



## **ACIP**

Escambia County High School

Escambia County Board of Education

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# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Proudly holding the title of the first public high school in the state of Alabama, Escambia County High School is located within the city limits of Atmore, Alabama. We are part of the Escambia County Public School System, and are classified as a 4A, Title I school. There are four public schools located in Atmore, all part of the Escambia County School District. Rachel Patterson Elementary, Huxford Elementary, and Escambia County Middle School all feed in to Escambia County High School. We are the largest school in Escambia County, with the current enrollment for the 2017-18 school year standing at 421 students. ECHS has its own Career and Technical school located right on campus, offering a variety of options to the students in both academics and vocational education.

Our diverse population of 419 (in August 2017) includes 349 Black students (83%), 51 White students (12%), 17 American Indian students (4%), 2 Hispanic students (.4%), and 2 Multiracial students (.5%).

Because over 80% of the students at ECHS are on Free or Reduced Lunch, we qualify for Title I funds. This status presents a specific set of both features and challenges that makes Escambia County High School very unique. ECHS is able to offer a great deal of resources to students that would otherwise be unavailable. Those students who are economically disadvantaged rely heavily upon the services provided by the schools, and community involvement in the school is an area of strength.



## **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 Mission of Escambia County High School is to develop students who are literate, self-disciplined, tolerant, and productive members of society. Academic, vocational, and technological experiences are provided to all students within a safe learning environment.

The ECHS team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community. All aspects of the school's organization, curricular, and cocurricular activities are child centered and designed to accommodate individual learning styles so that all may experience success. We believe that every person is unique and deserves the opportunity to achieve his/her potential, diversity strengthens individuals and the community and that learning is an essential lifelong process.

Students are unique in their needs, thought processes, learning styles and will be motivated in different ways. Parental support and involvement is necessary to motivate students' for optimum success in education. When desire and vision are involved we believe that, given the opportunities, a student can learn and achieve with success. It is essential for each educator to demonstrate genuine concern and care for each student and show desire for each student to learn.

Students will learn to be productive citizens, given a stimulating environment, enough time and the right 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.**

Escambia County High School has seen its shares of ups and downs over the years. Areas of improvement include our push toward increased student technology. ECHS is leading the district in an initiative to put technology into the hands of every student, and we boast the largest inventory of technological tools for student use in the county. ECHS has a 1:1 ratio of students with Chrome Books. The use of Google Apps for Education is already in full implementation in most of our course, both core and elective. Each student has their own Google account, with access to school resources even when at home.

On the side of improvement, overall attendance for students is an issue-and has been for some time. Attendance is projected to improve in the upcoming years, however, as ECHS has and will continue to utilize the School Cast system to notify parents if a student is absent from or tardy to school. This, along with the use of the truancy diversion program, is designed to discourage absenteeism. With new state requirements, ECHS looks ahead to each new year with high hopes for the students to continue to make significant academic gains through 2020.

## **Additional Information**

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

Escambia County High School boasts an abundance of athletic, academic, and artistic opportunities for all students:

ECHS is the only high school in Escambia County with its own Career Technical school. Career Prep, Hospitality and Tourism, Culinary Arts, Welding, Cosmetology, Health Science, and Carpentry are all offered to the students right on campus.

Dual Enrollment opportunities are abundant for students, both on and off campus and from a variety of schools. Students can take classes from local community colleges as well as Troy University, and these services are provided to students at no cost.

# **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.**

All teachers are involved in the planning, implementation and evaluation of the improvement plan for Escambia County High School. ECHS also involves the students in the process. ECHS has a Leadership Team who's members include teachers, students, and community members. These individuals are chosen based on subject area taught (for teachers) and grade level (for students) to ensure equal and adequate representation. Community involvement is very important to the success of ECHS, and every effort is made to involve community stakeholders in all aspects of the school. Members of the community are selected for specific involvement with input from existing stakeholders, and volunteers are always welcomed. Stakeholders receive mailings informing them of their role and the dates and times of meetings. All who wish to be involved in any aspect of planning for the school are welcome to visit the school at any time that is convenient for them, and in the evenings by appointment. ECHS makes every effort to schedule meetings at convenient times.

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

Teachers are chosen to participate on the Leadership Team based on content area taught to ensure all subject areas are adequately represented. Students are chosen based on grade level for the same reason. Community members have the same representation as parents and students, and their input is valued at the same level as school employees. They may attend all planning meetings, and may request additional information at any time.

The Instructional Leadership Team for Escambia County High School includes the following individuals:

Dennis Fuqua, Principal  
Kevin Everett, Assistant Principal  
Randall Jackson, Assistant Principal  
Wendy Hachtel, Math Teacher  
Sturleen Morris, Library Media Specialist  
Baker, English Teacher  
Yolonda Walters, STAR Academy  
Suzanne Helton, Career Tech Teacher  
Charlotte Lucas, English Teacher  
Nancy Haddix, Social Studies Teacher  
Teresa Hunter, Counselor

**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 finished plan is published in many areas, including the school's web site. The faculty and students review the plan as a whole during a  
SY 2017-2018

faculty meeting at the beginning of the school year. It is available for public viewing at the Parent Resource Center (PRC), located in the ECHS main office year-round. Forms for additional input are also available at the PRC, and comments may be e-mailed or phoned in at the stakeholders' convenience. All concerns will be addressed in a timely manner.

# **Student Performance Diagnostic**



## **Introduction**

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

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

## Areas of Notable Achievement

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

The Reading and English portions of the ACT and the English portion of ASPIRE

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

Benchmark percentages on the English portion of the ACT have shown a steady increase, from 21% in 13-14 to 23% in 15-16. The Reading test also showed increase, from 11% in 15-16 to 18% in 16-17.

ASPIRE data shows that the English component is the strongest for ECHS students, with an average scale score of 423, far higher than the remaining components.

### Which area(s) indicate the overall highest performance?

The English component of the ACT is the highest performing area for students at ECHS.

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

No data available.

### Between which subgroups is the achievement gap closing?

Not applicable

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

STAR data supports student performance levels on ACT / Aspire. STAR reports from this school year showed an increased Scale Score over three different test administrations. There was an overall gain of 26 scale score points (from 686 in the first quarter. to 712 in the 4th quarter) in 10th grade students and a gain of 21 scale score points (from 713 in the first quarter to 734 in the second quarter) in 11th grade students.

## Areas in Need of Improvement

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

The Math and Reading components of the ACT.

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

The percentage of students who achieved benchmark scores in the Math and Science components of the ACT are lower than the other two components, and have shown little change from previous administrations. See Data Document (attached) for specific data to show this trend.

**Which area(s) indicate the overall lowest performance?**

The Math and Science components of the ACT.

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

No data available.

