



ACIP

Flomaton High School

Escambia County Board of Education

Mr. Scott Hammond, Principal
21200 Highway 31
Flomaton, AL 36441-5400

TABLE OF CONTENTS

Executive Summary

| | |
|--|---|
| Introduction..... | 2 |
| Description of the School..... | 3 |
| School's Purpose..... | 5 |
| Notable Achievements and Areas of Improvement..... | 6 |
| Additional Information | 7 |

Improvement Plan Stakeholder Involvement

| | |
|-----------------------------------|----|
| Introduction..... | 10 |
| Improvement Planning Process..... | 11 |

Student Performance Diagnostic

| | |
|--------------------------------------|----|
| Introduction..... | 13 |
| Student Performance Data..... | 14 |
| Evaluative Criteria and Rubrics..... | 15 |
| Areas of Notable Achievement..... | 16 |
| Areas in Need of Improvement..... | 18 |
| Report Summary..... | 20 |

2017-2018 ACIP Assurances

Introduction 22

ACIP Assurances 23

2017-2018 FHS CIP

Overview 25

Goals Summary 26

 Goal 1: Flomaton High School will have an increase in graduation rate..... 27

 Goal 2: Achieving English Language Proficiency 28

 Goal 3: Flomaton High School will score proficient by meeting or exceeding benchmark on state and district assessments..... 29

Activity Summary by Funding Source 35

Stakeholder Feedback Diagnostic

Introduction 38

Stakeholder Feedback Data 39

Evaluative Criteria and Rubrics 40

Areas of Notable Achievement 41

Areas in Need of Improvement 42

Report Summary 43

2017-2018 Title I Schoolwide Diagnostic

Introduction 45

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 46

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 49

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 71

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 72

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 73

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 74

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 75

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 76

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 78

Component 10: Evaluation (Sec.1114(b)(3))..... 79

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction..... 81

FTE Teacher Units..... 82

Administrator Units..... 83

Assistant Principal..... 84

Counselor..... 85

Librarian..... 86

Career and Technical Education Administrator..... 87

Career and Technical Education Counselor..... 88

Technology..... 89

Professional Development..... 90

EL Teachers..... 91

Instructional Supplies..... 92

Library Enhancement..... 93

Title I..... 94

Title II..... 95

Title III..... 96

Title IV..... 97

Title V..... 98

Career and Technical Education-Perkins IV..... 99

Career and Technical Education-Perkins IV..... 100

Other..... 101

Local Funds..... 102

2017-2018 Parent and Family Engagement

Introduction..... 104

Parent and Family Engagement..... 105

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?

School Size:

Flomaton High School has a current enrollment of 496 students in grades 7-12. All subjects are taught with the College and Career Readiness standards implemented by the Alabama State Department of Education.

Our Mission:

The mission of Flomaton High School is to provide engaging and comprehensive instructional and co-curricular programs that will enable our students to graduate career and /or college ready.

Location:

Flomaton High School is located in Flomaton , Alabama, a town of approximately 1,600 inhabitants, is a public and primarily rural school. Flomaton, located approximately 13.2 miles south of I-65 and 44.6 miles north of I-10, is a part of the Escambia County School District.

Changes in Last 3 Years:

Flomaton High School has partnered with the Children's Policy Drug Council by implementing a "Drug Free" environment on campus. This is also in partnership with the Escambia County Drug Court System. Thanks to a grant provided by the Poarch Band of Creek Indians, we have been able to update our math curriculum by purchasing Eureka math books. We have added two new computer labs through the use of Title I funds.

Student Demographics:

Flomaton High School is composed of 390 Caucasian, 69 African-American, 26 American Indian, 8 Hispanic, and 3 Multi-Racial. The gender distribution is 238 males and 258 females. Our students qualify for 45% free and reduced lunches. Flomaton High School is currently a Title I school.

Staff Demographics:

The 38 men and women who comprise the faculty and staff of Flomaton High School are selflessly dedicated to improving the lives of the students that they teach and interact with on a daily basis. The genetic composition of the school staff contains 23 females and 15 males. Twenty-nine members of the school's staff are certified. Six members of the school's staff are support staff. Fifty-five percent of the certified educators hold a master's degree or higher. One hundred percent of Flomaton High School's teachers are considered highly qualified as defined by the Alabama State Department of Education. The teacher to student ratio at Flomaton High School is 24:1.

Unique Features and Challenges:

Flomaton High School has been recognized as a School Choice school over the past several years. Despite the influx of students from other schools within the county, we have continued to maintain high academic achievements.

The median income for a household in Flomaton was \$25,875, and the median income for a family was \$34,141. About 16.5% of families and 21.8% of the population were below the poverty line, including 31.0% of those under the age of 18 and 18.5% of those age 65 and over. This is one of the unique challenges for our graduation rate.

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 faculty and staff of Flomaton High School have set visions and beliefs concerning student learning and student mastery. Our school vision is based on student achievement and individual mastery of course, state, and college and career readiness standards. Our master schedule is set with that purpose in mind and our teachers assess standards and goals throughout the year.

We provide remedial services, as well as honors courses, to meet individual student needs. We use ACCESS to provide online coursework that would not ordinarily be provided at a rural school. Programs such as A Plus Learning System, Achieve 3000, IXL, USA Test Prep and ACT Online Prep are provided to our students.

Formal assessments such as Chalkable Assessments and Performance Series are utilized to progress monitor our students and to help plan for all non-proficient students. Our staff meets regularly to discuss program and student needs.

Our staff is dedicated to our students and parents. We make parental contacts through email, phone and face-to-face conferences as needed to identify needs or discuss student behavior. Our parents are involved and updated with school information through our website and through our School Cast school messaging system.

The primary purpose of the faculty and staff at Flomaton High School is to ensure student achievement. The instructional purpose and mechanisms utilized to promote student achievement are articulated through the Escambia County K-12 Instructional Framework. Through technology integration and professional development, high-quality, data driven instruction is planned and implemented to meet the diverse needs of our student population.

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.

Flomaton High School has made several changes to improve the quality of education provided to our students. Not only have we participated in many professional development sessions as a school, our departments have been trained in providing best practices to improve student engagement. Our school has incorporated formative assessments and now has several years of solid student data. Finally, the renovation of our auditorium has been completed, which we feel improves our school climate and parental involvement.

Attendance continues to be a challenge and we anticipate improvements in the upcoming year. Flomaton High School will continue to utilize the School Cast system to notify parents if a student is absent from school. This, along with the use of the truancy diversion program, is used to discourage absenteeism. A fully integrated technology initiative is also being planned over the next three years to improve all students learning experience.

