



ACIP

Elba High School

Elba City Board of Education

Mr. Rodney Smith, Principal
371 Tiger Drive
Elba, AL 36323

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Improvement Plan Stakeholder Involvement

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

Stakeholder Feedback Diagnostic

Introduction.....	13
Stakeholder Feedback Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	20

Student Performance Diagnostic

Introduction 22

Student Performance Data 23

Evaluative Criteria and Rubrics 24

Areas of Notable Achievement 25

Areas in Need of Improvement 27

Report Summary 29

ACIP Assurances

Introduction 31

ACIP Assurances 32

Elba High School CIP 2013-14

Overview 35

Goals Summary 36

 Goal 1: Students at Elba High School will become actively engaged students in English Language classrooms 37

 Goal 2: Elba High School will increase student cohort graduation rate 38

 Goal 3: Students at Elba High School will become actively engaged students in mathematics classrooms 39

 Goal 4: New Teacher Mentoring 41

 Goal 5: Engage and empower the learner through technology 41

 Goal 6: Prepare and support teachers and leaders to graduate "College and Career Ready" students 42

 Goal 7: All educators and students will have tools to access a comprehensive viable infrastructure when and where it is needed 43

Activity Summary by Funding Source 44

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?

"ELBA - a town with Everything Lost, But hopes to be back Again!" That was the motto following the flood of 1990 and remains the drive behind the small town of Elba today. Elba is situated on the banks of the Pea River in Coffee County, Alabama. In 1990 the town experienced a flood which destroyed almost 78 percent of the buildings in town, including the three schools, the post office, the major grocery store and many churches. This disaster affected the city then and still continues to do so today. City leaders and community members worked diligently to return the city to its glory days. The decision was made to move the school system west of the downtown area and out of the flood plain. The "new" school system currently consists of two schools, Elba Elementary School, (K-6), and Elba High School (7-12), a central office building that houses administrative offices, a transportation department, various practice and playing fields, and a state of the art outdoor classroom which includes a one mile walking trail, a pond, a stage, and a butterfly garden.

The new school system returned a sense of pride to the community, but the town and school system continue to experience the lingering effects of the flood. Job loss and poverty have become a way of life for approximately 80 percent of our current school population. Numbers continue to decline as we have dropped from a thriving 4-A school to barely a 2-A school. The make-up of the town has changed from predominantly middle-class to one of predominantly poverty and low-income housing units. Despite the loss and devastation, the citizens rally around the school making it the focal point of the town.

Elba High School is currently home to 341 students, 1.5 administrators, 23 certified teachers, and 14 support staff. The student population is 161 white, 157 black, 7 multi-race, 2 American Indian, and 14 Hispanic. The school currently has 188 male students and 153 female students. The mission of Elba High School is to provide a challenging education in a student-centered, safe, nurturing environment. The needs of the students are addressed through rigorous, relevant curriculum and effective instruction that produces graduates who contribute responsibly in a global community. Since its founding, Elba High School strives to maintain its reputation for academic excellence. Many students in recent years have received academic, athletic, and music scholarships, as well as an appointment to the United States Military Academy. Active service clubs are present at Elba High School. Students are given an opportunity to volunteer in the community to fulfill some of their club requirements. Opportunities for students include the following: Family, Career, Community Leaders of America (FCCLA), the Elba High School Ambassador Program, the Skills USA Program, and Beta Club. The Elba High School 2011 Football Team won the class 2-A State Championship. The Elba High School Marching Tiger Band is in its 74th year has participated and placed in several local and state band competitions during the past three years. Elba High School is an active and involved school with areas in which all students can participate and become successful.

A new administrative staff including both the elementary and high school level principals and the system superintendent were employed during the summer of 2012 bringing many changes to Elba City Schools. After only one year, our superintendent unexpectedly resigned to take a position in another school system bringing even more changes and a bit of instability to the system. Despite the changes, the students and staff of Elba City Schools are committed to the new motto, "One Team...One Goal...EXCELLENCE!" This motto was developed during the 2012-13 school year and has been embraced by students, staff and community stakeholders. The vision and beliefs which drive the system were also reviewed and revised and have been communicated to stakeholders. The Elba City School system board policy manual has been studied and enhanced bringing all policies into alignment and into compliance with all applicable state and federal laws. A Strategic Plan has been developed with input from many community stakeholders, staff and students. This plan will be used to guide this system for SY 2013-2014

the next five years.

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.

Elba High School provides a challenging education in a student-centered, safe, nurturing environment. The needs of students are addressed through rigorous, relevant curriculum and effective instruction that produces graduates who contribute responsibly in a global community. In order to accomplish the mission of Elba High School, the school is committed to: continuous school improvement while ensuring physically, emotionally safe and inclusive environments; a caring climate of respect and support among all stakeholders; challenging students of diverse abilities and interests through relevant content, varied teaching strategies and effective, engaging instruction; preserving and expanding collaborative and cooperative home/school/community relationships; and recruiting and retaining highly qualified, technically proficient faculty and staff engaged in continuing professional development and data-informed decision making that promotes student success.

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.

Elba High School is proud of its achievements and improvements.

NOTABLE ACHIEVEMENTS AND AREAS OF IMPROVEMENT:

-Over the past three years, approximately \$700,000 has been awarded in scholarships to Elba High School Seniors, including one student who has been appointed to The United States Military Academy at West Point.

-Security doors and cameras have been installed and enhance the safety of both students and staff members.