**Between which subgroups is the achievement gap becoming greater?**

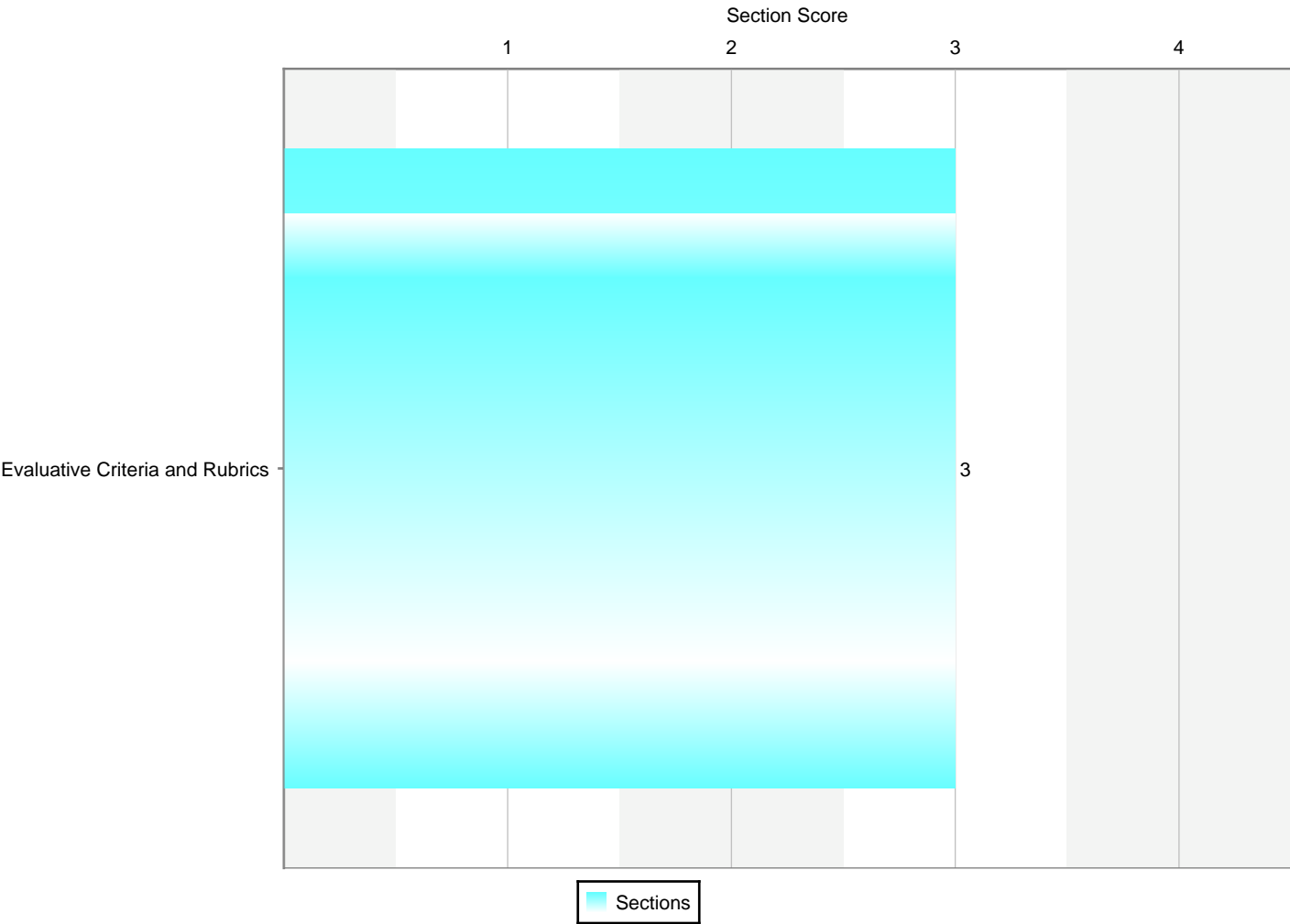
Not applicable

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

Though STAR data shows an improvement in average scale score for Algebra students, the mean scores are extremely low (577 at the final test administration). Teacher turnover in Algebra classes were of major issue, this inconsistency most likely being a major cause for such low scores.

Report Summary

Scores By Section



## **2017-2018 ACIP Assurances**

## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.



## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The Instructional Leadership Team for Escambia County High School includes the following individuals: Dennis Fuqua - Principal Kevin Everett - Assistant Principal Ashley Mosley - Special Education Teacher Wendy Hachtel - Math Teacher Sturleen B. Morris - Library Media Specialist Sheena Baker - ELA Teacher Yolanda Walters - STAR Academy Suzanne Helton - Career Tech Teacher Charlotte Lucas - ELA Teacher Nancy Haddix - Social Studies Teacher Tyler Boatwright - Science Teacher Teresa Nipper - Career Tech Teacher Teresa Hunter - Counselor Ashley Trawick - Counselor	Team Signatures

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		Assurances 2

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mona Simmons, Human Resources Director 251-867-1014 301 Belleville Ave Brewton, AL 36427  J. Dennis Fuqua, Principal 251-368-9181 1215 S. Presley St Atmore, AL 36502	Assurance 3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	see Parent and Family Engagement attached	Diagnostic

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See Parent Compact	ECHS Compact

## **ECHS CIP 17-18**

# Overview

## Plan Name

ECHS CIP 17-18

## Plan Description

ECHS CIP 17-18

## 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	Engage and empower the learner in a safe and supportive school environment.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$28322
2	Improvement in Student Achievement	Objectives: 3 Strategies: 5 Activities: 8	Organizational	\$193810
3	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: Engage and empower the learner in a safe and supportive school environment.

### Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/31/2017 as measured by discipline reports, parent surveys, and the needs assessment.

### Strategy 1:

Maintain positive and safe learning environment - Positive relationships with parents and families, interventions for adverse student behaviors, new teacher mentoring, and ensuring a smooth transition both to and from High School will ensure a positive and safe learning environment.

Category: Develop/Implement Student and School Culture Program

Activity - Increase Communication with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contact with parents will be made regularly regarding events and occurrences at ECHS. All effort will be made to increase family engagement and contact with parents of at-risk students through a school Facebook page, the SchoolCast system and mailings home (postage provided). Parents will also have items available in the parent resource center.	Parent Involvement	08/09/2017	05/25/2018	\$2122	Title I Part A	All staff
Activity - Transition Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition 1: From Middle school to High school. 8th grade tour of the High school. Counselors go to the Middle school. 2: From High to College or Career. Dual Enrollment and Career Tech (CTE)	Career Preparation/Orientation	08/09/2017	05/25/2018	\$0	No Funding Required	Administration
Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring surveys will be given out at the beginning, middle, and end of the year. Teachers will keep a mentoring log of meetings that will include lesson planning, grading assessment guidelines/strategies, resources, and questions.	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

### Strategy 2:

Student Support Services - Students support services will be provided to assist at-risk student and prevent dropouts.