On the 2017 ACT (American College Test), FHS met or exceeded the national average in three subject areas, English (77%), Math (32%), and Reading (43%). (At or above benchmark.)

The 2017 FHS graduating class received scholarship offers totaling more than \$3,900,000. FHS must strive to improve the readiness of ALL students in ALL areas. With the 2012-2013 implementation of Alabama College and Career Readiness Standards in math, teachers will be monitored to ensure that their method of delivery, instructional content and practices meet the required standards and the needs of today's students. All content areas will be ready for the total move to Common Core Curricular Standards and Assessments as FHS prepares for a successful future. As Flomaton High School moves toward the future, the primary focus will be to foster student success and to measure performance in the context of college and career readiness. With the implementation of the Alabama College and Career Readiness Initiative (Alabama's Common Core Standards), it is vital for FHS to prepare teachers and students for the accountability associated with the initiative. Benchmark testing, data collection and evaluation will be imperative to make the progress needed to benefit our students in the future.

All teachers and administrators are involved in preparing students and offering every opportunity for success. We offer enrichment classes to help prepare students for the ACT Aspire, ACT and character education. We also offer before school tutoring each day to help struggling students.

Our students have the opportunity to participate in dual enrollment classes with our local college and technical center. Recently, they have had the opportunity to enroll in the dual enrollment program in a career technical program with all expenses paid.

Additional Information

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

List of Accomplishments for Flomaton High School

School-Wide Accomplishments:

K12.Niche.com reported Flomaton High School as #25 on 2018 Best Public High Schools in Alabama. A high ranking indicates that our school is an exceptional academic institution with a diverse set of high achieving students who rate their experiences very highly.

All core teachers have participated in ACT Quality Core Training.

Math Department has implemented CCRS/ACT Quality Core Standards and benchmarking for all students.

FHS has implemented an official data team, trained the team and faculty as we become more data driven and focused.

Cheerleading Accomplishments:

3rd place, overall, in the Game Day Winners Championship

All-American Cheerleader

All-American Mascot

1st Place Camp Mascot

Junior Varsity All-Americans:

Most Improved Camp Squad

Television Production Program:

The Television Production Program at Flomaton High School is in its 12th year in production. Mr. Richard Aaron is the teacher and Executive Producer of all productions. Students learn all aspects of the television production industry. Students produce a morning news/announcement show that is aired in every classroom during enrichment. Students also produce Music Videos, Public Service Announcements, Commercials and various other promotional video projects. Students also have the opportunity to join Skills USA, which is the Career and Technical Student Organization for TV Production. As a member of Skills USA, students have the opportunity to participate in local, state and national competitions. During the 12 years of the TV Program, FHS students have the opportunity to participate in local, state and national competitions and FHS students have won multiple awards at the state level and finished in the top ten in the country in 2008.

Theater/Drama Program:

Drama club performed 3 productions last year Somewhere/Nowhere, Junie B Jones Jingle Bells Batman Smells and Emma. We are planning two or possibly three productions this year. A holiday play in December, a musical in February and possibly another play in the spring. We have not decided on the productions for this year but some we are considering are Charlie Brown Christmas, High School Musical, the Unsinkable Molly Brown, and Crazy.

Enrichment Classes:

We are proud to have started a new enrichment program at our school. We assigned each teacher and administrator a group of students to meet with each day. During enrichment, we prepare students for local, district and state assessment and we go over specific Character
SY 2017-2018

Education traits embedded in the "Bounce Program" that we purchased. This program was developed by Chad Varga. Our objective is to integrate effective mentors into our school environment so they are better able to advocate on their mentee's behalf. Our students need caring and consistent relationships with adults in order to navigate their way through adolescence and beyond.

Community Involvement:

Flomaton High School is committed to increasing parent and community engagement. The auditorium is an asset we have that greatly benefits our school as well as our community. It has been used for purposes other than high school band concerts and plays. Flomaton Elementary School has held numerous pageants, awards day programs and kindergarten graduations. Dance classes from the surrounding communities have held their annual recitals in our auditorium. We invite our local police and surrounding emergency respondents to hold Drug Awareness Programs, not only for our students, but our parents and local community members. We have also opened our doors to families who have experience tragedy or losing a loved one by providing our facilities to accommodate their needs for funeral arrangements. Our Library also not only benefits our school, but our community as well. The Flomaton Research Club, which also sponsors the Academic All-Star Students, utilizes the library for monthly meetings. Our local community college also uses our library three nights a week to meet with students who are studying to take the GED.

LEO Club Accomplishments:

The LEO Club had 54 members. We participated in 36 club organized events which totaled 797 hours of community service. We had 18 members that documented hours outside club events. We had a total of 1389.5 community service hours. As a whole, the club accumulated 2186 hours of community service. Thirteen members were recognized by Lions Club International by receiving the Young Leaders Service Award. This included a silver medal for 50 hours and a gold medal for 100 hours of service. FHS LEO Club is the largest LEO Club in the state of Alabama and is recognized statewide for our activities. We had two delegates attend the Alabama Lions High School Leadership Forum at Troy University. We enjoy working with our surrounding communities.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Instructional Leadership Team was instrumental in the planning process. The Instructional Leadership Team is comprised of a diverse group of stakeholders, including parents. Meeting times for the Instructional Leadership Team were scheduled at various times to accommodate work schedules of parents and community members. The Instructional Leadership Team gathered and meticulously analyzed and reviewed data. Preliminary strengths and weaknesses were identified at a collaborative meeting of the Instructional Leadership Team. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as before with parents during an organized meeting. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team finalized the strengths and weaknesses that appear in this aCIP. This process took place with the specific intent of improving the achievement of not only individual students, but the overall instructional program. Strategies to improve upon strengths and weaknesses were shared and reviewed with all stakeholders, including parents, via parent meetings and the school website.

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

The Instructional Leadership Team included administrators and a variety of stakeholders. All members of the Instructional Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designation of goals for the aCIP.

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

The final Continuous Improvement Plan for was shared with the school faculty during a meeting and analyzed, more closely, in grade level/department meetings. The final aCIP is published on the school's website and made available in the school office. Stakeholders will receive any updates regarding the aCIP.

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 | 2016-2017 ACT, and ASPIRE scores | FHS Assessment Profiles |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | 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 well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected. | Level 4 |

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

Areas of Notable Achievement

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

According to 2016-2017 data, the following areas were above benchmark.

ACT

Math: Out of the Class of 2017, 32% scored at or above benchmark with the state at 23% at or above benchmark.

English: Out of the Class of 2017, 77% scored at or above benchmark with the state at 52% at or above benchmark.

Science: Out of the Class of 2017, 23% scored at or above benchmark with the state at 25% at or above benchmark.

Reading: Out of the Class of 2017, 43% at or above benchmark with the state at 36% at or above benchmark.