-The Global Scholar Assessments were introduced during the 2012-2013 school year and will be instrumental in determining any areas or students in need of remediation.

-Data meetings are conducted and provide an opportunity for teachers to study student data and make necessary adjustments to the instructional program.

-The "Tiger Advocate Program" (TAP) was formed in the spring of 2013 and meets monthly enabling all students to spend time with an adult who will advocate on their behalf.

-Students have finished in the top one percent in the Skills USA Welding competition for two consecutive years.

-Athletic programs have been successful; Class 2A State Football Champions, Final Four basketball and Elite 8 Volleyball.

-Strategic Teaching training has been provided for all teachers and these strategies are being implemented in all classrooms.

-A state of the art outdoor classroom has been constructed at the edge of the school complex. The classroom adjoins Whitewater Creek and includes a pond, a stage area, walking trails, and a butterfly garden.

-An Instructional Support Mentor is at work at Elba High School assisting teachers in implementing strategic teaching strategies, Rtl, and with other instructional issues.

AREAS FOR IMPROVEMENT:

-We anticipate a gradual increase, with the implementation of the College and Career Readiness Standards, in our ACT scores. However, ALL Seniors will take the ACT this year as mandated by the Alabama State Department of Education. Therefore, an increase may not be noted this year.

-An increase in the availability, use and modernization of technology is needed in all classrooms to aid instruction.

-The student graduation rate should be increased.

-An emphasis has been placed on Student Engagement and professional development has been provided to staff. By utilizing Strategic Teaching strategies and increasing student engagement, an increase in student learning should be evident. Additionally, student attendance and discipline should be improved by students becoming actively engaged in the classroom lessons. Elba High School partners with and utilizes the resources available from the Coffee County Juvenile Probation Office and the Coffee County Juvenile Judge. Improvements are anticipated in these two areas.

-Parental Involvement among our student population is in need of improvement. A wider variety of parental involvement opportunities will be offered in order to increase the number of parents participating in their child's education.

-Professional development for support staff should be enhanced and should include training on data analysis.

Additional Information

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

The graduation requirements for Elba High School are as follows:

24 credits including:

- 4 English,
- 4 Mathematics (must include Algebra I and Geometry),
- 4 Science (including Biology and either Physical Science or Chemistry),
- 4 Social Studies, 1/2 Health Education,
- 1 Physical Education,
- 1 Career Preparedness,
- 3 Career Technical Education, and/or Foreign Language or Arts Education,
- 2 Electives

In order for Elba City Schools to be successful in producing responsible graduates, strong collaboration and communication between school, community, and home is needed.

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.

Each year, stakeholders are actively involved in the decision-making process which becomes the Elba High School Continuous Improvement Plan. Parents are invited to participate in this team process and meetings are held at a time most convenient for the team members. Team members meet to review the CIP from the previous school year, study data, and to determine if the goals from the previous year have been met. New goals are established based on this evaluation and the data analysis.

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

Representatives from each stakeholder group including administrators, faculty members, support personnel, parents, community members, and students participate in the development of The Continuous Improvement Plan. Team members contribute to discussions, evaluate the current CIP, review data, and set new goals that become the new Continuous Improvement 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 CIP team meets for final review of the plan prior to its submission to Mr. Rodney Smith, Elba High School Principal, and Dr. Lakesha Brackins, Federal Programs Coordinator. After their review and approval it is submitted to Mr. Chresal Threadgill and the Elba City School Board for final approval. Copies are given to all faculty and staff. The CIP will be disseminated to stakeholders via the school website and the Alabama State Department of Education website. Copies are also available in the school office.

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

Assurance	Response	Comment	Attachment
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholders were provided with a non-biased opportunity to complete paper/pencil surveys.	Stakeholder Feedback Data

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?

PARENTS:

- 4.16 " My child knows the expectations for learning in all classes."
- 4.16 " My child has at least one adult advocate in the school."
- 4.14 "Our school provides opportunities for students to participate in activities that interest me."

STAFF:

- 4.23 " Our school's purpose statement is clearly focused on student success."
- 4.19 "Our school provides qualified staff members to support student learning."
- 4.11 "Our school provides protected instructional time."

STUDENTS:

- 3.82 "In my school, I can participate in activities that interest me."
- 3.71 "In my school, programs and services are available to help me succeed."
- 3.62 "My school provides me with challenging curriculum and learning experiences."

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

Based on previous data, student satisfaction improved in the following areas:

- " My school provides me with challenging curriculum and learning experiences."
- "In my school, rules are applied equally to all students."

Based on previous data, parent satisfaction improved in the following areas:

- "All of my child's teachers report on my child's progress in easy to understand language."
- "My child has at least one adult advocate in the school."
- "My child has access to support services based on his/her identified needs."
- "Our school ensures that the facilities support student learning."

Based on previous, data staff satisfaction improved in the following areas:

- " In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports the student's educational experience."
- "Our school provides protected instructional time."
- "In our school, a formal process is in place to support new staff members in their professional practice."

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

Consistent stakeholder findings include:

Parents and staff felt our school's purpose statement is clearly focused on student success.

Parents and staff felt our school has high expectations for students in all classes.

Parents and staff felt that our school provides qualified staff members to support student learning.

All stakeholders agree that programs and services are available to help students succeed.

Areas in Need of Improvement

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

PARENTS:

- 3.56 "All of my child's teachers meet his/her learning needs by individualizing instruction."
- 3.62 "Our school's purpose statement is formally reviewed and revised with involvement from parents"
- 3.66 "Our school shares responsibility for students learning with its stakeholders."