Category: Develop/Implement Learning Supports

Activity - Truancy Diversion and Summer Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who fail to meet compulsory attendance laws will have the Truancy Diversion program and the Summer Enrichment Program available for absences and credit recovery. Two summer school teachers will be retained for June. An assistant principal will also be retained for up to 25 days in the summer for summer-school administration and at-risk students	Academic Support Program	08/09/2017	05/25/2018	\$11200	Title I Part A	Attendance office, Administration
Activity - Behavior Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affects their learning.	Behavioral Support Program	09/14/2017	05/18/2018	\$12000	District Funding	Teachers, Counselors and administrators
Activity - STAR Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Academy program, designed to promote current 8th grade students two full grade levels upon completion, will provide at-risk students the opportunity to make up years they may have been retained at the Middle School Level. A counselor will be assigned for guiding students, as well as parents and families, through the transition phases of the program.	Academic Support Program	08/09/2017	05/25/2018	\$3000	Title I Part A	STAR Academy Teachers, Counselor, Administration

## Goal 2: Improvement in Student Achievement

### Measurable Objective 1:

collaborate to increase student achievement in Math by 05/25/2018 as measured by improvement on ACT and Chalkable Assessments.

### (shared) Strategy 1:

Improvement in Instruction - School wide focus on improving instruction in all areas.

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

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize instructional best practices in all courses daily. Instructional materials will also be used as often as possible, including science equipment for labs / hands-on activities, laminated manipulatives, posters in the classroom, calculators in math courses, instructional equipment, class sets of reading materials for students, as well as a copy machine.	Direct Instruction	08/09/2017	05/25/2018	\$21068	Title I Part A, Title I Part A	All teachers and school administrators
Activity - Powerschool Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

9th, 10th, and 11th grade students will take Powerschool Benchmark and Formative assessments in Reading and Math three times during the school year to determine achievement levels.	Academic Support Program	08/28/2017	05/18/2018	\$35000	District Funding	Teachers, Administration, Counselors
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**Strategy 2:**

Intensive Math Instruction - Implementation of a math initiative designed to assess and reteach math skills to improve student achievement.

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

Activity - Intensive Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed weekly on specific math skills. These assessments will be reviewed and low-performing areas will be retaught and reassessed. Powerschool assessments will also be utilized.	Academic Support Program	08/16/2017	05/18/2018	\$0	No Funding Required	Math teachers, administration

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be available to students in math.	Academic Support Program	10/09/2017	05/11/2018	\$7600	Title I Part A	Math Teachers, Administration

**Measurable Objective 2:**

collaborate to increase student achievement in reading by 05/25/2018 as measured by improvement on The ACT and Chalkable Assessments.

**(shared) Strategy 1:**

Improvement in Instruction - School wide focus on improving instruction in all areas.

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

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize instructional best practices in all courses daily. Instructional materials will also be used as often as possible, including science equipment for labs / hands-on activities, laminated manipulatives, posters in the classroom, calculators in math courses, instructional equipment, class sets of reading materials for students, as well as a copy machine.	Direct Instruction	08/09/2017	05/25/2018	\$21068	Title I Part A, Title I Part A	All teachers and school administrators

Activity - Powerschool Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th, 10th, and 11th grade students will take Powerschool Benchmark and Formative assessments in Reading and Math three times during the school year to determine achievement levels.	Academic Support Program	08/28/2017	05/18/2018	\$35000	District Funding	Teachers, Administration, Counselors

**Measurable Objective 3:**

increase student growth through instructional technology, intervention strategies, online course availability and extended day services by 05/25/2018 as measured by an overall increase in student achievement.



**Strategy 1:**

Interventions and Online Opportunities - All students will be the focus for additional resources as needed. The primary area of concern will be those students who struggle in the areas of reading and math, but remediation for standardized testing will also be an area of focus. All student will have the opportunity to take online courses through the Access program offered through Troy University.

Category: Develop/Implement Learning Supports

Activity - Access Online Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Access online courses provide students with a variety of options, making up for a lack of school personnel or required courses offered. An instructional aide, under the supervision of the Library Media Specialist, will be retained for this position. Funding includes salary, substitutes, and other compensation	Academic Support Program	08/09/2017	05/25/2018	\$31793	Title I Part A	Administration , Access Facilitator

Activity - Academic Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An academic interventionist has been hired to provide assistance for students who are struggling in the areas of reading and math school wide. Funding includes salary, substitutes, instructional money and other compensation.	Direct Instruction	08/09/2017	05/25/2018	\$74282	Title I Part A	Administration , Interventionist

**Strategy 2:**

Ensuring Preparedness for Teaching and Leading - Ensure teachers and instructional leaders are prepared to teach and lead students so that they are prepared for work and life in a digital world.

Category: Develop/Implement Professional Learning and Support

Research Cited: National Education Association. (2008). Access, adequacy, and equity in education technology: Results of a survey of America's teachers and support professionals on technology in public schools and classrooms. Washington, DC: Author.

Walden University (July 28, 2010). Educators, technology and 21st century skills: Dispelling five myths. [www.waldenu.edu/Degree-Programs/Masters/36427.htm](http://www.waldenu.edu/Degree-Programs/Masters/36427.htm).

Activity - Staff Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and Administration will have funding to attend conferences or workshops that would be beneficial in instruction or professional development.	Professional Learning	08/08/2017	05/25/2018	\$7000	Title I Part A	Administration and Teachers

**Strategy 3:**

Technology and Extended Day Services - Instructional Technology will be provided for students throughout the school year

Category: Develop/Implement Learning Supports

Activity - 1:1 Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks, Google Apps for Education, peripherals, software and supplies will be available for all students and teachers for classroom instruction. Additional accessories and peripherals will be purchased to maintain school inventory (also accounting for loss/damage).	Technology	08/09/2017	05/25/2018	\$17067	Title I Part A	All staff and students

## Goal 3: Achieving English Language Proficiency

### Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance..

### Strategy 1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress.

Category: Develop/Implement Learning Supports

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers

Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/08/2017	05/25/2018	\$0	No Funding Required	All teachers and school administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Powerschool Assessments	9th, 10th, and 11th grade students will take Powerschool Benchmark and Formative assessments in Reading and Math three times during the school year to determine achievement levels.	Academic Support Program	08/28/2017	05/18/2018	\$35000	Teachers, Administration, Counselors
Behavior Intervention Program	Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affects their learning.	Behavioral Support Program	09/14/2017	05/18/2018	\$12000	Teachers, Counselors and administrators
<b>Total</b>					<b>\$47000</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1:1 Initiative	Chromebooks, Google Apps for Education, peripherals, software and supplies will be available for all students and teachers for classroom instruction. Additional accessories and peripherals will be purchased to maintain school inventory (also accounting for loss/damage).	Technology	08/09/2017	05/25/2018	\$17067	All staff and students
STAR Academy	The STAR Academy program, designed to promote current 8th grade students two full grade levels upon completion, will provide at-risk students the opportunity to make up years they may have been retained at the Middle School Level. A counselor will be assigned for guiding students, as well as parents and families, through the transition phases of the program.	Academic Support Program	08/09/2017	05/25/2018	\$3000	STAR Academy Teachers, Counselor, Administration
Instructional Best Practices	All teachers will utilize instructional best practices in all courses daily. Instructional materials will also be used as often as possible, including science equipment for labs / hands-on activities, laminated manipulatives, posters in the classroom, calculators in math courses, instructional equipment, class sets of reading materials for students, as well as a copy machine.	Direct Instruction	08/09/2017	05/25/2018	\$17068	All teachers and school administrators