ASPIRE

7th grade Reading- 46% of students scored at or above benchmark

7th grade Math- 36% of students scored at or above benchmark

8th grade Reading- 49% of students scored at or above benchmark

8th grade Math- 24% of students scored at or above benchmark

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

The ACT Aspire data shows a positive trend in English, with gains of 9 percent.

The ACT English scores reflected a 5 percent gain in benchmark.

Which area(s) indicate the overall highest performance?

Comparing all of the data from each test, English is revealed as the overall highest performance area. ASPIRE data also indicates Reading as the overall high performance area.

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

According to the 2017 ACT results, the average composite score from the African American subgroup rose 1.3 points. The American Indian/Alaska Native subgroup average composite score rose 2.7 points.

Between which subgroups is the achievement gap closing?

Baseline data shows a significant achievement gap closing between males and females in all content areas.

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

No trend data is available.

Areas in Need of Improvement

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

ACT Aspire

According to 2016-2017 data, 7th and 8th graders are below the expected level of performance on the ACT ASPIRE Math.

24% of 8th graders scored proficient, a drop from the previous year of 29%.

36% of 7th graders scored proficient.

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

The ACT Aspire for the 2016-2017 school year showed a negative trend in the area of 8th grade reading.

Reading: Scores dropped from 29% to 24%.

Which area(s) indicate the overall lowest performance?

ASPIRE Math 7th,8th and 10th

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

The ACT Aspire showed a decrease in performance among the African American 7th graders in reading.

Between which subgroups is the achievement gap becoming greater?

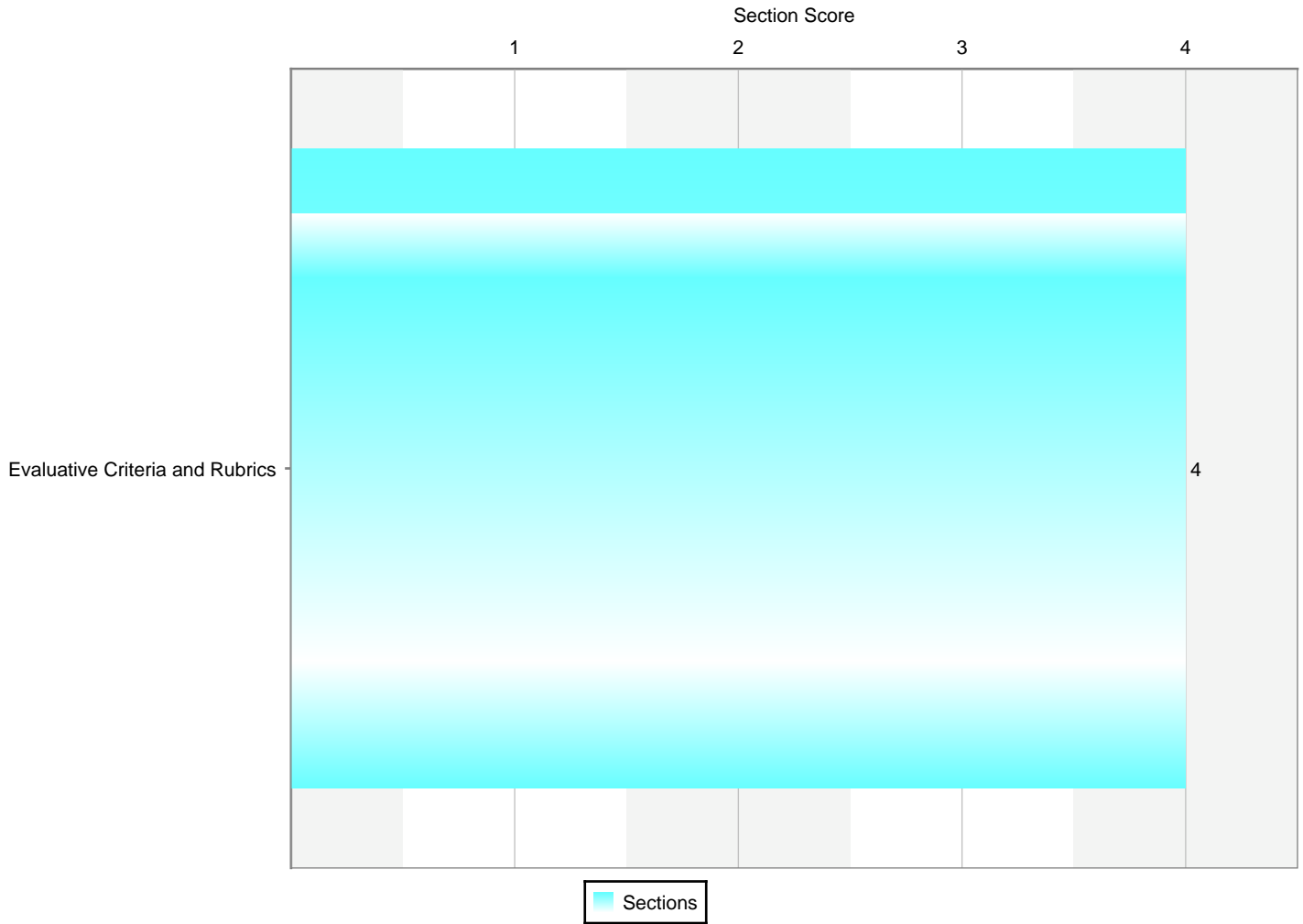
The achievement gap from the ACT Aspire math and science is becoming greater between the African American and the "ALL" subgroups.

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

Although other data was reviewed, those results were not disaggregated.

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 | See attachment with signatures from meeting. | ILT Signatures School-Parent Compact ILT 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 | See attachment | Assurance 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, Director of Transportation and Human Resource Supervisor | 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 attachment. | Parent Involvement Plan |

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

2017-2018 FHS CIP

Overview

Plan Name

2017-2018 FHS CIP

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | Flomaton High School will have an increase in graduation rate. | Objectives: 1 Strategies: 3 Activities: 6 | Organizational | \$2000 |
| 2 | Achieving English Language Proficiency | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$0 |
| 3 | Flomaton High School will score proficient by meeting or exceeding benchmark on state and district assessments. | Objectives: 4 Strategies: 2 Activities: 7 | Organizational | \$106363 |

Goal 1: Flomaton High School will have an increase in graduation rate.

Measurable Objective 1:

collaborate to increase the graduation rate at Flomaton High School to 90% by 05/25/2018 as measured by graduation rate report.

Strategy 1:

Kuder Assessment - Kuder Navigator will be used to complete a Career Interest Inventory, create and review student four year plans, and establish goal setting.

