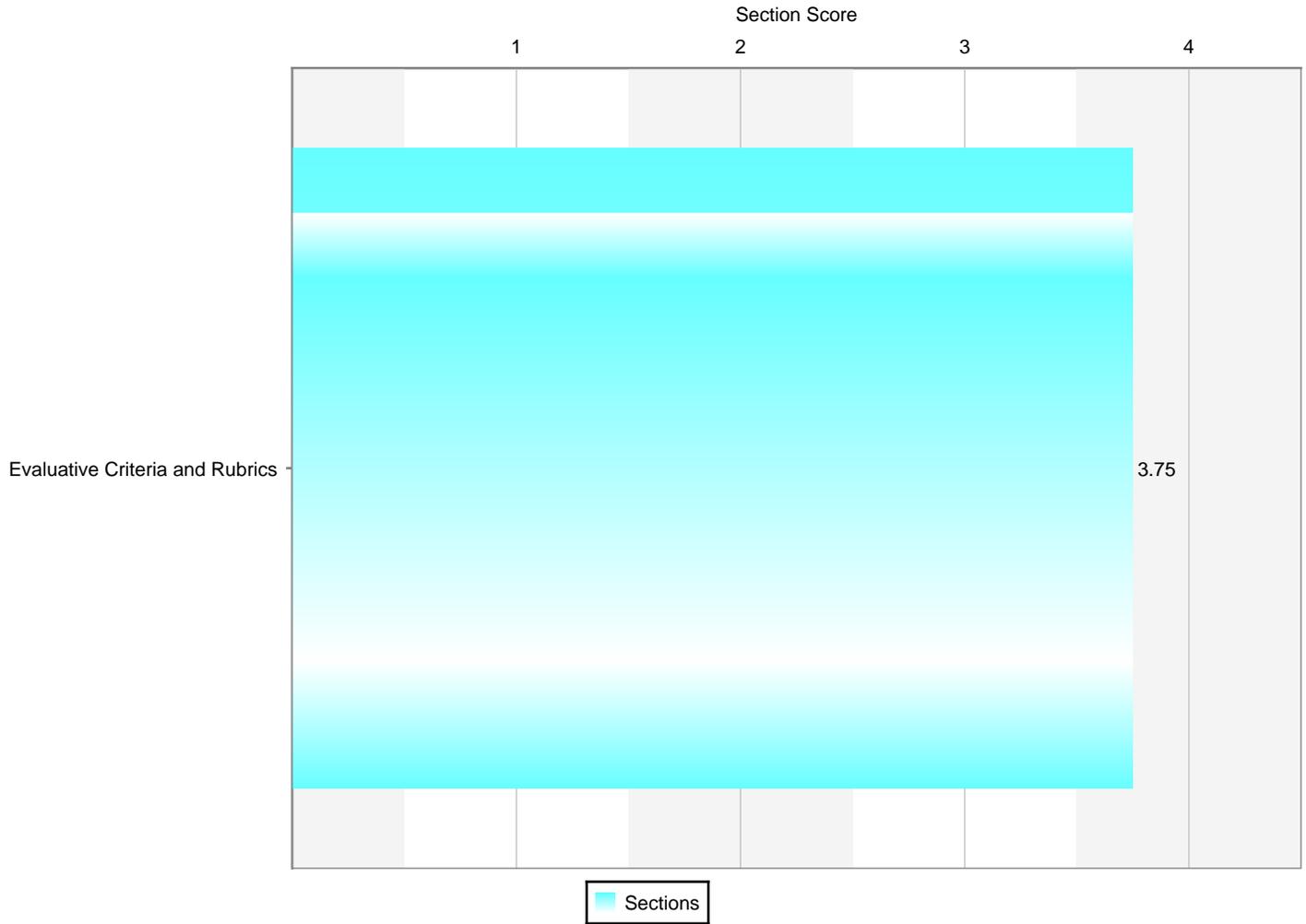
The gap is becoming greater between our general ed and the free and reduced lunch subgroup.

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

Our special ed population seems to be closing the gap.