**ACIP**

## Escambia County High School

Instructional Best Practices	All teachers will utilize instructional best practices in all courses daily. Instructional materials will also be used as often as possible, including science equipment for labs / hands-on activities, laminated manipulatives, posters in the classroom, calculators in math courses, instructional equipment, class sets of reading materials for students, as well as a copy machine.	Direct Instruction	08/09/2017	05/25/2018	\$4000	All teachers and school administrators
Access Online Courses	Access online courses provide students with a variety of options, making up for a lack of school personnel or required courses offered. An instructional aide, under the supervision of the Library Media Specialist, will be retained for this position. Funding includes salary, substitutes, and other compensation	Academic Support Program	08/09/2017	05/25/2018	\$31793	Administration, Access Facilitator
Math Tutoring	Tutoring will be available to students in math.	Academic Support Program	10/09/2017	05/11/2018	\$7600	Math Teachers, Administration
Truancy Diversion and Summer Programs	Students who fail to meet compulsory attendance laws will have the Truancy Diversion program and the Summer Enrichment Program available for absences and credit recovery. Two summer school teachers will be retained for June. An assistant principal will also be retained for up to 25 days in the summer for summer-school administration and at-risk students	Academic Support Program	08/09/2017	05/25/2018	\$11200	Attendance office, Administration
Academic Interventionist	An academic interventionist has been hired to provide assistance for students who are struggling in the areas of reading and math school wide. Funding includes salary, substitutes, instructional money and other compensation.	Direct Instruction	08/09/2017	05/25/2018	\$74282	Administration, Interventionist
Increase Communication with Parents	Contact with parents will be made regularly regarding events and occurrences at ECHS. All effort will be made to increase family engagement and contact with parents of at-risk students through a school Facebook page, the SchoolCast system and mailings home (postage provided). Parents will also have items available in the parent resource center.	Parent Involvement	08/09/2017	05/25/2018	\$2122	All staff
Staff Development	Faculty and Administration will have funding to attend conferences or workshops that would be beneficial in instruction or professional development.	Professional Learning	08/08/2017	05/25/2018	\$7000	Administration and Teachers
<b>Total</b>					<b>\$175132</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

Escambia County High School

Ensure Academic Success for EL Students	Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	All teachers
Teacher Mentoring	Mentoring surveys will be given out at the beginning, middle, and end of the year. Teachers will keep a mentoring log of meetings that will include lesson planning, grading assessment guidelines/strategies, resources, and questions.	Professional Learning	08/09/2017	05/25/2018	\$0	Teachers
Transition Strategies	Transition 1: From Middle school to High school. 8th grade tour of the High school. Counselors go to the Middle school. 2: From High to College or Career. Dual Enrollment and Career Tech (CTE)	Career Preparation/Orientation	08/09/2017	05/25/2018	\$0	Administration
Intensive Math Instruction	Students will be assessed weekly on specific math skills. These assessments will be reviewed and low-performing areas will be retaught and reassessed. Powerschool assessments will also be utilized.	Academic Support Program	08/16/2017	05/18/2018	\$0	Math teachers, administration
Providing Information to Parents	The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/08/2017	05/25/2018	\$0	All teachers and school administration
<b>Total</b>					<b>\$0</b>	

# **Stakeholder Feedback Diagnostic**

## **Introduction**

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		17-18 Stakeholder



## Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

**Areas of Notable Achievement**

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

Staff and parent surveys indicate strong approval in the areas of purpose and approval.

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

Governance and Leadership, along with Purpose and Direction were among the higher rated on the staff and parent survey

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

Staff and parent surveys show that 84% of staff feel that the school maintains facilities that support student learning.

## **Areas in Need of Improvement**

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

Staff and parent surveys show teaching and assessing for learning is not as strong as it needs to be: teachers are not utilizing assessment analysis as they should be.

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

The standard for Teaching and Assessing for Learning shows lower satisfaction for all adults surveyed, and using results for continuous improvement.

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

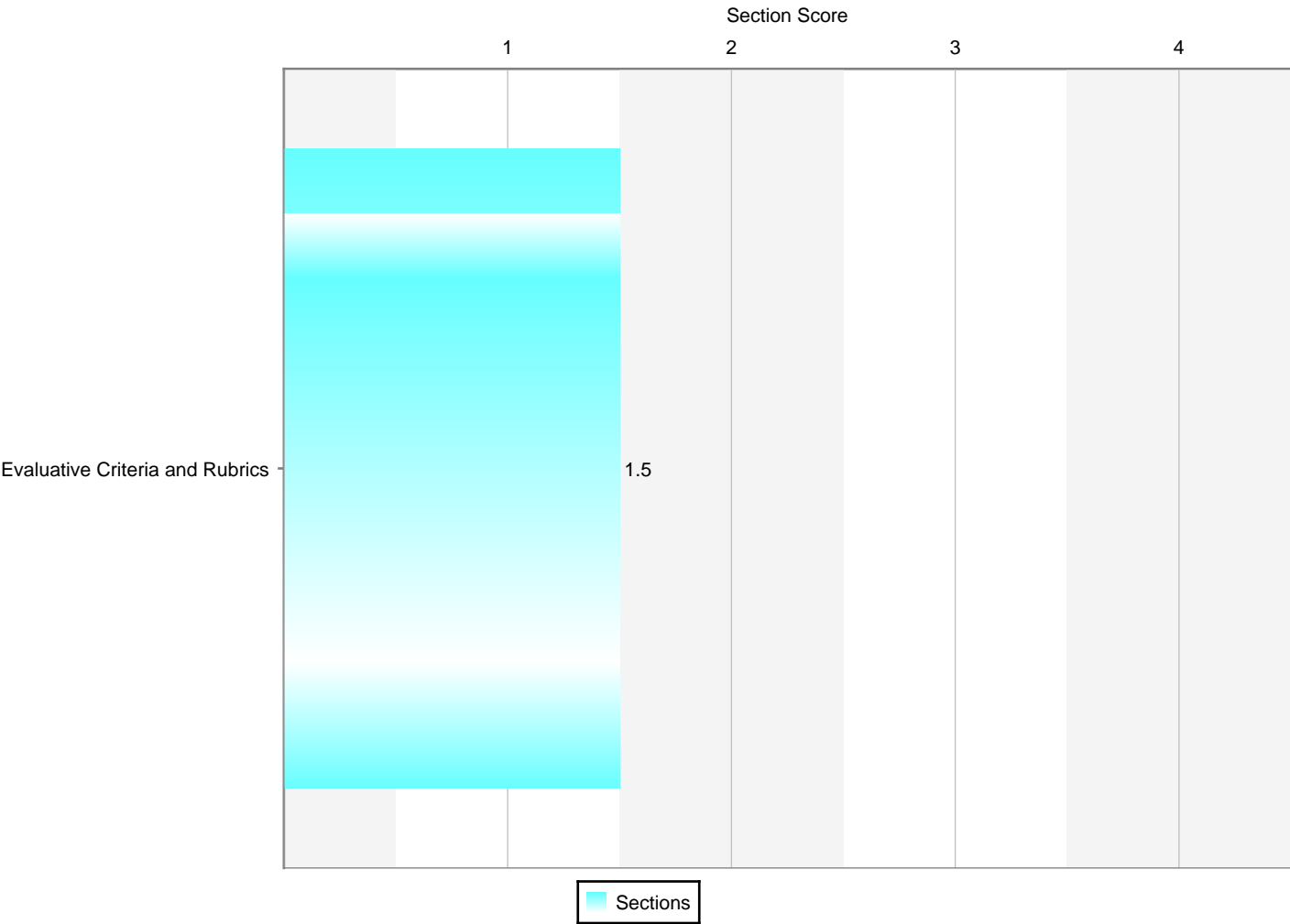
It is necessary to ensure that the community has faith in the instruction that students are receiving at Escambia County High School, and students need to feel that their property is safe when they come to school.