Research Cited: Kuder, Inc

| Activity - Career Interest Inventory | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|--|
| The Career Interest Inventory will provide effective career exploration and planning to understand students' interests, skills, and work values. | Career Preparation/Orientation | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | All teachers, counselor, and career coach. |

| Activity - Kuder Career Planning System | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|--|
| Kuder Career Planning System will allow students and teachers to create and review students' four year plans and help to guide them in their education and career planning. | Career Preparation/Orientation | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | All teachers, counselor, and career coach. |

Strategy 2:

Improvement in Student Attendance - Increased accountability for student attendance by strictly following policies set forth in County Code of Conduct.

Research Cited: Accountability

| Activity - School Cast Notification | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Parents of students who are absent from school will automatically receive a phone call from the School Cast System. | Parent Involvement | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Attendance officer, teachers, and administrators |

| Activity - Truancy Diversion | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--|
| Students who fail to meet compulsory attendance laws will have to participate in the Truancy Diversion Program. | Other | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Attendance office, summer school administration and teachers |

Strategy 3:

Transition Services - Students entering Flomaton High School will be provided with opportunities to be properly oriented to their environment.

Research Cited: Kennelly, L., & Monrad, M. (Eds.) (2007). Easing the transition to high school: Research and best practices designed to support high school learning. Washington, DC: National High School Center at the American Institutes for Research

| Activity - Transition Tours and Registration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|---------------------------|
| Sixth grade students are walked over from Flomaton Elementary School in May for orientation and a tour. Pollard-McCall 8th grade students are transported by bus in March for orientation, a tour and registration for high school. | Other | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Counselor, Administration |

| Activity - Parent and Family Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|-------------------|------------------------------|
| An orientation will take place in August for students, parents, and community members to come to the school, pick up student schedules, ask questions, and become oriented to the school. During orientation parents will be directed to the parent resource center where parents can find materials to assist them in providing support for their children in decision making regarding future educational and career goals. We will update parent resources for parent corner. We will provide link for printing parent newsletters. | Community Engagement | 08/09/2017 | 05/25/2018 | \$2000 | Title I Part A | Administration and Counselor |

Goal 2: 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.

| 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 |
|---|--------------------|------------|------------|-----|---------------------|--|

Goal 3: Flomaton High School will score proficient by meeting or exceeding benchmark on state and district assessments.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of above and high average students from 56% to 60% by 05/25/2018 as measured by Performance Series performance bands in reading .

(shared) Strategy 1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Test Prep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 | Title I Part A | All teachers and administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-----------------------------|
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program, Tutoring | 06/01/2018 | 07/31/2018 | \$7789 | Title I Part A | Teachers and administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 | Title I Part A | Teachers and administration |

ACIP

Flomaton High School

| 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 | District Funding | Teachers, Counselor and Administration |

(shared) Strategy 2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479. Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 | Title I Part A | All teachers |

| 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Teachers |

Measurable Objective 2:

demonstrate a proficiency by increasing the percentage of above and high average students from 49 % to 54% by 05/25/2018 as measured by Performance Series performance bands in math.

(shared) Strategy 1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Test Prep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 | Title I Part A | All teachers and administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-----------------------------|
| Chalkable and Performace series wil be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Teachers and administration |

ACIP

Flomaton High School

| Activity - Summer School | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------------------|------------|------------|-------------------|-------------------|--|
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program, Tutoring | 06/01/2018 | 07/31/2018 | \$7789 | Title I Part A | Teachers and administration |
| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 | Title I Part A | Teachers and 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 | District Funding | Teachers, Counselor and Administration |

(shared) Strategy 2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479. Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 | Title I Part A | All teachers |
| 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Teachers |

Measurable Objective 3:

increase student growth from 55% on the fall assessment to 60% on the spring assessment by 05/25/2018 as measured by Chalkable assessment target scores in reading .

(shared) Strategy 1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

ACIP

Flomaton High School

| Activity - Test Prep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------------------|------------|------------|-------------------|---------------------|--|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 | Title I Part A | All teachers and administration |
| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Teachers and administration |
| Activity - Summer School | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program, Tutoring | 06/01/2018 | 07/31/2018 | \$7789 | Title I Part A | Teachers and administration |
| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 | Title I Part A | Teachers and 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 | District Funding | Teachers, Counselor and Administration |

(shared) Strategy 2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479. Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 | Title I Part A | All teachers |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Flomaton High School

| | | | | | | |
|--|-----------------------|------------|------------|-----|---------------------|----------|
| Mentoring surveys will be given out at the beginning, middle and end of the year. Teachers will keep a mentoring log of meetings and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Teachers |
|--|-----------------------|------------|------------|-----|---------------------|----------|

Measurable Objective 4:

increase student growth from 34% on the fall assessment to 39% on the spring assessment by 05/25/2018 as measured by Chalkable assessment target scores in math.

(shared) Strategy 1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Test Prep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 | Title I Part A | All teachers and administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-----------------------------|
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program, Tutoring | 06/01/2018 | 07/31/2018 | \$7789 | Title I Part A | Teachers and administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 | Title I Part A | Teachers and 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 | District Funding | Teachers, Counselor and Administration |

(shared) Strategy 2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479. Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 | Title I Part A | All teachers |
| 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 | No Funding Required | Teachers |

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 |
|-------------------------------|---|----------------------------|------------|------------|-------------------|--|
| Behavior Intervention Program | Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 | Teachers, Counselor and Administration |
| Total | | | | | \$12000 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|------------------------------------|------------|------------|-------------------|---------------------------------|
| Parent and Family Engagement | An orientation will take place in August for students, parents, and community members to come to the school, pick up student schedules, ask questions, and become oriented to the school. During orientation parents will be directed to the parent resource center where parents can find materials to assist them in providing support for their children in decision making regarding future educational and career goals. We will update parent resources for parent corner. We will provide ink for printing parent newsletters. | Community Engagement | 08/09/2017 | 05/25/2018 | \$2000 | Administration and Counselor |
| Student School Supplies | School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 | Teachers and administration |
| Summer School | Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program, Tutoring | 06/01/2018 | 07/31/2018 | \$7789 | Teachers and administration |
| Best Practices | Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 | All teachers |
| Test Prep | Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 | All teachers and administration |
| Total | | | | | \$96363 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|--------------------------------|------------|------------|-------------------|--|
| 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 | Teachers |
| Career Interest Inventory | The Career Interest Inventory will provide effective career exploration and planning to understand students' interests, skills, and work values. | Career Preparation/Orientation | 08/09/2017 | 05/25/2018 | \$0 | All teachers, counselor, and career coach. |
| Truancy Diversion | Students who fail to meet compulsory attendance laws will have to participate in the Truancy Diversion Program. | Other | 08/09/2017 | 05/25/2018 | \$0 | Attendance office, summer school administration and teachers |
| School Cast Notification | Parents of students who are absent from school will automatically receive a phone call from the School Cast System. | Parent Involvement | 08/09/2017 | 05/25/2018 | \$0 | Attendance officer, teachers, and administrators |
| 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 |
| Formative Assessments | Chalkable and Performance series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 | Teachers and administration |
| Kuder Career Planning System | Kuder Career Planning System will allow students and teachers to create and review students' four year plans and help to guide them in their education and career planning. | Career Preparation/Orientation | 08/09/2017 | 05/25/2018 | \$0 | All teachers, counselor, and career coach. |
| Transition Tours and Registration | Sixth grade students are walked over from Flomaton Elementary School in May for orientation and a tour. Pollard-McCall 8th grade students are transported by bus in March for orientation, a tour and registration for high school. | Other | 08/09/2017 | 05/25/2018 | \$0 | Counselor, Administration |
| 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 |
| Total | | | | | \$0 | |