STUDENTS:

- 2.18 "In my school, students respect the property of others."
- 2.35 "In my school, students help each other even if they are not friends."
- 2.46 "In my school, students treat adults with respect."

STAFF:

- 3.04 "All teachers in our school provide students with specific and timely feedback about their learning."
- 3.04 "In our school, a formal process is in place to support new staff members in their professional practice."
- 3.07 "Our school provides sufficient material resources to meet student needs."

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

Survey data shows the following is a trend toward decreasing stakeholder satisfaction for the following:

STUDENTS: "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught."
"In my school, rules are applied equally to all students."

PARENTS: "Our school's governing body does not interfere with the operation or leadership of our school."
"All of my child's teachers give work that challenges my child."
"My child has up-to-date computers and other technology to learn."

STAFF: "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."

What are the implications for these stakeholder perceptions?

A positive stakeholder perception of the school is vitally important. In order to achieve our mission of producing responsible graduates, all stakeholders, including staff, parents, students and community members must feel that the school is a place of equality and safety, that is student-centered and nurturing, and that challenging and high quality instruction is taking place. Negative perceptions can lead to low staff morale, student discipline and attendance issues, and ultimately loss of enrollment. Increased efforts to correct any negative perceptions

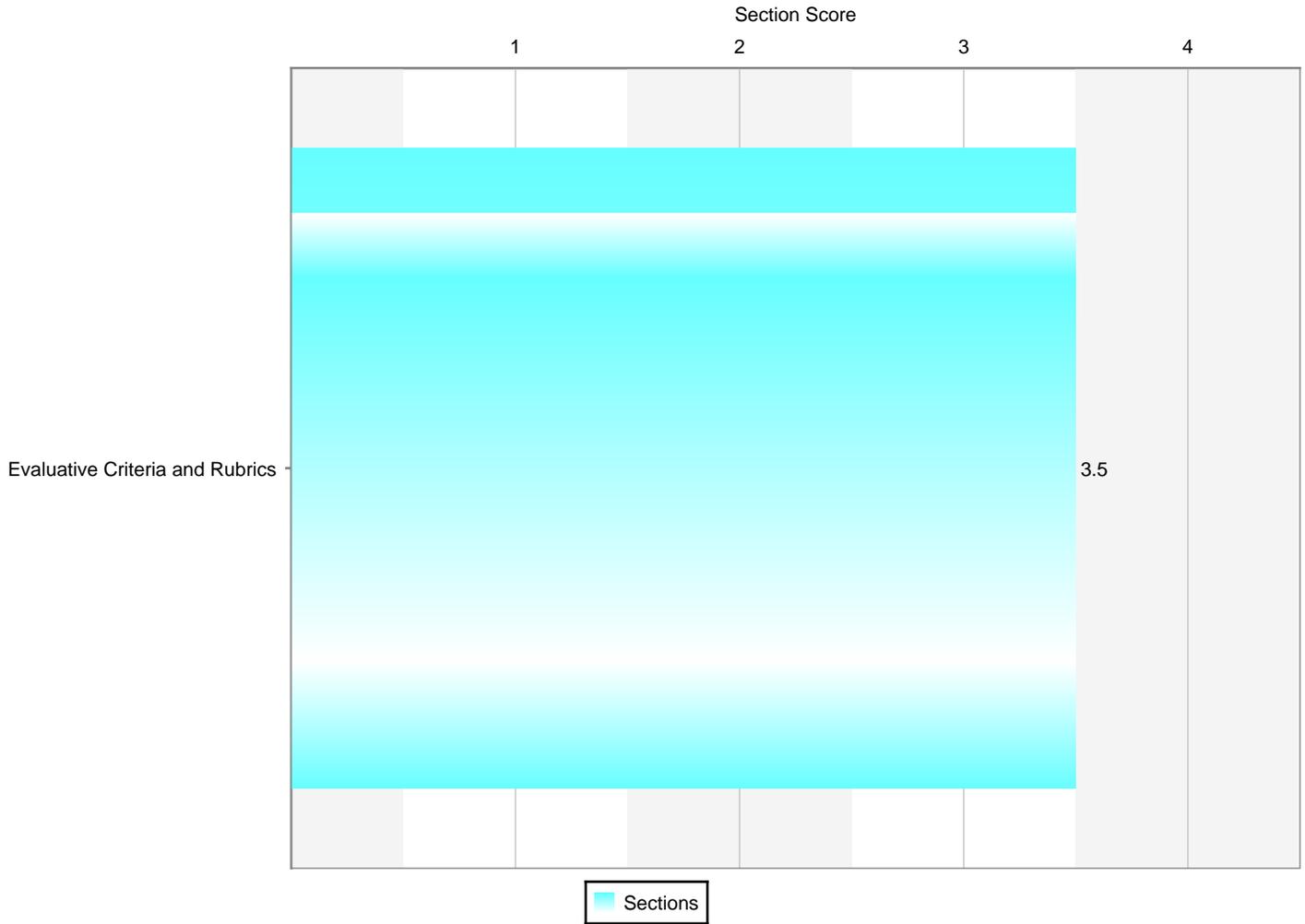
should be a priority for Elba High School.

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

According to survey data, parents and staff alike agree that the governing body of Elba City Schools interferes with the day-to-day operations of the schools and fails to realize the distinction between its roles and responsibilities and those of the school leadership.