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

Staff and parent survey show that improvement is needed in engaging families in their children's learning progress.

Report Summary

Scores By Section



# **2017-2018 Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))**

### **How was the comprehensive needs assessment conducted?**

The parents, faculty, and staff examined data from the past school year to develop the comprehensive needs assessment. Test results from the ACT Aspire and local assessments were utilized, as well as data from local sources (discipline, attendance, and PRIDE survey data) and will continue to be examined in the on-going evaluation process. Strengths and weaknesses were identified and information was delivered to teachers and stakeholders at the beginning of the school year. The results of this data will guide instruction to increase student achievement. Information was disseminated to parents and the community, who are invited to participate in all aspects of the process.

### **What were the results of the comprehensive needs assessment?**

Aspire data shows that, in all three areas tested, the class of 2019 is "in need of support" with the average scores of 420 in Reading and 419 in Math. Of the 118 students tested, 98 are classified as close or in need of support in Reading. Of the 118 students tested, 118 are close or in need of support in math.

### **What conclusions were drawn from the results?**

Based on the data collected from standardized tests, the Instructional Leadership team determined that the goals, strategies and activities for the 2016-17 ACIP were not determined to be ineffective-the determination among the leadership team was that they were not necessarily followed diligently. The team decided revision or clarification on the current strategies and activities would be sufficient. The focus of the 2017-18 ACIP will be on reading and math instruction along with Graduation Rate, which will be the determining factor for the ALSDE regarding accountability. There will be a continual push to improve student achievement and attendance in order to improve graduation rates.

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

Attendance Statistics:

Strengths: For this school year, ECHS will continue to utilize the School Cast system to notify parents if a student is absent from or tardy to school. This, along with the use of the truancy diversion program, is designed to discourage absenteeism. The truancy diversion program successfully allowed many students to be promoted to the next grade level.

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

The results compiled in the needs assessment are the main source of information used in the development of the goals and plans for Escambia County High School each year. The school's leadership team meets at the beginning of the school year and is given the  
SY 2017-2018

information. This data is then used to develop individual goals, strategies and action steps based on the conclusions reached by the needs assessment.

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

The continuous improvement plan of Escambia County High School is divided into two main goals: one addresses academia, the other culture. Assessments, school demographic information, student, parent, and staff surveys are the primary sources of information used by the school leadership team to develop these goals for the 2017-2018 school year. Student assessment data was reviewed to determine areas of strength and weakness, and was then used to establish instructional strategies and activities within the academic goal. These strategies and activities are based not only on assessment data, but from staff, student and parent surveys as well as input from the ECHS instructional leadership team. Attendance and discipline reports were reviewed by the instructional leadership team to establish the strategies necessary to improve the culture at ECHS. These strategies and the activities developed within are designed to improve upon the results derived from the previous school years.

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

The Board of Education has put into place a policy that will remove all barriers for enrollment to students that are English as a second language, immigrant, migratory, homeless, and/or neglected delinquent. Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations are to be enrolled in schools even if they do not have the necessary paperwork in place. It would be the responsibility of the enrolling school to help the parents/guardians of these students to acquire all pertinent documentation, i.e. records of immunization, social security number, etc. Students cannot be denied enrollment in Escambia County School system because they have not established residential status as required for other students. The Escambia County School system has an EL plan that may be referred to concerning any issues pertaining to English language learning students. Migrant, immigrant, neglected / delinquent and homeless students will have access to the education and other services that all students have in the school that these students are enrolled. This includes appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. It will also be the responsibility of the enrolling school to ensure that these students are provided with appropriate services that address their special needs.



## Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

### Goal 1:

Improvement in Student Achievement

### Measurable Objective 1:

increase student growth through instructional technology, intervention strategies, online course availability and extended day services by 05/25/2018 as measured by an overall increase in student achievement.

### Strategy1:

Interventions and Online Opportunities - All students will be the focus for additional resources as needed. The primary area of concern will be those students who struggle in the areas of reading and math, but remediation for standardized testing will also be an area of focus. All student will have the opportunity to take online courses through the Access program offered through Troy University.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Access Online Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access online courses provide students with a variety of options, making up for a lack of school personnel or required courses offered. An instructional aide, under the supervision of the Library Media Specialist, will be retained for this position. Funding includes salary, substitutes, and other compensation	Academic Support Program	08/09/2017	05/25/2018	\$31793 - Title I Part A	Administration, Access Facilitator

Activity - Academic Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An academic interventionist has been hired to provide assistance for students who are struggling in the areas of reading and math school wide. Funding includes salary, substitutes, instructional money and other compensation.	Direct Instruction	08/09/2017	05/25/2018	\$74282 - Title I Part A	Administration, Interventionist

### Strategy2:

Ensuring Preparedness for Teaching and Leading - Ensure teachers and instructional leaders are prepared to teach and lead students so that they are prepared for work and life in a digital world.

Category: Develop/Implement Professional Learning and Support

Research Cited: National Education Association. (2008). Access, adequacy, and equity in education technology: Results of a survey of SY 2017-2018

America's teachers and support professionals on technology in public schools and classrooms. Washington, DC: Author.

Walden University (July 28, 2010). Educators, technology and 21st century skills: Dispelling five myths. [www.waldenu.edu/Degree-Programs/Masters/36427.htm](http://www.waldenu.edu/Degree-Programs/Masters/36427.htm).

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Administration will have funding to attend conferences or workshops that would be beneficial in instruction or professional development.	Professional Learning	08/08/2017	05/25/2018	\$7000 - Title I Part A	Administration and Teachers

### Strategy3:

Technology and Extended Day Services - Instructional Technology will be provided for students throughout the school year

Category: Develop/Implement Learning Supports

Research Cited:

Activity - 1:1 Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chromebooks, Google Apps for Education, peripherals, software and supplies will be available for all students and teachers for classroom instruction. Additional accessories and peripherals will be purchased to maintain school inventory (also accounting for loss/damage).	Technology	08/09/2017	05/25/2018	\$17067 - Title I Part A	All staff and students

### Measurable Objective 2:

collaborate to increase student achievement in reading by 05/25/2018 as measured by improvement on The ACT and Chalkable Assessments.

### Strategy1:

Improvement in Instruction - School wide focus on improving instruction in all areas.