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 | Results are based on Title I Parent Survey. | Parent Survey |

Evaluative Criteria and Rubrics

Overall Rating: 2.0

| | 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 | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |

Areas of Notable Achievement

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

Feeling welcome in your child's school and reaching their child's classroom teacher to discuss their child where the highest levels of satisfaction or approval among the stakeholders.

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

Parents satisfaction increased from 96% to 100% in feeling welcome in the school.

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

Community stakeholders reported at Instructional Leadership Team meetings and during the accreditation process that our school is viewed positively throughout the community and that they feel we do a very good job in linking the school and community for the best interest of both.

Areas in Need of Improvement

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

Stakeholders survey indicates the overall lowest level of satisfaction or approval in the following areas: stakeholders are not aware of how additional help with reading and/or math is given to students through the Title I program and stakeholders do not know about the school's referral program to community services outside of the school.

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

There are no areas that show a trend toward decreasing stakeholder satisfaction. Interviews with stakeholders did indicate that they would like to see more activities available in school that interest the children such as a culinary arts program for students.

What are the implications for these stakeholder perceptions?

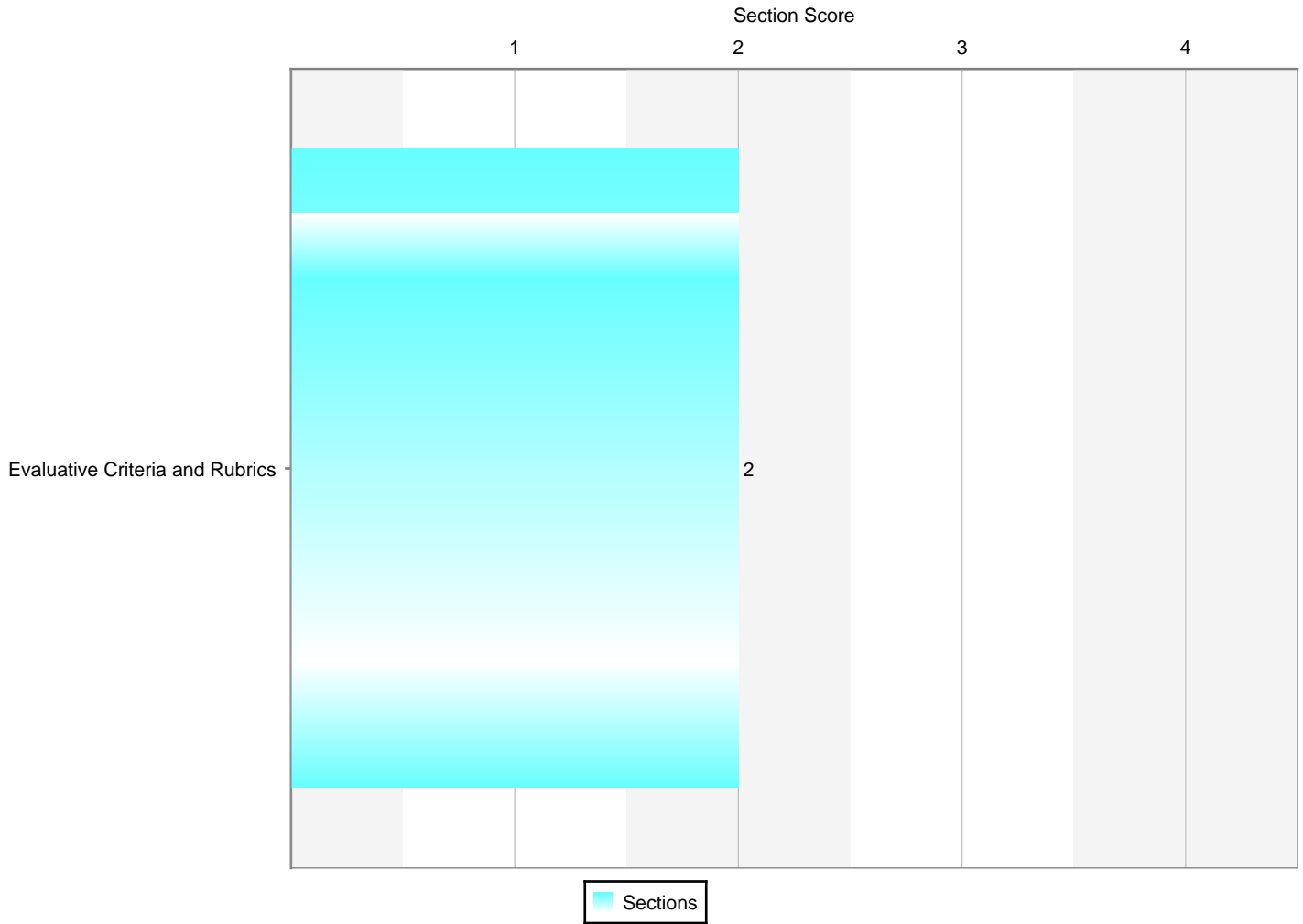
As a result of these surveys, it appears that Flomaton High should focus on providing better communication with parents and students about ongoing school activities, community services, and academic assistance.

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

Interviews with stakeholders did indicate that they would like to be provided clearer communication from teachers and staff members.

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 needs assessment was conducted by reviewing test data from ACT, ACT Aspire, and the Alabama Alternative Assessment. Other data was also reviewed such as parent surveys, local needs assessments, attendance data, and discipline data. Results were compared to those from previous years to determine effectiveness of previous strategies and to assist with planning for the current school year. Flomaton High School's Instructional Leadership Team is responsible for developing the ACIP plan. This team is composed of teachers from various grade levels, the school's administration, the Counselor, Parent Representatives, and a Community Representative. The team meets regularly to review and discuss the Continuous Improvement Plan and various issues. These members are responsible for providing information to other grade level teachers.