Report Summary

Scores By Section



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

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes	Student Performance Data Worksheet, Global Scholar, ARMT and graduation results were evaluated and uploaded	Elba High School Data Profile

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to recent data the areas above expected performance are as follows:

2012-13	AHSGE	2013-14 Seniors	98% passed the Biology portion at the end of the 2012-13 school year
2012-13	ARMT+Math	8th Grade Students	8% increase of students scoring in Levels III & IV when compared to their 2011-12 7th grade scores in Levels III & IV
2012-13	ARMT+Math	8th Grade (Black subgroup)	14% increase in Levels III & IV among black students when compared to their 2010-2011 7th grade scores in Levels III & IV
2012-13	ARMT+Reading	7th Grade Students	79% scored in Levels III & IV

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

A positive trend in performance is noted in 7th grade students scoring in Levels III & IV on the ARMT Reading portion.

Assessment:	School Year:	Percent of Students in Levels III & IV:
ARMT Reading	2009-2010	67.21 %
ARMT Reading	2010-2011	74.67%
ARMT+Reading	2011-2012	75.86%
ARMT+Reading	2012-2013	79%

Using ARMT data in the area of mathematics, no students in 7th and 8th grades scored in Level I in 2010-2011, 2011-2012, or 2012-2013.

Which area(s) indicate the overall highest performance?

At Elba High School there has been an increase in all subject area subtests on the ACT with the largest increase in mathematics and science.

98% of students passed the Biology portion of the AHSGE before the beginning of their 2012-2013 Senior Year.

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

Subgroups that showed a trend toward increasing performance include:

7th Grade Females ARMT-Mathematics 2010-2011 41.38%

2011-2012 53.85%

7th Grade Males ARMT - Mathematics 2009-2010 47.06%
2010-2011 57.44%

Between which subgroups is the achievement gap closing?

The subgroups in which the achievement gap appears to be closing are as follows:

98% of the 2013-2014 Seniors passed the Biology portion of the AHSGE by the end of the 2012-2013 school year indicating a close in the achievement gap for biology.

Based on ARMT scores, the achievement gap is closing at Elba High School between male and female 8th Grade Students:

Subject/Year:	Subgroup:	% Scoring in Levels III & IV:
Reading (2010-2011)	Females	60%
	Males	58.83%
Mathematics(2010-2011)	Females	67.74%
	Males	61.76%

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

At Elba High School, disaggregated data shows that achievement gaps are closing between male and female students and between black and white students when calculating the number of students who meet or exceed standards. These findings are consistent with local school data which includes Global Scholar Test results, mathematics classroom test results, and report cards grades.

Areas in Need of Improvement

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

At Elba High School, mathematics and science are areas that are below the expected levels of performance regarding the percentage of students scoring in Level IV on the ARMT Mathematics Test and the Alabama Science Assessment (ASA).

Grade:	Test:	% Scoring in Level IV:
7	ARMT+	13%
8	ARMT+	11%
7	ASA	15%

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

Elba High School data shows a negative trend in Mathematics performance when comparing the scores of students scoring in Levels III & IV:

7th Grade	ARMT & ARMT+	2009-2010	51.32%
		2010-2011	54.09%
		2011-2012	43.11%
		2012-2013	46%

Which area(s) indicate the overall lowest performance?

The overall lowest performance area for Elba High School is in the area of mathematics. A low percentage of students in specific subgroups scored in Level IV at Elba High School according to ARMT data.

Grade:	Year:	Subgroup:	% scoring in Level IV:
7th Grade	2010-2011	Poverty subgroup	14.55%
	2011-2012	Poverty subgroup	10.87%
8th Grade	2010-2011	Black subgroup	0%
	2011-2012	Black subgroup	0%

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

According to Elba High Schools' ARMT data, there is a decline in student performance among black students in the areas of reading and mathematics in 8th Grade. A trend also exists toward decreasing performance in the area of mathematics for 7th grade students.

Between which subgroups is the achievement gap becoming greater?

At Elba High School, the achievement gap is becoming greater between various subgroups of 7th grade students scoring in Level IV on the ARMT.

2010-2011:

Poverty 14.55%

Non-Poverty 23.81%

2011-2012:

Black 2.13%

White 27.50%

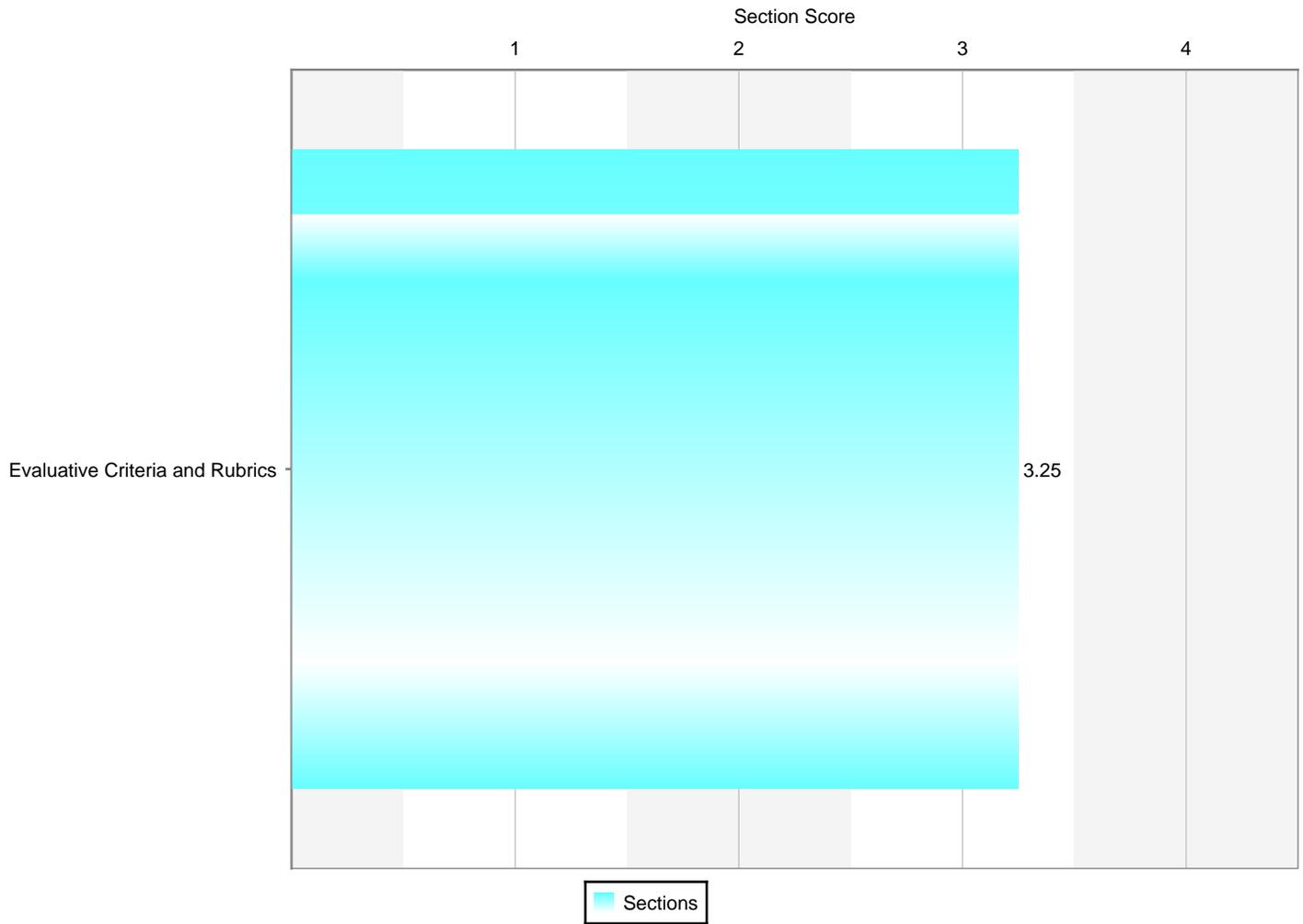
Which of the above reported findings are consistent with findings from other data sources?

At Elba High School, the disaggregated data is consistent with the following local assessments:

Global Scholar data and mathematics classroom tests

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

Assurance	Response	Comment	Attachment
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	The CIP committee met to review the schools mission, identify goals, and assess/evaluate school data. Action steps were developed and implemented to include curriculum assessment, program implementation, and data collection and analysis. Input was received from Elba High School faculty, staff, parents and community. Results from student incident reports, BIC certification data, enrollment, absences (employee/student), teacher certification and program budget information were analyzed. The Continuous Improvement Plan was developed, revised, approved and disseminated to appropriate stakeholders.	EHS CIP Signature Page

Assurance	Response	Comment	Attachment
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	Elba City Schools Board Policy (section 3.44) denies discrimination based on race, color, religion, gender, age, ethnicity, marital status, political beliefs, national origin, social and family background or primary language spoken. Elba City Schools will comply with the Americans with Disabilities Act of 1990. Elba High School follows any and all board policies related to Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act	Equal Opportunity Board Policy and EHS Handbook

Assurance	Response	Comment	Attachment
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	All Elba City Schools' employees are provided a copy of the employee handbook. The handbook includes employee responsibilities in complying with and carrying out non-discriminatory responsibilities. At the beginning of each school year, principals and supervisors review the roles and responsibilities with all employees and employees verify the information is understood by signing and submitting the employee handbook confirmation receipt.	Elba City Schools Employee Handbook

Assurance	Response	Comment	Attachment
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	<p>Parental Involvement is present at Elba High School with guidance from the Elba City Schools Board Policy Section 9.15 that fosters family involvement/empowerment in the school. Parents will be afforded substantial and meaningful opportunities to participate in the education of their children.</p> <p>The Elba City School System will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective and comprehensive parent involvement programs while communicating parental choices and responsibilities to parents.</p>	Parental Involvement Plan and EHS Schedule of Events

Assurance	Response	Comment	Attachment
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	Elba High School is not a Title I school and is not required to have a School-Parent Compact.	

Elba High School CIP 2013-14

Overview

Plan Name

Elba High School CIP 2013-14

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Elba High School will become actively engaged students in English Language classrooms	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
2	Elba High School will increase student cohort graduation rate	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
3	Students at Elba High School will become actively engaged students in mathematics classrooms	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
4	New Teacher Mentoring	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Engage and empower the learner through technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Prepare and support teachers and leaders to graduate "College and Career Ready" students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	All educators and students will have tools to access a comprehensive viable infrastructure when and where it is needed.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Students at Elba High School will become actively engaged students in English Language classrooms

Measurable Objective 1:

70% of All Students will demonstrate a proficiency to become responsible graduates in English Language Arts by 05/29/2014 as measured by lesson plans, facilitation of daily lessons, informal/formal classroom observation feedback, participation in planning meetings, participation in analysis of student data and by adjusting instruction accordingly.