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

Research Cited:

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize instructional best practices in all courses daily. Instructional materials will also be used as often as possible, including science equipment for labs / hands-on activities, laminated manipulatives, posters in the classroom, calculators in math courses, instructional equipment, class sets of reading materials for students, as well as a copy machine.	Direct Instruction	08/09/2017	05/25/2018	\$4000 - Title I Part A \$17068 - Title I Part A	All teachers and school administrators

Activity - Powerschool Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th, 10th, and 11th grade students will take Powerschool Benchmark and Formative assessments in Reading and Math three times during the school year to determine achievement levels.	Academic Support Program	08/28/2017	05/18/2018	\$35000 - District Funding	Teachers, Administration, Counselors

**Measurable Objective 3:**

collaborate to increase student achievement in Math by 05/25/2018 as measured by improvement on ACT and Chalkable Assessments.

**Strategy1:**

Improvement in Instruction - School wide focus on improving instruction in all areas.

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

Research Cited:

Activity - Powerschool Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th, 10th, and 11th grade students will take Powerschool Benchmark and Formative assessments in Reading and Math three times during the school year to determine achievement levels.	Academic Support Program	08/28/2017	05/18/2018	\$35000 - District Funding	Teachers, Administration, Counselors

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize instructional best practices in all courses daily. Instructional materials will also be used as often as possible, including science equipment for labs / hands-on activities, laminated manipulatives, posters in the classroom, calculators in math courses, instructional equipment, class sets of reading materials for students, as well as a copy machine.	Direct Instruction	08/09/2017	05/25/2018	\$17068 - Title I Part A \$4000 - Title I Part A	All teachers and school administrators

**Strategy2:**

Intensive Math Instruction - Implementation of a math initiative designed to assess and reteach math skills to improve student achievement.

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

Research Cited:

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring will be available to students in math.	Academic Support Program	10/09/2017	05/11/2018	\$7600 - Title I Part A	Math Teachers, Administration

Activity - Intensive Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed weekly on specific math skills. These assessments will be reviewed and low-performing areas will be retaught and reassessed. Powerschool assessments will also be utilized.	Academic Support Program	08/16/2017	05/18/2018	\$0 - No Funding Required	Math teachers, administration

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

**Goal 1:**

Improvement in Student Achievement

**Measurable Objective 1:**

collaborate to increase student achievement in Math by 05/25/2018 as measured by improvement on ACT and Chalkable Assessments.

**Strategy1:**

Intensive Math Instruction - Implementation of a math initiative designed to assess and reteach math skills to improve student achievement.

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

Research Cited:

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring will be available to students in math.	Academic Support Program	10/09/2017	05/11/2018	\$7600 - Title I Part A	Math Teachers, Administration

Activity - Intensive Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed weekly on specific math skills. These assessments will be reviewed and low-performing areas will be retaught and reassessed. Powerschool assessments will also be utilized.	Academic Support Program	08/16/2017	05/18/2018	\$0 - No Funding Required	Math teachers, administration

**Strategy2:**

Improvement in Instruction - School wide focus on improving instruction in all areas.

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

Research Cited:

**ACIP**

Escambia County High School

Activity - Powerschool Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th, 10th, and 11th grade students will take Powerschool Benchmark and Formative assessments in Reading and Math three times during the school year to determine achievement levels.	Academic Support Program	08/28/2017	05/18/2018	\$35000 - District Funding	Teachers, Administration, Counselors

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize instructional best practices in all courses daily. Instructional materials will also be used as often as possible, including science equipment for labs / hands-on activities, laminated manipulates, posters in the classroom, calculators in math courses, instructional equipment, class sets of reading materials for students, as well as a copy machine.	Direct Instruction	08/09/2017	05/25/2018	\$4000 - Title I Part A \$17068 - Title I Part A	All teachers and school administrators

**Measurable Objective 2:**

collaborate to increase student achievement in reading by 05/25/2018 as measured by improvement on The ACT and Chalkable Assessments.

**Strategy1:**

Improvement in Instruction - School wide focus on improving instruction in all areas.

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

Research Cited:

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize instructional best practices in all courses daily. Instructional materials will also be used as often as possible, including science equipment for labs / hands-on activities, laminated manipulates, posters in the classroom, calculators in math courses, instructional equipment, class sets of reading materials for students, as well as a copy machine.	Direct Instruction	08/09/2017	05/25/2018	\$4000 - Title I Part A \$17068 - Title I Part A	All teachers and school administrators

Activity - Powerschool Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th, 10th, and 11th grade students will take Powerschool Benchmark and Formative assessments in Reading and Math three times during the school year to determine achievement levels.	Academic Support Program	08/28/2017	05/18/2018	\$35000 - District Funding	Teachers, Administration, Counselors

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

#### Goal 1:

Engage and empower the learner in a safe and supportive school environment.

#### Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/31/2017 as measured by discipline reports, parent surveys, and the needs assessment.

#### Strategy1:

Maintain positive and safe learning environment - Positive relationships with parents and families, interventions for adverse student behaviors, new teacher mentoring, and ensuring a smooth transition both to and from High School will ensure a positive and safe learning environment.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Implement Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affects their learning.	Behavioral Support Program	08/09/2017	05/25/2018	\$12000 - District Funding	Teachers and Counselors

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

#### Goal 1:

Achieving English Language Proficiency

#### Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance..

**Strategy1:**

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/08/2017	05/25/2018	\$0 - No Funding Required	All teachers and school administration

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

Escambia County High School will use any and all available resources to ensure that information and school reports that are sent home are written in a language that is appropriate for each parent to have a full understanding of its content. Parents with disabilities will be accommodated in every manner reasonable, and ECHS is a handicap accessible building. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents will be directed to the office of Federal Programs. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English. Every effort will be made to communicate with parents in their primary language. The LEA has an EL plan in place for students and parents.

### Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We have experienced a shortage of qualified teachers in the Math department. We are actively advertising and pursuing experienced and qualified math teachers. Our county also offers signing bonuses as incentives to these teachers.	

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

The Escambia County School System is committed to hiring only certified teachers and placing them in their area of certification. The system pays a bonus to certified, qualified math and science teachers in grades 7-12. The majority of our staff is qualified as defined by the Alabama State Department of Education.



## **Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

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

10 new teachers have been hired for the 2017-18 school year, due to retirement, relocation, or non-renewal of staff. This constitutes a 26% staff turnover rate for this year. This is an increase over the past few years, as turnover had been on the decline.

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

Of the 39 total teachers at ECHS, 27 (69%) of them have 5 years or more of classroom teaching experience. Of the 39 total teachers at ECHS, 12 (31%) have fewer than 5 years of classroom teaching experience.

### **If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

ECHS makes every effort to attract and hire fully certified applicants that intend to stay at ECHS for an extended period. The school system has now begun to recruit state-wide, which should increase the number of qualified applicants.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

**Describe how data is used from academic assessments to determine professional development.**

ECHS provides professional development throughout the school year in a variety of areas. Title I, Title II and state allocated funds will be utilized for training in instructional best practices, available resources (Classroom Management, Discovery Education, Google Apps, etc.), and any other needs that may arise.