During the months of August and September 2017, the committee worked to gather and to assess the 2016-2017 school year's data to produce the current revision. Input is received from parents who serve on the Instructional Leadership Team, as well as from parents at the annual meeting, the Parent Advisory Committee Meetings, parent/teacher conferences, and individual conferences.

What were the results of the comprehensive needs assessment?

2017 ACT Scores were as follows:

43% of 11th grade students were proficient in Reading, 77% were proficient in English, 32% were proficient in Math, and 23% were proficient in Science.

ASPIRE Scores were as follows:

7th grade:

Reading- 46%

Science- 49%

Math- 36%

8th grade:

Reading- 49%

Science- 42%

Math- 24%

*Percentages represent those students who were proficient in each subject area.

What conclusions were drawn from the results?

From the data results, it was concluded that the improvement plan that we have in place is effective and our students are making progress.

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

According to results from our annual parent survey, 94% of parents that responded feel that our school provides a safe learning environment. 92% feel that their child is prepared for success in the next school year. 91% of parents also indicated that their child's teachers report on their child's progress in an easy to understand language. 74% of parents feel that our school's governing body interferes with the operation or leadership of the school. The parental involvement needs and goals for this year address the importance of communication between school and parents on an on-going basis.

Flomaton High School had 35 certified teachers. We experience very little teacher turnover. Student attendance for the 2016 - 2017 school year was 95%. Progress Reports are sent home mid-nine weeks during each grading period for all students in order to inform parents of their child's work at that point. This allows the child and the parent to work towards improving an unsatisfactory grade. Parent contact is made for any child who is not making satisfactory progress. PST implementation is used to document intervention strategies before referrals for Special Education Evaluation are made. Special Education Services are provided for students meeting state criteria. The School Counselor provides individual and group counseling sessions. The School Nurse provides medical screening/referrals.

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

School goals are tied directly to the priority needs that were made evident by our needs assessment. Based on reviewed data, it was determined that our goals would be in reading and math.

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

State assessments, local assessments, parent surveys, discipline data, attendance data, and school needs surveys were all used by the School's Instructional Leadership Team in the development of the goals for the 2017-2018 School Year.

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 Learners, 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 have the necessary paperwork in place. It would be the responsibility of the enrolling school to assist 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 the Escambia County School system because they cannot establish 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 Learners. 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.

Escambia County Schools Liaison for these special student populations is Sarah Watkins, Federal Programs Atmore Central Office. She can

be reached at 251-368-0308.

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:

Flomaton High School will have an increase in graduation rate.

Measurable Objective 1:

collaborate to increase the graduation rate at Flomaton High School to 90% by 05/25/2018 as measured by graduation rate report.

Strategy1:

Transition Services - Students entering Flomaton High School will be provided with opportunities to be properly oriented to their environment. Research Cited: Kennelly, L., & Monrad, M. (Eds.) (2007). Easing the transition to high school: Research and best practices designed to support high school learning. Washington, DC: National High School Center at the American Institutes for Research

| Activity - Parent and Family Engagement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------|------------|------------|-------------------------|------------------------------|
| An orientation will take place in August for students, parents, and community members to come to the school, pick up student schedules, ask questions, and become oriented to the school. During orientation parents will be directed to the parent resource center where parents can find materials to assist them in providing support for their children in decision making regarding future educational and career goals. We will update parent resources for parent corner. We will provide ink for printing parent newsletters. | Community Engagement | 08/09/2017 | 05/25/2018 | \$2000 - Title I Part A | Administration and Counselor |

| Activity - Transition Tours and Registration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---------------------------|
| Sixth grade students are walked over from Flomaton Elementary School in May for orientation and a tour. Pollard-McCall 8th grade students are transported by bus in March for orientation, a tour and registration for high school. | Other | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Counselor, Administration |

Strategy2:

Kuder Assessment - Kuder Navigator will be used to complete a Career Interest Inventory, create and review student four year plans, and establish goal setting.

Research Cited: Kuder, Inc

ACIP

Flomaton High School

| Activity - Kuder Career Planning System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|---------------------------|--|
| Kuder Career Planning System will allow students and teachers to create and review students' four year plans and help to guide them in their education and career planning. | Career Preparation/Orientation | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | All teachers, counselor, and career coach. |

| Activity - Career Interest Inventory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------------|------------|------------|---------------------------|--|
| The Career Interest Inventory will provide effective career exploration and planning to understand students' interests, skills, and work values. | Career Preparation/Orientation | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | All teachers, counselor, and career coach. |

Strategy3:

Improvement in Student Attendance - Increased accountability for student attendance by strictly following policies set forth in County Code of Conduct.

Research Cited: Accountability

| Activity - Truancy Diversion | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Students who fail to meet compulsory attendance laws will have to participate in the Truancy Diversion Program. | Other | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Attendance office, summer school administration and teachers |

| Activity - School Cast Notification | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| Parents of students who are absent from school will automatically receive a phone call from the School Cast System. | Parent Involvement | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Attendance officer, teachers, and administrators |

Goal 2:

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.

Research Cited:

ACIP

Flomaton High School

| 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 |

Goal 3:

Flomaton High School will score proficient by meeting or exceeding benchmark on state and district assessments.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of above and high average students from 56% to 60% by 05/25/2018 as measured by Performance Series performance bands in reading .

Strategy1:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

Strategy2:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

ACIP

Flomaton High School

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program Tutoring | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

Measurable Objective 2:

increase student growth from 55% on the fall assessment to 60% on the spring assessment by 05/25/2018 as measured by Chalkable assessment target scores in reading .

Strategy1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments
 Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

ACIP

Flomaton High School

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program Tutoring | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

Strategy2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

Measurable Objective 3:

SY 2017-2018

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

increase student growth from 34% on the fall assessment to 39% on the spring assessment by 05/25/2018 as measured by Chalkable assessment target scores in math.

Strategy1:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

Strategy2:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program Tutoring | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performance series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

Measurable Objective 4:

demonstrate a proficiency by increasing the percentage of above and high average students from 49 % to 54% by 05/25/2018 as measured by Performance Series performance bands in math.

Strategy1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performance series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program Tutoring | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

ACIP

Flomaton High School

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

Strategy2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

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:

Flomaton High School will score proficient by meeting or exceeding benchmark on state and district assessments.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of above and high average students from 56% to 60% by 05/25/2018 as measured by Performance Series performance bands in reading .

Strategy1:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

Strategy2:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performance series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Tutoring Academic Support Program | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

Measurable Objective 2:

increase student growth from 34% on the fall assessment to 39% on the spring assessment by 05/25/2018 as measured by Chalkable assessment target scores in math.