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	Mr. Eric Cornelius-Principal Mrs. Anita Olbon-Assist.Principal Mrs. Sabrena McFall-Assist. Principal Mrs. Dorinda Edwards-Elem. Counselor Mrs. Karen Brown-M.S. Counselor Mrs. Bridgette Newton-H.S. Counselor Mrs. Patricia Clemmons-Reading Coach Mrs. Melanie Collier-Title I Mrs. Laina Ellick-Title I Mrs. Jessica Brown-ELL Aide Mrs. Lauren Holderfield-Sp.Ed. Ms. Catrina Smith-Elem. Teacher Mrs. Cherie Webster-English Mrs. Karen Grisham-Math Mrs. Krista Patterson-Math Ms. Molly Mason-Student Mr. Richard Herston-Community Stakeholder Ms. Brenda Cagle-Community Stakeholder Mrs Paula Phillips-Parent	

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	Each year administration, faculty and staff are trained on pertinent laws and policies that all are required to follow. Collaboration and monitoring throughout the year ensures these policies and laws are followed.	

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	Mr. Eric Cornelius-Principal 201 Cedar Street Rogersville, AL 35652 (256)247-3414	

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		

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

ACIP 2015-2016

Overview

Plan Name

ACIP 2015-2016

Plan Description

2015-2016

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 K-12 will increase daily attendance.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$800
2	We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$200
3	We will identify barriers to teaching and learning and align support systems to address barriers. We will promote healthy development for all students to improve student performance.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	We will improve use of human and organizational capital to increase stakeholder involvement and satisfaction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$200

Goal 1: All students K-12 will increase daily attendance.

Measurable Objective 1:

demonstrate a behavior of increased daily attendance in students in grades K-12 by 05/29/2015 as measured by INOW reports.

Strategy 1:

Monitoring INOW Attendance Reports - Monthly INOW attendance reports will determine the classes with the highest overall attendance.

Category:

Research Cited: PBIS Interventions

Activity - Attendance Rewards and Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide monthly rewards to classes with highest percentage of attendance in grades 5-12.	Behavioral Support Program	10/01/2014	05/29/2015	\$800	Other	Faculty members will committee for fundraising projects.

Goal 2: We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

98% of All Students will demonstrate a proficiency that shows they have mastered the standards in Mathematics by 05/25/2016 as measured by ACT Aspire.

Strategy 1:

Utilization of research-based instruction - Teachers will be provided with differentiated options to better meet the needs of all students.

Category:

Activity - Monitor research-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor research-based Instruction	Technology, Professional Learning, Direct Instruction	09/01/2015	05/27/2016	\$0	Title I Schoolwide	Administration and Instructional Partner

Measurable Objective 2:

98% of All Students will demonstrate a proficiency that shows they have mastered the standards in Reading by 05/25/2016 as measured by ACT Aspire.

Strategy 1:

Implement College and Career Ready Standards (Math) - Implement College and Career Ready Standards (Math)

Category:

Research Cited: Implement College and Career Ready Standards (Math)

Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct Instruction	Direct Instruction	08/15/2015	05/25/2016	\$0	No Funding Required	teachers

Strategy 2:

Implement Research-Based Practices for Continuous Improvement - Implement Research-Based Practices for Continuous Improvement

Category:

Research Cited: Implement Research-Based Practices for Continuous Improvement

Activity - Professional Development for Effective Interactive Word Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for Effective Interactive Word Walls	Professional Learning	08/01/2015	05/30/2016	\$200	Title I Schoolwide	Principals and Teachers

Goal 3: We will identify barriers to teaching and learning and align support systems to address barriers. We will promote healthy development for all students to improve student performance.

Measurable Objective 1:

increase student growth by identifying barriers to instruction by 05/27/2016 as measured by more positive school climate and student performance.

Strategy 1:

Identify Barriers - Learning Supports Team will meet and identify barriers to instruction as well as students who are affected by such barriers.

Category:

Research Cited: Learning Supports

Activity - Identify at-risk students and schedule time to target their intervention needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Identify at-risk students and schedule time to target their intervention needs	Academic Support Program	08/01/2015	05/30/2016	\$0	Title I Schoolwide	Teachers and Counselors
--	--------------------------	------------	------------	-----	--------------------	-------------------------

Goal 4: We will improve use of human and organizational capital to increase stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to focus on improving teaching and learning by 05/27/2016 as measured by stakeholder involvement and satisfaction.