Strategy 1:

Strategic Teaching - Teachers will incorporate before, during and after strategies/activities in daily lessons. Before, during and after activities will be posted visibly in classrooms to ensure that students are engaged during instruction in order to become responsible graduates. A workshop was provided through the Alabama Reading Initiative on the effectiveness of strategic teaching. After walk-throughs were conducted, a follow-up training on strategic teaching was provided to teachers in need of additional training. Teachers were also provided an opportunity to attend a professional study on Phillip C. Schlechty's book "Engaging Students".

Research Cited: Before implementation of strategic teaching strategies, research was conducted that proved active engagement of students produced a higher success rate than students who were not engaged.

Activity - Strategic Teaching Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regional staff from the Alabama Reading Initiative provided inservice training to faculty in order to begin the process of implementing strategic teaching in all classrooms. The Alabama Reading Initiative Regional Coach is available to faculty for further assistance.	Professional Learning	08/21/2013	05/29/2014	\$0	No Funding Required	Curriculum Coordinator, Instructional Coach

Activity - Common Core Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided related to implementing the Alabama Common Core English Language Arts standards while using student engaged classroom instruction. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn-around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/29/2014	\$0	No Funding Required	English Language Arts department chairperson, CCRS team, Principal, Curriculum Coordinator

Activity - Data Disaggregation using Global Scholar, Quality Core and classroom data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

English department meets bi-weekly with curriculum coordinator and instructional coach to assess accumulated data. Data is used to determine individual student success or additional needs. Instruction is modified based on data provided.	Academic Support Program	08/05/2013	05/29/2014	\$0	No Funding Required	Curriculum coordinator, instructional coach, English department chairperson
--	--------------------------	------------	------------	-----	---------------------	---

Activity - Instructional support in classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support is available to teachers as needed by the instructional coach, curriculum coordinators and administrators as needed. Classroom walk-through feedback is provided to teachers to help modify instruction to better meet the needs of the students.	Academic Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Instructional coach, curriculum coordinator and administrators

Activity - Incorporating Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be presented with opportunities to utilize technology in the classroom to enhance their learning experience.	Technology	08/19/2013	05/29/2014	\$0	No Funding Required	Technology Coordinator

Goal 2: Elba High School will increase student cohort graduation rate

Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency in completing all requirements for receiving an Alabama High School Diploma in Mathematics by 05/29/2014 as measured by the number of students graduating with their cohort group due to attendance.

Strategy 1:

Increase student attendance - In order to foster a successful learning environment, students will be encouraged to attend school daily.

Research Cited: Research from Attendance Works shows that regular school attendance promotes graduation.

Activity - Monitor Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student attendance rates will be monitored on a daily basis by the site attendance officer. A student who appears to have numerous absences will be contacted as well as the parent. The attendance officer will make a court referral on students who have received an excessive number of unexcused absences. Policies and guidelines for Elba City Schools attendance policy will be adhered to.	Policy and Process	08/19/2013	05/29/2014	\$0	No Funding Required	Attendance Officer, Principal, and Guidance Counselor

Activity - Alternative placement will be offered in lieu of suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Elba High School

Elba High School has an alternative placement program available to students who might otherwise receive suspension as punishment due to various infractions. This resource will reduce the loss of instructional time that occurs when a student is not in attendance.	Behavioral Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Alternative placement facilitator, truancy coordinator, guidance counselor and school principal
--	----------------------------	------------	------------	-----	---------------------	---

Strategy 2:

Increase student academic success through modified instruction - Students will be monitored for academic success through data compiled at all grade levels. When needed, instruction will be modified and offered to students through alternate means of instruction such as credit recovery and remediation.

Activity - Credit Recovery/Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Credit Recovery is a means by which students that have failed or in danger of failing may earn credit for their classes. This is done by standards based assignments and assessments. Remediation is attempted with at-risk students before Credit Recovery is offered.	Academic Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Guidance Counselor, School administrators

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as Tier 2 or Tier 3 (at risk) will receive small group and/or individualized instruction based on the response to instruction (Rtl) teams recommendations. Teachers will monitor progress through observations, teacher made assessments, program assessments and other sources.	Academic Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Instructional Support coach, Classroom teachers, School administration, Special Education personnel, Guidance Counselor

Goal 3: Students at Elba High School will become actively engaged students in mathematics classrooms

Measurable Objective 1:

A 70% increase of All Students will demonstrate a proficiency to become responsible graduates in Mathematics by 05/29/2014 as measured by teachers will incorporate strategic teaching in daily lessons. These strategic teaching components will be posted in classrooms. Students will be encouraged to assume responsibility for their learning.

Strategy 1:

Strategic Teaching - Teachers will incorporate before, during and after strategies/activities in daily lessons. Before, during and after activities will be posted visibly in classrooms and teachers will ensure that students are engaged in learning activities while assuming responsibility for their own learning in order to become responsible graduates.

Research Cited: Before implementation of strategic teaching strategies, research was conducted that proved active engagement of students produced a higher success rate than students who were not engaged. A workshop was provided through the Alabama Reading Initiative on the effectiveness of strategic teaching. After walk-throughs were conducted, a follow-up training on strategic teaching was provided to teachers in need of additional training.

Teachers were also provided an opportunity to attend a professional study on Phillip C. Schlechty's book "Engaging Students".