Strategy1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Tutoring Academic Support Program | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

ACIP

Flomaton High School

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

Strategy2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

Measurable Objective 3:

increase student growth from 55% on the fall assessment to 60% on the spring assessment by 05/25/2018 as measured by Chalkable assessment target scores in reading .

Strategy1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

ACIP

Flomaton High School

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Tutoring Academic Support Program | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

Strategy2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

Measurable Objective 4:

demonstrate a proficiency by increasing the percentage of above and high average students from 49 % to 54% by 05/25/2018 as measured by Performance Series performance bands in math.

Strategy1:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

Strategy2:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Tutoring Academic Support Program | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performance series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

ACIP

Flomaton High School

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

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:

Flomaton High School will have an increase in graduation rate.

Measurable Objective 1:

collaborate to increase the graduation rate at Flomaton High School to 90% by 05/25/2018 as measured by graduation rate report.

Strategy1:

Improvement in Student Attendance - Increased accountability for student attendance by strictly following policies set forth in County Code of Conduct.

Research Cited: Accountability

| Activity - Truancy Diversion | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Students who fail to meet compulsory attendance laws will have to participate in the Truancy Diversion Program. | Other | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Attendance office, summer school administration and teachers |

ACIP

Flomaton High School

| Activity - School Cast Notification | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| Parents of students who are absent from school will automatically receive a phone call from the School Cast System. | Parent Involvement | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Attendance officer, teachers, and administrators |

Strategy2:

Kuder Assessment - Kuder Navigator will be used to complete a Career Interest Inventory, create and review student four year plans, and establish goal setting.

Research Cited: Kuder, Inc

| Activity - Kuder Career Planning System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------------|------------|------------|---------------------------|--|
| Kuder Career Planning System will allow students and teachers to create and review students' four year plans and help to guide them in their education and career planning. | Career Preparation/ Orientation | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | All teachers, counselor, and career coach. |

| Activity - Career Interest Inventory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|------------|------------|---------------------------|--|
| The Career Interest Inventory will provide effective career exploration and planning to understand students' interests, skills, and work values. | Career Preparation/ Orientation | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | All teachers, counselor, and career coach. |

Strategy3:

Transition Services - Students entering Flomaton High School will be provided with opportunities to be properly oriented to their environment.

Research Cited: Kennelly, L., & Monrad, M. (Eds.) (2007). Easing the transition to high school: Research and best practices designed to support high school learning. Washington, DC: National High School Center at the American Institutes for Research

| Activity - Transition Tours and Registration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---------------------------|
| Sixth grade students are walked over from Flomaton Elementary School in May for orientation and a tour. Pollard-McCall 8th grade students are transported by bus in March for orientation, a tour and registration for high school. | Other | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Counselor, Administration |

| Activity - Parent and Family Engagement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------|------------|------------|-------------------------|------------------------------|
| An orientation will take place in August for students, parents, and community members to come to the school, pick up student schedules, ask questions, and become oriented to the school. During orientation parents will be directed to the parent resource center where parents can find materials to assist them in providing support for their children in decision making regarding future educational and career goals. We will update parent resources for parent corner. We will provide ink for printing parent newsletters. | Community Engagement | 08/09/2017 | 05/25/2018 | \$2000 - Title I Part A | Administration and Counselor |

Goal 2:

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.

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 |

Goal 3:

Flomaton High School will score proficient by meeting or exceeding benchmark on state and district assessments.

Measurable Objective 1:

increase student growth from 34% on the fall assessment to 39% on the spring assessment by 05/25/2018 as measured by Chalkable assessment target scores in math.

Strategy1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

ACIP

Flomaton High School

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performance series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Tutoring Academic Support Program | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

Strategy2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

ACIP

Flomaton High School

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

Measurable Objective 2:

demonstrate a proficiency by increasing the percentage of above and high average students from 56% to 60% by 05/25/2018 as measured by Performance Series performance bands in reading .

Strategy1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Tutoring Academic Support Program | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performance series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

Strategy2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

Measurable Objective 3:

demonstrate a proficiency by increasing the percentage of above and high average students from 49 % to 54% by 05/25/2018 as measured by Performance Series performance bands in math.

Strategy1:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

Strategy2:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Tutoring Academic Support Program | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

Measurable Objective 4:

increase student growth from 55% on the fall assessment to 60% on the spring assessment by 05/25/2018 as measured by Chalkable assessment target scores in reading .

Strategy1:

Best Practices - Teachers will use strategies and resources to increase student performance on state and district assessments

Research Cited: Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading

ACIP

Flomaton High School

| Activity - Summer School | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------------|------------|------------|-------------------------|-----------------------------|
| Summer school provides students additional support in earning required credits or credit advancement | Academic Support Program Tutoring | 06/01/2018 | 07/31/2018 | \$7789 - Title I Part A | Teachers and administration |

| Activity - Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|---------------------------------|
| Achieve 3000, USA Test Prep, A+, IXL Reading and Math Program, and On to College with John Baylor give students the content area literacy skills they need to succeed on the standards and prepare for college and career. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$82574 - Title I Part A | All teachers and administration |

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| Chalkable and Performace series will be used to progress monitor students. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers and administration |

| Activity - Behavior Intervention 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 affect the educational process. | Behavioral Support Program | 08/09/2017 | 05/25/2018 | \$12000 - District Funding | Teachers, Counselor and Administration |

| Activity - Student School Supplies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| School supplies are used to help support the students in their academic studies. | Academic Support Program | 08/09/2017 | 05/25/2018 | \$3000 - Title I Part A | Teachers and administration |

Strategy2:

Staff Development - Teachers will receive training in areas of need.

Research Cited: Hanushek, Eric A. "The Economic Value of Higher Teacher Quality." Economics of Education Review. (2011): 466-479.

Print

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 and include lesson planning, grading assessment guidelines/strategies, resources and questions. | Professional Learning | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Teachers |

ACIP

Flomaton High School

| Activity - Best Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will use strategies and resources to increase student achievement on state and district assessments. | Professional Learning | 08/04/2017 | 05/25/2018 | \$1000 - Title I Part A | All teachers |

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.

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.

To the best of our ability parents are provided with assessment results in a language they can understand.

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? | Yes | | |

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

All teachers are qualified and fully certified to teach the subjects or grade to which they are assigned. Class schedules are designed in order to maximize instructional time and to provide time for intervention services as needed for struggling learners. Teachers meet together monthly as a grade level to share student data and to discuss the best teaching practices to better meet the needs of their students.

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?

There is currently 1 new Math teacher and 1 new Special Ed teacher for the 2016-17 school year.