Strategy 1:

improve use of human and organizational capital - improve use of human and organizational capital

Category:

Research Cited: improve use of human and organizational capital

Activity - Professional Development for Effective Interactive Word Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for Effective Interactive Word Walls	Professional Learning	05/30/2016	05/30/2016	\$200	Title I Schoolwide	Principals and teachers

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
Higher Order Questioning	Direct Instruction	Direct Instruction	08/15/2015	05/25/2016	\$0	teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identify at-risk students and schedule time to target their intervention needs	Identify at-risk students and schedule time to target their intervention needs	Academic Support Program	08/01/2015	05/30/2016	\$0	Teachers and Counselors
Professional Development for Effective Interactive Word Walls	Professional Development for Effective Interactive Word Walls	Professional Learning	08/01/2015	05/30/2016	\$200	Principals and Teachers
Monitor research-based Instruction	Monitor research-based Instruction	Technology, Professional Learning, Direct Instruction	09/01/2015	05/27/2016	\$0	Administration and Instructional Partner
Professional Development for Effective Interactive Word Walls	Professional Development for Effective Interactive Word Walls	Professional Learning	05/30/2016	05/30/2016	\$200	Principals and teachers
Total					\$400	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Rewards and Incentives	Provide monthly rewards to classes with highest percentage of attendance in grades 5-12.	Behavioral Support Program	10/01/2014	05/29/2015	\$800	Faculty members will committee for fundraising projects.
Total					\$800	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	1	

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	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 school provides a safe learning environment.

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

The purpose and direction seem to show an increasing trend toward stakeholder satisfaction.

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

Resources and Support systems seem to show consistent findings from other stakeholder feedback.

Areas in Need of Improvement

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

Teaching and Assessing for Learning were the overall lowest level of satisfaction from our stakeholders.

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

Using results for Continuous Improvement seem to be showing a trend toward decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

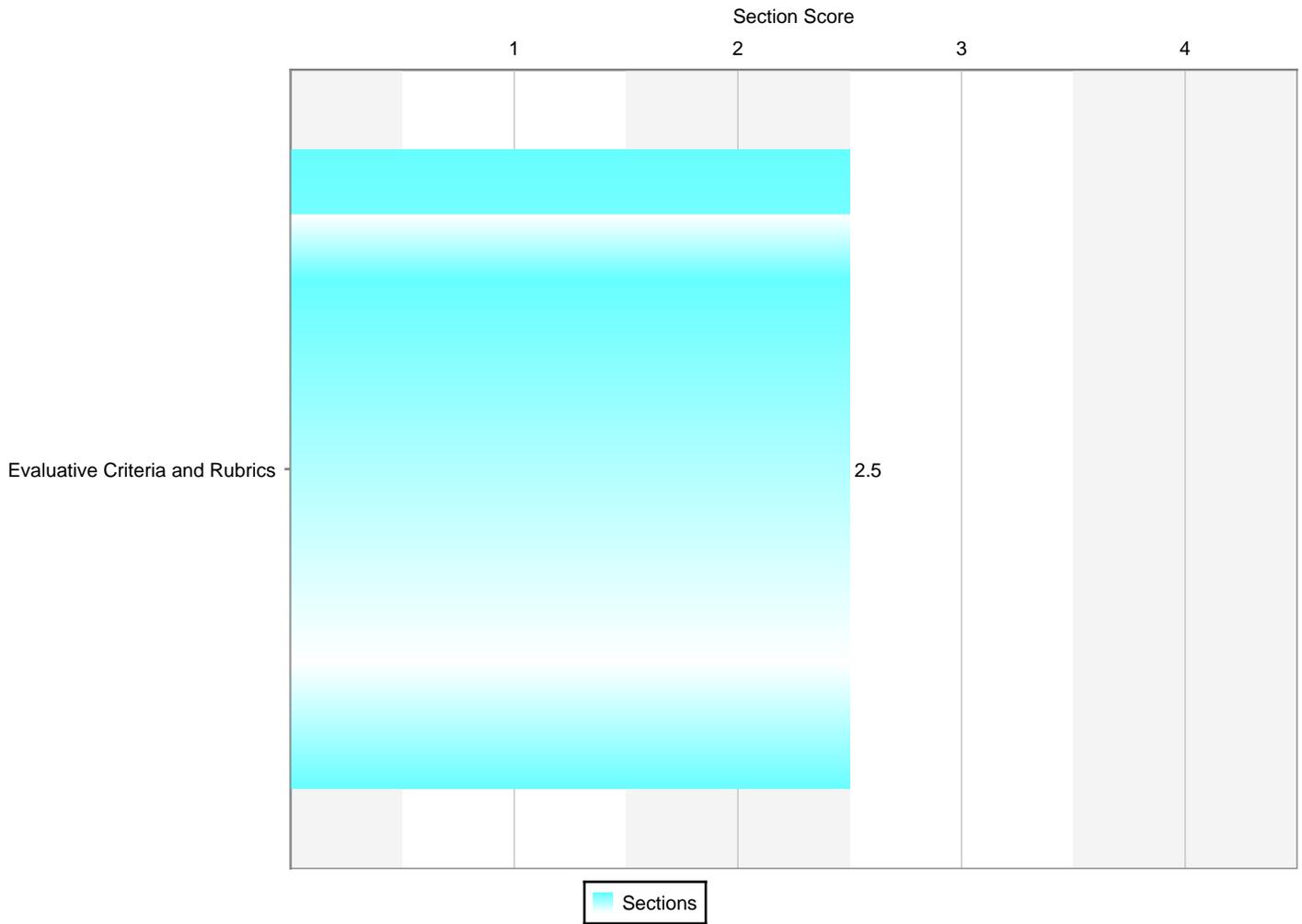
Stakeholders seem to feel that our school does not ensure that instructional time is protected and interruptions are minimized. They feel that they are not asked to participate in decisions regarding our school.