Activity - Strategic Teaching Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regional staff from the Alabama Reading Initiative provided inservice training to faculty in order to begin the process of implementing strategic teaching in all classrooms. The Alabama Reading Initiative Regional Coach is available to faculty for further assistance. Alabama Reading Initiative instructor provided inservice training to faculty in order to begin the process of implementing strategic in to all classrooms. Alabama Reading Initiative Regional Coach is available to faculty for further assistance on an as needed basis. This strategy will be used in all content area classes, including math.	Professional Learning	07/01/2013	05/29/2014	\$0	No Funding Required	Curriculum Coordinator, School administrator, Instructional Support Coach
Activity - Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided related to implementing the Alabama Math Standards while using student engaged classroom instruction. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn- around training for the remainder of the faculty.	Academic Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Mathematics Department Chairperson, Curriculum Coordinator, CCRS Team, Principal
Activity - Data Disaggregation using Global Scholar, Quality Core and classroom data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics department meets bi-weekly with curriculum coordinator and instructional coach to assess accumulated data. Data is used to determine individual student success or additional needs. Instruction is modified based on data provided.	Academic Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Curriculum coordinator, Mathematics department personnel, instructional supprt coach, school administrators

Activity - Instructional support in classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support is available to teachers as needed by the instructional coach, curriculum coordinators and administrators as needed. Classroom walk-through feedback is provided to teachers to help modify instruction to better meet the needs of the students.	Academic Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Instructional Support coach, Curriculum Coordinator, School Administrators

Activity - Integrating Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be presented with opportunities to utilize technology in the classroom to enhance their learning experience.	Technology	08/19/2013	05/29/2014	\$0	No Funding Required	Technology Coordinator

Goal 4: New Teacher Mentoring

Measurable Objective 1:

collaborate to train new teachers in order to recruit highly certified staff by 07/31/2014 as measured by decrease in teacher turnover.

Strategy 1:

Mentor/Mentee Assignments - Prior to the beginning of the school year, each certified new hire will be assigned a mentor for their first school year

Research Cited: Research supports that new staff members will be successful if they receive support or mentor in their professional practice

Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the school year, Mentors and Mentee will attend an orientation at the Central Office. System information as well as school information will be reviewed with them.	Recruitment and Retention	07/01/2013	06/30/2014	\$0	No Funding Required	Mentors as assigned by principal or central office staff

Goal 5: Engage and empower the learner through technology

Measurable Objective 1:

demonstrate a proficiency In use of digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate and share and present information by 05/30/2014 as measured by student products and decreased usage of paper and hard copy materials.

Strategy 1:

Digital Tools - All learners will have effective, engaging,, challenging, and empowering learning professional development opportunities to develop strategies that incorporate the use of digital tools in daily curriculum. Evidenced by online student portfolios, principals report using classroom/student observation tools, final student products/performance will demonstrate mastery of State Course of Study standards, decreased usage of paper and hard copy materials and implementation of Course of Study Lesson plans

Research Cited: Research supports that use of technology will increase student engagement.

Activity - Training on different digital platforms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to utilize digital platforms.	Professional Learning	08/19/2013	05/30/2014	\$0	No Funding Required	Technology Coordinator, Principal, Federal Program Director

Goal 6: Prepare and support teachers and leaders to graduate "College and Career Ready" students

Measurable Objective 1:

demonstrate a proficiency where teachers will be prepared to assist students in the use of digital resources and technology tools in order to provide quality, engaging learning experiences that prepare students with skills needed to be successful in school by 05/30/2014 as measured by walkthroughs.

Strategy 1:

Global Scholar - Teachers will receive additional professional development throughout the school year on the availability and use of digital resources and technology tools

Research Cited: Research supports that use of technology increases student achievement

Activity - Global Scholar/ Stride Academy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive additional Global Scholar and Stride Academy training throughout the 2013-2014 school year.The training will include how the performance series tests are given and the time frame for the benchmark tests throughout the year. The teachers will be trained on how to develop their mid and end of the 9 weeks tests using the achievement series. Training will also include how to develop data and how to interpret the information through data analysis. Stride Academy training will assist teachers in utilizing the Stride Academy program in their classrooms.	Professional Learning	08/19/2013	05/30/2014	\$0	No Funding Required	Technology Coordinator, Curriculum Coordinator

Goal 7: All educators and students will have tools to access a comprehensive viable infrastructure when and where it is needed.

Measurable Objective 1:

demonstrate a proficiency In ensuring students, teachers, and administration have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators). by 05/30/2014 as measured by Transform 2020 survey results.

Strategy 1:

Elba High School will upgrade the "wired" network - Students, teachers and administrators will have excellent , viable bandwidth and wireless connectivity in order to ensure access to the Internet, digital resources, productivity tools, online assessments and data.

Research Cited: Research indicates that the use of technology will increase student engagement and improvement student achievement.