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

Twenty-seven members of the school's staff are certified educators, while eleven members of the school's personnel are support staff. 41% of the certified educators hold a Master's Degree in Education or higher.

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).

Flomaton High School is committed to hiring only certified teachers and placing them in their area of certification. All of our staff are certified as defined by the State Department of Education. The principal interviews qualified applicants as determined by the human resources department. A teacher incentive program is utilized through our Positive Behavior Support program to encourage and motivate teachers.

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.

Professional Development will be sustained and ongoing in that teachers, administrator, counselor, and support staff will participate throughout the year. Lead teachers, administrator, and counselor will provide turn-around training to faculty and staff at Flomaton High to ensure sustained professional development.

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

Professional Development will be sustained and ongoing in that teachers, administrator, counselor, and support staff will participate throughout the year. Lead teachers, administrator, and counselor will provide turn-around training to faculty and staff at Flomaton High to ensure sustained professional development.

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 new teachers are assigned a mentor through the Escambia County School District's Mentoring program

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

Professional Development will be sustained and ongoing in that teachers, administrator, counselor, and support staff will participate throughout the year. Lead teachers, administrator, and counselor will provide turn-around training to faculty and staff at Flomaton High to ensure sustained professional development.

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:

Flomaton High School will have an increase in graduation rate.

Measurable Objective 1:

collaborate to increase the graduation rate at Flomaton High School to 90% by 05/25/2018 as measured by graduation rate report.

Strategy1:

Transition Services - Students entering Flomaton High School will be provided with opportunities to be properly oriented to their environment. Research Cited: Kennelly, L., & Monrad, M. (Eds.) (2007). Easing the transition to high school: Research and best practices designed to support high school learning. Washington, DC: National High School Center at the American Institutes for Research

| Activity - Parent and Family Engagement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------|------------|------------|-------------------------|------------------------------|
| An orientation will take place in August for students, parents, and community members to come to the school, pick up student schedules, ask questions, and become oriented to the school. During orientation parents will be directed to the parent resource center where parents can find materials to assist them in providing support for their children in decision making regarding future educational and career goals. We will update parent resources for parent corner. We will provide ink for printing parent newsletters. | Community Engagement | 08/09/2017 | 05/25/2018 | \$2000 - Title I Part A | Administration and Counselor |

| Activity - Transition Tours and Registration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---------------------------|
| Sixth grade students are walked over from Flomaton Elementary School in May for orientation and a tour. Pollard-McCall 8th grade students are transported by bus in March for orientation, a tour and registration for high school. | Other | 08/09/2017 | 05/25/2018 | \$0 - No Funding Required | Counselor, 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 teachers are involved in the review of assessment results. Data meetings are held at regular intervals throughout the school year for teachers to improve overall instruction.

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?

Students who are not making adequate progress are identified through Flomaton High School's RtI process. Assessment results are reviewed for each individual student at the standard level. Students not meeting proficiency are identified by each subject teacher. Data cards are developed on each child to monitor progress over time.

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

Students who are not making adequate progress are identified through Flomaton High School's RtI process. Tier II and III instruction is incorporated into the student's daily routine to ensure recovery. Students in need of additional assistance are provided additional help during the enrichment period daily. Students are able to work with the subject area of most immediate concern and then move to another area if necessary. This time is additional to the class traditional class time per subject.

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.

Differentiated instruction and best practices strategies are utilized in classrooms daily at FHS. Teachers receive professional development as needed to maintain a high level of instruction. Tutoring is available daily before school. A summer credit recovery program is held in June.

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 Rrl interventions, and weekly tutoring is available to all students. The Special Education Department operates a resource room available to students each period for one-on-one assistance.

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.

Classroom Instructional Supplies: \$ 78,729.60

Parental Involvement: \$ 2,000

Extended Day Services: \$ 6,740.40

Total: \$ 86,618.00

Title VI: \$8,900 for technology.

Title II: Professional Development provided by LEA

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)?

Students at Flomaton High School have the opportunity to participate in a comprehensive Career-Technical program through the Escambia Brewton Career Readiness Center

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

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

FHS 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 (Aspire & ACT) 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?

A 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 Educate Alabama 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 (Performance Series, 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. | 26.72 |

Provide the number of classroom teachers.

26.72

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1303256.0 |

Total

1,303,256.00

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. | 80951.0 |

Total

80,951.00

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. | 30358.0 |

Total

30,358.00

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. | 54115.0 |

Total

54,115.00

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. | 54808.0 |

Total

54,808.00

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 Administrators.

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 |

Total

0.00

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. | 6407.0 |

Total

6,407.00

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. | 2357.0 |

Total

2,357.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

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. | 12753.0 |

Total

12,753.00

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. | 937.0 |

Total

937.00

Title I

| Label | Question | Value |
|-------|---|---------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 96363.0 |

Provide a brief explanation and breakdown of expenses.

Classroom Instructional- \$3,000

Staff Development \$1,000

Software Maintenance Agreement \$19,000

Computer Hardware \$63,574

Parent Materials and Supplies \$2,000

Extended Day \$7,789

Title II

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

Provide a brief explanation and a breakdown of expenses.

District Funded

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.

Allocation not released at this time.

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.

District Funded

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.

District Funded

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

Provide a brief explanation and breakdown of expenses.

District Funded

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 | 67626.0 |

Provide a brief explanation and breakdown of expenses.

.73 Locally-Funded Units: \$67,626.

Teachers - .23 - \$37,268.

Asst. Principal - .50 - \$30,358.

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))

Flomaton 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 SchoolCast system. Any parents unable to attend the annual meeting will have the option of obtaining information in the FHS 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 Flomaton 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 website, and use of the SchoolCast system. The FHS 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. FHS will involve parents in the revision and evaluation of the School Parental Involvement Plan, the Title I Program, the ACIP 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 supplies and materials as well as resources to be sent home for parents. The remaining funds are utilized for the postage, 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 SY 2017-2018

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 school's web-site, 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 sent home 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 Flomaton 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 throughout the school year either on-line or through the Parent Resource Center. Parent Compacts are sent home at the beginning of school 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 FHS 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 the Parent Resource Center, 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)

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.

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)

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 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)

Parents are informed of all existing school programs through the school website, the SchoolCast system, school marquee, social media 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 FHS. 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 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)

English is the primary language of all 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 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)

The school shall provide reasonable support for parental involvement activities through telephone contacts (parent contact logs and SchoolCast system), notices sent home, social media and the school's website. Opportunities for students to perform in a variety of ways to encourage parental participation will also be used.

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))

Flomaton 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 FHS is a handicap-accessible building. Questions and concerns about students and Strategies to Increase Parental Involvement Flomaton High School 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.