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

We do not have any other stakeholder feedback sources at the current time.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The instructional leadership team met to analyze and discuss our school's data and identified the strengths and weaknesses by grade levels to assess our schools needs for improvement. Departmental meeting were held to discuss the effective instructional strategies with which to implement in the classroom to increase focused parts of our state mandated tests.

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

Strengths and weaknesses are identified by the data

3. What conclusions were drawn from the results?

Our strengths were as follows: 5th grade math was 100% proficient and our 3rd grade math was 99%.

Our weakness were as follows: 7th grade math was 75% proficient and our 4th grade reading was 81%.

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

Student enjoy and are flourishing in school programs. Student achievement is increasing. LCHS is growing in diversity.

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

Needs assessment data is pulled prior to the adoption of the goals for each school year.

Data is pulled and reviewed on a continual basis throughout the school year. This is done through our grade level meetings and departmental meetings

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

Our goals are written according to several different data results. We use DIBELS, Global Scholar, Grad exam and Grad rate, ARMT+, as well as 9 weeks grades. As data is reviewed and needs are discovered then goal are changed as needed.

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

All stakeholders share a common goal to ensure all students are prepared for a successful future in the ever expanding global environment.

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:

Increase math scores 2013-2014

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or above in Mathematics by 05/23/2014 as measured by State Testing.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administered 3 times a year to measure skill mastery	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 2:

Increase reading scores

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or higher in Reading by 05/23/2014 as measured by State testing.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and Differentiated Instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing is administered 3 times a year.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All reading teachers in grades 3-8.

Goal 3:

Increase Graduation Rate

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of 100% in Practical Living by 05/29/2015 as measured by amount of credits earned..

Strategy1:

Strategic Teaching - Plan and implement strategic teaching in all core classes required for graduation as well as elective courses.

Category:

Research Cited: Tler Instruction and Differentiated Instruction

Activity - Core Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will earn required credits in order to graduate.	Academic Support Program	08/14/2014	05/29/2015	\$0 - No Funding Required	All faculty in grades 9-12.

Goal 4:

Increase Math scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Researched based program that will be given 3 times a year to measure skill mastery	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 5:

Increase Reading scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Reading by 05/15/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and differentiated instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is research based program that will be administered 3 times a year.	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All reading teachers in grades 3-8

Goal 6:

All students K-12 will increase daily attendance.

Measurable Objective 1:

demonstrate a behavior of increased daily attendance in students in grades K-12 by 05/29/2015 as measured by INOW reports.