Activity - Wired Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elba High School will upgrade "wired" network	Technology	08/19/2013	05/30/2014	\$0	No Funding Required	Technology Coordinator, Curriculum Coordinator

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
Instructional support in classroom	Instructional support is available to teachers as needed by the instructional coach, curriculum coordinators and administrators as needed. Classroom walk-through feedback is provided to teachers to help modify instruction to better meet the needs of the students.	Academic Support Program	08/19/2013	05/29/2014	\$0	Instructional Support coach, Curriculum Coordinator, School Administrators
Common Core Implementation	Training will be provided related to implementing the Alabama Common Core English Language Arts standards while using student engaged classroom instruction. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn-around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/29/2014	\$0	English Language Arts department chairperson, CCRS team, Principal, Curriculum Coordinator
Response to Instruction	Students identified as Tier 2 or Tier 3 (at risk) will receive small group and/or individualized instruction based on the response to instruction (RtI) teams recommendations. Teachers will monitor progress through observations, teacher made assessments, program assessments and other sources.	Academic Support Program	08/19/2013	05/29/2014	\$0	Instructional Support coach, Classroom teachers, School administration, Special Education personnel, Guidance Counselor
Data Disaggregation using Global Scholar, Quality Core and classroom data	English department meets bi-weekly with curriculum coordinator and instructional coach to assess accumulated data. Data is used to determine individual student success or additional needs. Instruction is modified based on data provided.	Academic Support Program	08/05/2013	05/29/2014	\$0	Curriculum coordinator, instructional coach, English department chairperson

ACIP

Elba High School

Global Scholar/ Stride Academy Training	Teachers will receive additional Global Scholar and Stride Academy training throughout the 2013-2014 school year. The training will include how the performance series tests are given and the time frame for the benchmark tests throughout the year. The teachers will be trained on how to develop their mid and end of the 9 weeks tests using the achievement series. Training will also include how to develop data and how to interpret the information through data analysis. Stride Academy training will assist teachers in utilizing the Stride Academy program in their classrooms.	Professional Learning	08/19/2013	05/30/2014	\$0	Technology Coordinator, Curriculum Coordinator
Data Disaggregation using Global Scholar, Quality Core and classroom data	Mathematics department meets bi-weekly with curriculum coordinator and instructional coach to assess accumulated data. Data is used to determine individual student success or additional needs. Instruction is modified based on data provided.	Academic Support Program	08/19/2013	05/29/2014	\$0	Curriculum coordinator, Mathematics department personnel, instructional supprt coach, school administrators
Credit Recovery/Remediation	Credit Recovery is a means by which students that have failed or in danger of failing may earn credit for their classes. This is done by standards based assignments and assessments. Remediation is attempted with at-risk students before Credit Recovery is offered.	Academic Support Program	08/19/2013	05/29/2014	\$0	Guidance Counselor, School administrators
Incorporating Technology	Students will be presented with opportunities to utilize technology in the classroom to enhance their learning experience.	Technology	08/19/2013	05/29/2014	\$0	Technology Coordinator
Training on different digital platforms	Teachers will be trained to utilize digital platforms.	Professional Learning	08/19/2013	05/30/2014	\$0	Technology Coordinator, Principal, Federal Program Director
Common Core	Training will be provided related to implementing the Alabama Math Standards while using student engaged classroom instruction. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn- around training for the remainder of the faculty.	Academic Support Program	08/19/2013	05/29/2014	\$0	Mathematics Department Chairperson, Curriculum Coordinator, CCRS Team, Principal
Alternative placement will be offered in lieu of suspension	Elba High School has an alternative placement program available to students who might otherwise receive suspension as punishment due to various infractions. This resource will reduce the loss of instructional time that occurs when a student is not in attendance.	Behavioral Support Program	08/19/2013	05/29/2014	\$0	Alternative placement facilitator, truancy coordinator, guidance counselor and school principal

ACIP

Elba High School

Strategic Teaching Professional Development	Regional staff from the Alabama Reading Initiative provided inservice training to faculty in order to begin the process of implementing strategic teaching in all classrooms. The Alabama Reading Initiative Regional Coach is available to faculty for further assistance.	Professional Learning	08/21/2013	05/29/2014	\$0	Curriculum Coordinator, Instructional Coach
Strategic Teaching Professional Development	Regional staff from the Alabama Reading Initiative provided inservice training to faculty in order to begin the process of implementing strategic teaching in all classrooms. The Alabama Reading Initiative Regional Coach is available to faculty for further assistance. Alabama Reading Initiative instructor provided inservice training to faculty in order to begin the process of implementing strategic in to all classrooms. Alabama Reading Initiative Regional Coach is available to faculty for further assistance on an as needed basis. This strategy will be used in all content area classes, including math.	Professional Learning	07/01/2013	05/29/2014	\$0	Curriculum Coordinator, School administrator, Instructional Support Coach
Wired Network	Elba High School will upgrade "wired" network	Technology	08/19/2013	05/30/2014	\$0	Technology Coordinator, Curriculum Coordinator
Integrating Technology	Students will be presented with opportunities to utilize technology in the classroom to enhance their learning experience.	Technology	08/19/2013	05/29/2014	\$0	Technology Coordinator
Instructional support in classroom	Instructional support is available to teachers as needed by the instructional coach, curriculum coordinators and administrators as needed. Classroom walk-through feedback is provided to teachers to help modify instruction to better meet the needs of the students.	Academic Support Program	08/19/2013	05/29/2014	\$0	Instructional coach, curriculum coordinator and administrators
New Teacher Orientation	Prior to the school year, Mentors and Mentee will attend an orientation at the Central Office. System information as well as school information will be reviewed with them.	Recruitment and Retention	07/01/2013	06/30/2014	\$0	Mentors as assigned by principal or central office staff
Monitor Attendance	Student attendance rates will be monitored on a daily basis by the site attendance officer. A student who appears to have numerous absences will be contacted as well as the parent. The attendance officer will make a court referral on students who have received an excessive number of unexcused absences. Policies and guidelines for Elba City Schools attendance policy will be adhered to.	Policy and Process	08/19/2013	05/29/2014	\$0	Attendance Officer, Principal, and Guidance Counselor
Total					\$0	