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

ECHS provides professional development throughout the school year in a variety of areas. Title I, Title II and state allocated funds will be utilized for training in instructional best practices, available resources (Classroom Management, Discovery Education, Google Apps, etc.), and any other needs that may arise.

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

All staff new to the Escambia County School System are involved in a mentoring program for their entire first year. The procedures and policies for this program are developed and maintained by the Central Office. Each participating school submits documentation quarterly.

**Describe how all professional development is "sustained and ongoing."**

Professional development is offered to teachers and staff annually, through a variety of sources. Teachers are required by the Escambia County School system to acquire 20 hours of professional development each year, and the system as well as the schools, offer this many hours to teachers (and more).

## Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

### Goal 1:

Engage and empower the learner in a safe and supportive school environment.

### Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/31/2017 as measured by discipline reports, parent surveys, and the needs assessment.

### Strategy1:

Maintain positive and safe learning environment - Positive relationships with parents and families, interventions for adverse student behaviors, new teacher mentoring, and ensuring a smooth transition both to and from High School will ensure a positive and safe learning environment.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition 1: From Middle school to High school. 8th grade tour of the High school. Counselors go to the Middle school. 2: From High to College or Career. Dual Enrollment and Career Tech (CTE)	Career Preparation/ Orientation	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration

**Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**

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

All staff have input into the decision-making process. Teachers are given data collected from statewide academic assessments each school year. This data is utilized in the evaluation and revision of the ACIP, as well as in preparing instruction for the school year.

The Instructional Leadership Team analyzes the data and evaluates the effectiveness of the goals, objectives, strategies and activities for that school year. Any revisions that are needed are completed, and the entire revised plan is presented and discussed with the faculty. The faculty approves the final document.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

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

Powerschool reports and assessment analysis forms are reviewed after each round of testing. These results are analyzed for strengths and weaknesses for individual students and specific populations (grade level, lunch status, race, etc.). Students and / or groups who are identified as at-risk are targeted for specific instructional methods (i.e. remediation courses, tutoring, etc.). ECHS employs an Academic Interventionist who assists students specifically for reading and math remediation. Additionally, the STAR Academy provides an opportunity for students who are behind by at least one grade level to move from the 8th grade to the 10th grade in one academic school year.

**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?**

ECHS employs an Academic Interventionist who assists students specifically for reading and math remediation. Additionally, the STAR Academy provides an opportunity for students who are behind by at least one grade level to move from the 8th grade to the 10th grade in one academic school year.

**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.**

ECHS offers tutoring and homework help after school four days per week.

**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.**

All students who fall into a special population category are offered a variety of services to assist them in mastering standards. All core subject area teachers utilize RtI interventions, and weekly tutoring is available to all students. The Special Education Department at ECHS participates in cooperative teaching in English and Math courses (offering assistance to all students), as well as a resource room available to students each period for one-on-one assistance. ECHS employs an Academic Interventionist who assists all students specifically for reading and math remediation. Additionally, the STAR Academy provides an opportunity for any student who is behind by at least one grade level to move from the 8th grade to the 10th grade in one academic school year.

**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.**

The Board of Education has put into place a policy that will remove all barriers for enrollment to students that are English as a second language, immigrant, migratory, homeless, and/or neglected delinquent. Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations are to be enrolled in schools even if they do not have the necessary paperwork in place. It would be the responsibility of the enrolling school to help the parents/guardians of these students to acquire all pertinent documentation, i.e. records of immunization, social security number, etc. Students cannot be denied enrollment in Escambia County School system because they have not established residential status as required for other students. The Escambia County School system has an EL plan that may be referred to concerning any issues pertaining to English language learning students. Migrant, immigrant, neglected / delinquent and homeless students will have access to the education and other services that all students have in the school that these students are enrolled. This includes appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. It will also be the responsibility of the enrolling school to ensure that these students are provided with appropriate services that address their special needs.

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

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

Several sources are considered for instructional planning at Escambia County High School. These sources are integrated and coordinated into the financial management in the following manner:

Title I:

Classroom Instructional Supplies: \$8,276.00

Instructional Equipment: \$1,000.00

Computer Hardware: \$24,859.00

Instructional Salaries and Benefits: \$111,975.00

Purchased Services \$4,000.00

Staff Development: \$7,000.00

Parental Involvement: \$2,122.00

Guidance and Counseling: \$3,000.00

Extended Day Services: \$12,900.00

Total: \$175,132.00

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

ECHS offers students a variety of courses in a full Career and Technical Education Department right on campus. Introduction to Nail Care and Hair Coloring/Chemical Services, as well as a very popular Culinary Arts program are examples of several electives at ECHS serving almost every student in the building. The return of the Co-Op program, serving over 30 students, continues to be popular with students who are employed. These programs are expected to attract more students in coming years. ECHS also offers dual enrollment opportunities through local learning institutions (Troy University, Coastal Alabama Community College).

## **Component 10: Evaluation (Sec.1114(b)(3)):**

### **How does the school evaluate the implementation of the schoolwide program?**

ECHS will review its improvement plan several times throughout the school year. The team comes together in January to determine the level of implementation of strategies and activities. In May, the team meets again to determine the effectiveness of the individual strategies and activities. At this meeting, the team reviews current assessment data (Powerschool and locally created assessments) and decides what strategies to keep, what to change, and what to discard. The team then reassembles in August to make final adjustments to the strategies and activities for the new school year to present to the faculty.

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

The Comprehensive Needs Assessment is developed in part by reviewing all available assessment data. The instructional leadership team also reviews assessment data in the Spring (May) to determine effectiveness of the academic strategies in place. Other data, such as the Educator Effectiveness reports, demographic data, surveys, attendance and discipline reports are also utilized to develop the goals and strategies used in the school wide plan each school year.

### **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?**

Determination of effectiveness for student achievement is determined by reviewing and comparing all available assessment data (Workkeys, The ACT with Writing, and Powerschool Assessments)

### **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?**

The instructional leadership team meets several times throughout the school year to determine the effectiveness and make revisions to the plan. The administration performs walk-through observations monthly to determine the level of implementation and effectiveness of individual teachers. As the plan is a working document, when a need arises, changes are made after consulting the school's leadership team. In May and again in September, the leadership team meets to make major decisions on changes to the plan (keep, revise or discard).



# **2017-2018 Coordination of Resources - Comprehensive Budget**

**Introduction**

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	27.38

Provide the number of classroom teachers.

27.38

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1327081.0

Total1,327,081.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	82723.0

Total 82,723.00

Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	30650.0

Total 30,650.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	55423.0

Total 55,423.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56597.0

Total56,597.00

**Career and Technical Education Administrator**

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

**Provide the number of Career and Technical Education Adminstrators.**

0.00

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

Total 0.00



Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6547.0

Total 6,547.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2409.0

Total2,409.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13031.0

Total13,031.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	957.0

Total 957.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	175132.0

Provide a brief explanation and breakdown of expenses.