Strategy1:

Monitoring INOW Attendance Reports - Monthly INOW attendance reports will determine the classes with the highest overall attendance.

Category:

Research Cited: PBIS Interventions

Activity - Attendance Rewards and Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide monthly rewards to classes with highest percentage of attendance in grades 5-12.	Behavioral Support Program	10/01/2014	05/29/2015	\$800 - Other	Faculty members will committee for fundraising projects.

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

Goal 1:

Increase math scores 2013-2014

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or above in Mathematics by

05/23/2014 as measured by State Testing.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administered 3 times a year to measure skill mastery	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 2:

Increase reading scores

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or higher in Reading by 05/23/2014 as measured by State testing.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and Differentiated Instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing is administered 3 times a year.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All reading teachers in grades 3-8.

Goal 3:

Increase Graduation Rate

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of 100% in Practical Living by 05/29/2015 as measured by amount of credits earned..

Strategy1:

Strategic Teaching - Plan and implement strategic teaching in all core classes required for graduation as well as elective courses.

Category:

Research Cited: Tier Instruction and Differentiated Instruction

Activity - Core Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will earn required credits in order to graduate.	Academic Support Program	08/14/2014	05/29/2015	\$0 - No Funding Required	All faculty in grades 9-12.

Goal 4:

Increase Math scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Researched based program that will be given 3 times a year to measure skill mastery	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 5:

Increase Reading scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Reading by 05/15/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and differentiated instruction

ACIP

Lauderdale County High School

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is research based program that will be administered 3 times a year.	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All reading teachers in grades 3-8

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Increase math scores 2013-2014

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or above in Mathematics by 05/23/2014 as measured by State Testing.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administered 3 times a year to measure skill mastery	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 2:

Increase reading scores

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or higher in Reading by 05/23/2014 as measured by State testing.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and Differentiated Instruction

ACIP

Lauderdale County High School

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing is administered 3 times a year.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All reading teachers in grades 3-8.

Goal 3:

Increase Graduation Rate

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of 100% in Practical Living by 05/29/2015 as measured by amount of credits earned..

Strategy1:

Strategic Teaching - Plan and implement strategic teaching in all core classes required for graduation as well as elective courses.

Category:

Research Cited: Tler Instruction and Differentiated Instruction

Activity - Core Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will earn required credits in order to graduate.	Academic Support Program	08/14/2014	05/29/2015	\$0 - No Funding Required	All faculty in grades 9-12.

Goal 4:

Increase Math scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Researched based program that will be given 3 times a year to measure skill mastery	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 5:

Increase Reading scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Reading by 05/15/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and differentiated instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is research based program that will be administered 3 times a year.	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All reading teachers in grades 3-8

Goal 6:

All students K-12 will increase daily attendance.

Measurable Objective 1:

demonstrate a behavior of increased daily attendance in students in grades K-12 by 05/29/2015 as measured by INOW reports.

Strategy1:

Monitoring INOW Attendance Reports - Monthly INOW attendance reports will determine the classes with the highest overall attendance.

Category:

Research Cited: PBIS Interventions

Activity - Attendance Rewards and Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide monthly rewards to classes with highest percentage of attendance in grades 5-12.	Behavioral Support Program	10/01/2014	05/29/2015	\$800 - Other	Faculty members will committee for fundraising projects.

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

Goal 1:

Increase math scores 2013-2014

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or above in Mathematics by 05/23/2014 as measured by State Testing.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administered 3 times a year to measure skill mastery	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 2:

Increase reading scores

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or higher in Reading by 05/23/2014 as measured by State testing.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and Differentiated Instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing is administered 3 times a year.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All reading teachers in grades 3-8.

Goal 3:

Increase Graduation Rate

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of 100% in Practical Living by 05/29/2015 as measured by amount of credits

earned..

Strategy1:

Strategic Teaching - Plan and implement strategic teaching in all core classes required for graduation as well as elective courses.

Category:

Research Cited: Tler Instruction and Differentiated Instruction

Activity - Core Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will earn required credits in order to graduate.	Academic Support Program	08/14/2014	05/29/2015	\$0 - No Funding Required	All faculty in grades 9-12.

Goal 4:

Increase Math scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Researched based program that will be given 3 times a year to measure skill mastery	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 5:

Increase Reading scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Reading by 05/15/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and differentiated instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is research based program that will be administered 3 times a year.	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All reading teachers in grades 3-8

Goal 6:

All students K-12 will increase daily attendance.

Measurable Objective 1:

demonstrate a behavior of increased daily attendance in students in grades K-12 by 05/29/2015 as measured by INOW reports.

Strategy1:

Monitoring INOW Attendance Reports - Monthly INOW attendance reports will determine the classes with the highest overall attendance.

Category:

Research Cited: PBIS Interventions

Activity - Attendance Rewards and Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide monthly rewards to classes with highest percentage of attendance in grades 5-12.	Behavioral Support Program	10/01/2014	05/29/2015	\$800 - Other	Faculty members will committee for fundraising projects.

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

Goal 1:

Increase math scores 2013-2014

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or above in Mathematics by 05/23/2014 as measured by State Testing.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administered 3 times a year to measure skill mastery	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 2:

Increase reading scores

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or higher in Reading by 05/23/2014 as measured by State testing.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and Differentiated Instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing is administered 3 times a year.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All reading teachers in grades 3-8.

Goal 3:

Increase Graduation Rate

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of 100% in Practical Living by 05/29/2015 as measured by amount of credits earned..

Strategy1:

Strategic Teaching - Plan and implement strategic teaching in all core classes required for graduation as well as elective courses.

Category:

Research Cited: Tier Instruction and Differentiated Instruction

ACIP

Lauderdale County High School

Activity - Core Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will earn required credits in order to graduate.	Academic Support Program	08/14/2014	05/29/2015	\$0 - No Funding Required	All faculty in grades 9-12.

Goal 4:

Increase Math scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Researched based program that will be given 3 times a year to measure skill mastery	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 5:

Increase Reading scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Reading by 05/15/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and differentiated instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is research based program that will be administered 3 times a year.	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All reading teachers in grades 3-8

Goal 6:

All students K-12 will increase daily attendance.

Measurable Objective 1:

demonstrate a behavior of increased daily attendance in students in grades K-12 by 05/29/2015 as measured by INOW reports.

Strategy1:

Monitoring INOW Attendance Reports - Monthly INOW attendance reports will determine the classes with the highest overall attendance.

Category:

Research Cited: PBIS Interventions

Activity - Attendance Rewards and Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide monthly rewards to classes with highest percentage of attendance in grades 5-12.	Behavioral Support Program	10/01/2014	05/29/2015	\$800 - Other	Faculty members will committee for fundraising projects.

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Increase reading scores

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or higher in Reading by 05/23/2014 as measured by State testing.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and Differentiated Instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing is administered 3 times a year.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All reading teachers in grades 3-8.

Goal 2:

Increase Reading scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Reading by 05/15/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and differentiated instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is research based program that will be administered 3 times a year.	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All reading teachers in grades 3-8

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:

Increase math scores 2013-2014

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or above in Mathematics by 05/23/2014 as measured by State Testing.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administered 3 times a year to measure skill mastery	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 2:

Increase reading scores

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 90% or higher in Reading by 05/23/2014 as measured by State testing.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and Differentiated Instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing is administered 3 times a year.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	All reading teachers in grades 3-8.

Goal 3:

Increase Graduation Rate

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior of 100% in Practical Living by 05/29/2015 as measured by amount of credits earned..

Strategy1:

Strategic Teaching - Plan and implement strategic teaching in all core classes required for graduation as well as elective courses.

Category:

Research Cited: Tier Instruction and Differentiated Instruction

Activity - Core Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will earn required credits in order to graduate.	Academic Support Program	08/14/2014	05/29/2015	\$0 - No Funding Required	All faculty in grades 9-12.

Goal 4:

Increase Math scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire

benchmark scores. in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All math teachers in grades 3-8 will provide intensive explicit instruction on math common core standards.

Category:

Research Cited: AMSTI strategies and scaffolding of instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Researched based program that will be given 3 times a year to measure skill mastery	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All math teachers in grades 3-8

Goal 5:

Increase Reading scores 2014-2015

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency level according to the ACT Aspire benchmark scores. in Reading by 05/15/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - All reading teachers in grades 3-8 will provide explicit instruction on reading common core standards.