Classroom Instructional Supplies - 8,276  
Instructional Equipment - 1,000  
Computer Hardware - 24,859  
Regular Teacher - 73,682  
Instructional Aide 31,393  
Substitutes for Title I Teachers - 1,000  
Other Compensation - 5,900  
Equipment Maintenance Agreement - 4,000  
Substitutes - 500.00  
Travel and Training - 5,500  
Registration Fees -1,000  
Parent Instruction Supplies - 922.00  
Equipment Maintenance Agreement - 1,200  
Other Compensation - 3,000  
Teacher Afterschool - 7,000  
Supplies, Afterschool - 600.00  
Teacher, Summer - 4,800  
Supplies, Summer - 500.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

n/a



Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	514944.0

Provide a brief explanation and breakdown of expenses.

10.12 Locally-Funded Units: \$514,944.

Teachers - 7.62 - \$363,695.

Counselor - 1.00 - \$57,713.

Asst. Principal - 1.50 - \$91,076.

Instructional Supplies - \$2,460.

# **2017-2018 Parent and Family Engagement**



## **Introduction**

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

## Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

Escambia County High School will hold an Annual Meeting of Title I Parents. Parents will be notified of the meeting through a flier sent home, the school's Facebook page and phone calls through the School Cast system. Any parents unable to attend the annual meeting will have the option of obtaining information in the ECHS Parent Resource Center located in our Main Office.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

1. The Escambia County High School staff and leadership will hold meetings with regard to Title I program functions for parents throughout the year at flexible times. Notification for these meetings will always be through letters home, the school web site, and use of the school cast system. The ECHS Parent Resource Center is also be available each school day from 8am to 3:30pm, which allows parents access to all important school documentation, including Title I information.
2. ECHS will involve parents in the revision and evaluation of the School Parental Involvement Plan, the Title I Program, the eCIP and the School-Parent Compacts. In addition to invitation letters sent to all parents to participate and the Annual Title I meeting, specific parent representatives will be recruited to be on the Parental Involvement Committee and will be directly involved in the planning. Meetings will be scheduled with teachers, administrators, and the Parental Involvement Committee at designated times during the school year to review implementation of program goals. The Parent Resource Center will have copies of all important documents, as well as comment / suggestion / dissatisfaction forms. Any forms turned in will be responded to in a timely manner.
3. Funds allocated for parent involvement are used to provide a Parent Organizer who assists with truancy and coordinates with PTO, as well as resources to be sent home for parents. The remaining funds are utilized for the postage machine, by which all mailings are sent home.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

1. A first-day letter home, the Annual Meeting of Title I Parents, Facebook, and Parent/Teacher conferences will allow parents the opportunity to hear important information pertaining to Title I programs and their child's education. All of the information is also available at any time on the school's website and in the Parent Resource Center.
2. Each child's parent will have access to all course syllabi for all classes, containing information on curriculum and assessments, through the Strategies to Increase Parental Involvement on the Escambia County High School Web Page, as well as by request from the school.

Additionally, the child's progress will be made known to parents periodically through one of the following ways: report cards, progress reports, parent-teacher conferences, and phone calls from the teachers and administrators. State assessment information is mailed out to parents after each testing.

3. Parents are encouraged to contact the school whenever they feel inclined to discuss whatever subject they feel important. Conferences with teachers or administrators can be scheduled quickly and easily where both parties may meet at a reasonable time that will work for both parents and school officials. All of the information sent out by Escambia County High School is provided to parents in a timely manner and is presented in a way easily understood by all.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))**

The School Compacts are revised in April of each year, along with the CIP and Parental Involvement Plan. Parents are always given an opportunity to provide input on the Compacts (as well as the other documents). All parents are encouraged to provide comments and feedback at any time through the school year either on-line or through the Parent Resource Center. Parent Compacts are sent home on the first day of school in the Parent/Student Handbook and returned by students with parent signatures. This document outlines the responsibilities that all parties will carry out to enable each student to achieve. Each teacher at ECHS has a digital copy of the Compact for every student in their classes. The school has two regularly scheduled parent-teacher conferences, one in the fall and the other in the spring. Compacts are discussed with parents at these meetings and at appointed parent-teacher conferences if the need arises.

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

Any parent wishing to voice dissatisfaction with the Continuous Improvement Plan has several avenues by which to do so. Notices sent home with students, as well as notices posted on the school web site will make parents aware the plan is available for review. Parents have access to all school documents through the school's web site and from the Parent Resource Center throughout the school year. At any time parents may request copies of these documents from the school directly. Comment forms, which provide an opportunity to express dissatisfaction, are provided. Parents may submit comments in a variety of ways: through forms in PRC, on the web site, in writing through their child or via e-mail. All concerns will be addressed in a reasonable amount of time.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

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

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

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)

For this school year, ECHS will continue the use of the Parent Resource Center, the Annual Title I meeting, Parent Visitation Day, the school website, the School Cast system, Facebook, and Parent Conferences to disseminate information to parents. During this school year, ECHS plans to work toward more involvement through better communication with parents to let them know what is going on at the school. These opportunities will include assistance with interpretation of test results, how to read student profile sheets for ACT and ASPIRE assessments, Financial Aid for college, use of INOW home, using the school's website, understanding the new assessments, or simply watch their child perform in some capacity (i.e. Band concerts, award ceremonies, etc.). ECHS will host a "Back to School Bash" in late July / early August to provide parents with information about Dual Enrollment, contact information, important dates, fees, classes, lockers, services provided by counselors, and the opportunity to meet with their child's teachers.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

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

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 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 schools. (Describe)

The Parent Resource Center (PRC) will be open every school day from 8am to 3:30pm. During parent meetings, parent teacher conferences and workshops the PRC will be open before, during and after meeting times to accommodate parents. The PRC will provide materials for parents regarding a wide variety of issues, from literacy to state assessment requirements. Parents and students will have access to resource center at the Atmore Central Office from 8 a.m. to 4:00 p.m. daily (after school and Saturdays as requested).

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

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

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

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 and family engagement 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)

During the school year all staff members will be given opportunities to attend workshops on a variety of parental involvement topics. These opportunities will be at various times throughout the year, including faculty meetings, professional development days, and at times deemed necessary by the administration. Additional professional development will also be provided through the LEA if needed.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

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 are sent to the parents of participating children in a format and , to the extent practicable, in a language parents can understand. (Describe)

Parents are informed of all existing school programs through the school website, the School Cast system, Facebook and notices sent home. The Parent Resource Center (PRC), which provides important parent information regarding the education of their children, also provides information regarding all other programs offered at ECHS. The PRC is open and available during regular school hours.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

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)

English is the primary language of most students served by this school; the school will make every effort to ensure that, to the extent possible, all information sent home will be in a language and form understandable to parents. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

Escambia County High School will use any and all available resources to ensure that information and school reports that are sent home are written in a language that is appropriate for each parent to have a full understanding of its content. Parents with disabilities will be accommodated in every manner reasonable, and ECHS is a handicap-accessible building. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents will be directed to Sarah Watkins, Director of Federal Programs. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English. Every effort will be made to communicate with parents in their primary language. The LEA has an EL plan in place for students and parents.