Category:

Research Cited: Tier instruction and differentiated instruction

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is research based program that will be administered 3 times a year.	Academic Support Program	08/27/2014	05/15/2015	\$0 - No Funding Required	All reading teachers in grades 3-8

Component 3: Instruction by Highly Qualified Staff

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

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

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

Our system's goal is to hire teachers that are Highly Qualified status.

Component 4: Strategies to Attract Highly Qualified Teachers

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

We had less than 2% turnover.

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

All of our teachers are highly qualified with a median range of 10 years experience. We have 1 certified personnel with EdD, 3 certified personnel with AA, and 35 with Masters.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The school encourages professional development as well as competitive salaries.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Competitive salaries

Our system has in place a teacher mentoring program. New teachers are paired with veteran teachers based on grade subject currently being taught. We have a new teacher training program conducted by the Central Office.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate.

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?

Research-based blended classroom instructional strategies, MOBYMAX, ACCESS Franchise Model, Instructional Partner meetings, Grade Level Meetings, Department meetings, AMSTI, Technology in Motion

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

District trainings, AMSTI, Technology in Motion, Parent meetings, CLAS, Alabama Education Technology Conference

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 or inexperienced teachers are given support from an assigned master teacher as well as the Instructional Partner and an assigned administrator

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

We have created a culture of shared learning among all stakeholders within the learning community.

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.

Teachers actively participate in grade level meetings, vertical teaming and cross-curricular groups to assure student support and assistance as well as to discuss and anticipate issues that prevent student achievement.

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?

Lead Teachers of grade levels and/or departments are encouraged to voice concerns regarding assessments through handwritten notes or email.

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?

Global Scholar, ARMT+, Classroom Assessments, Explore, Dibels, and the Reading Series are all sources of information that help teachers identify students experience difficulty with mastery. These students are then brought to PST to determine ways to help improve achievement.

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 are granted a six to eight week time span with moderate to intensive instruction with classroom teacher or Title Teacher to see if achievement has improved or remained adequate. Also, IEPs are monitored by the Special Ed Teacher to ensure plans are followed and whether or not progress is being made

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

Classroom Teachers provide DI through Tier II grouping.

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.

The school provides opportunities such as Jobs for Alabama Graduates and options for before and after school tutoring.

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.

ELL- Instructional partner and district assistance

Economically disadvantaged- Riverbend Counseling Services and District Social worker

Neglected and/or Delinquent- Riverbend Counseling Services and District Social worker

Homeless- Riverbend Counseling Services and District Social worker

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.

Students are encouraged to participate in Career Technical Education by being provided with transportation and other services.

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?

Jag, PreK, TOPS Program, Vocational/Technical Program, Riverbend Counseling Services are available to students to achieve goals.

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.

Jag, PreK, TOPS Program, Vocational/Technical Program, Riverbend Counseling Services are available to students to achieve goals. Administrators and Counselors coordinate and schedule classes and visits as needed.

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.

Jag, PreK, TOPS Program, Vocational/Technical Program, Riverbend Counseling Services are available to students to achieve goals. Administrators and Counselors coordinate and schedule classes and visits as needed. Services are rendered to applicable grade levels.

Component 10: Evaluation

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

Teachers and Stakeholders meet annually to discuss the effectiveness of the schoolwide program. Also, answers to surveys are evaluated to determine effectiveness.

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?

Results are evaluated and teachers use results to determine classroom grouping. Teachers also use results to determine if strategies are effective or if adjustments need to be made

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?

Data from various assessments is reviewed to determine if progress is being made.

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?

Assessment results, survey results, and comments are all taken into consideration when making plans or monitoring improvement.

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

-

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

goals not changed

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	63.64	63	2,927,037.00
Administrator Units	1.00	1.0	85,286.00
Assistant Principal	2.00	2.0	135,870.00
Counselor	2.50	2.5	146,759.00
Librarian	2.00	2.0	102,074.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	4,537.70
Professional Development	0.00	0.0	4,537.70
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	26,590.98
Library Enhancement	0.00	0.0	1,512.57
Totals			3,434,204.95

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	226127.07

Provide a brief explanation and breakdown of expenses.

Total School Allocation = \$226,127.07

Salary and Benefits = \$188,747.57

Teacher Travel = \$3,579.50

Instructional Materials and Supplies = \$25,000.00

Substitutes = \$6,300.00

Parent Involvement = \$2,500.00

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	270818.0

Provide a brief explanation and a breakdown of expenses.

Total Title II Allocation (System Wide) = \$270,818.00

PD Specialists salary & Benefits = \$230,750.18

PD Substitutes = \$15,000.00

Instructional Materials & Supplies = \$2,000.00

Purchased Services = \$5,000.00

PD Travel = \$18,067.82

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	89006.0

Provide a brief explanation and breakdown of expenses.

Total Career Tech/Perkins IV (System Wide) = \$89,006.00

Business/Industry Certification = \$66,173.45

Non-Traditional Programs = \$ 2,000.00

Total Technology = \$68,173.45

Career Tech Student Organization = \$ 4,750.00

Professional Development = \$16,082.55

Total Challenging Curricula = \$20,832.55

Total Technology \$68,173.45

Total Challenging Curricula + \$20,832.55

Total Career Tech/Perkins = \$89,006.00

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	527239.0

Provide a brief explanation and breakdown of expenses

Teachers = 3.86

Non Cert Supp Personnel = 3.50

Total Units = 7.36

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.

1. Annually a meeting is held for parents to attend and be informed of the parent/student compact, parents' right to know how funds are distributed and Title I requirements. Title teachers present this information using a power-point presentation. Hard copies are also available in the elementary and high school offices, as well as, the school website. Parents are invited to present questions and feedback at any time throughout the year. This can be accomplished through our parent involvement committee, interaction through the website and meetings with faculty or administration.

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.

2. Meetings are held twice a year with the parent involvement committee to discuss how parental involvement funds will best be utilized for student improvement. Parents are involved in the planning through data collected from surveys. Funds allocated to the school have been used in a variety of ways to accomplish instructional goals. These include the implementation of programs and a variety of resources for faculty and parents.

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.

3. Title I teachers send home parent reports at the end of each unit taught using terminology that is parent friendly. These reports provide parents updated progress information, as well as, fluency scores. Research based curriculum is utilized in the classroom and made available to the parents upon request. Implementation of an open door policy allows parents to communicate any concerns regarding the progress of students.

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).

4. The School-Parent Compact is reviewed and updated annually by district officials and Title I teachers. The district director of Title I services meets with the chairperson of the parent advisory committee and collaboratively compiles the compact that best suits our schools' needs. Each school conducts a needs assessment to target the needs of our individual school.

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

5. Parents are given the opportunity through an annual survey, emails and conferences to share any dissatisfaction and/or approval of the Continuous Improvement Plan.

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)

- 7th Grade Orientation
- 8th Grade Parent Night
- Title I Parent Night
- Elementary Open House/Orientation (PK-6)
- Parent/Student Orientation of Chromebook and other informational technologies
- PTO Meetings
- Social Media
- Links on Website
- Community Partnerships
- Open-Door Policy for extracurricular activities

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)

- Student/Parent Chromebook training and informational technologies
- Progress Reports
- Report Cards
- Parent/Teacher Conferences
- State Test Results
- Awards' Day

Multiplication Olympics

Spelling Bee

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

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

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

The school provides a friendly atmosphere to promote parent involvement. School personnel encourage parents to actively communicate with teachers and administrators concerning student progress and school involvement. This is accomplished through various technology resources such as REMIND 101, EDMODO, class web pages and social media sites.

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

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

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

The school coordinates with parents utilizing the resources of outside agencies. These agencies include, but are not limited to, Riverbend Mental Health Services, Local Law Enforcement, The Healing Place, Easter Seals, Safeplace, Department of Human Resources, Local Churches, and civic organizations within the community.

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)

The school disseminates information in simple terminology in a variety of formats including classroom calendars, school webpage, local newspaper, social media, flyers, one-on-one conferences and a digital informational sign.

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)

As parents inquire school personnel directs to the appropriate source of information.

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.

Letters are provided in a variety of formats applicable to student and family needs. The school has a variety of resources available for parent information.