



## **ACIP**

# Geneva County High School

## Geneva County Board of Education

Mr. Kevin LeSueur, Principal  
301 Lily Street  
Hartford, AL 36344

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# Executive Summary

## **Introduction**

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

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

## Description of the School

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

Geneva County High School is located in the small rural town of Hartford, Alabama in Geneva County. Its feeder school, Geneva County Middle School, is located on the same campus, and the two schools share many of the same facilities and personnel. The campus includes a library media center, auditorium, lunchroom, gym, bandroom, and weight room. The football field is located one block away. The baseball and softball fields are located off-campus at the city's recreational area.

While the number of students has remained slightly over 200 the last few years, we continue to see an increase in enrollment each school year. There are currently 234 students enrolled in ninth through twelfth grades at Geneva County High School. Although minute, this is higher than the 233 students enrolled during 2015-2016. Approximately 72% of the student body is white, 18% is black, 6% is Hispanic, 3% is of multi-race, 0.5% is Asian, and 0.5% is American Indian/Alaskan Native. The attendance rate is consistently around 95%.

All teacher units are earned Foundation Units. The faculty consists of one principal, one guidance counselor and one library media specialist who are both shared with the middle school, and 14 teacher units which include three career technical teachers, a band director, and shared physical education teachers. With only three exceptions, core high school teachers teach at least middle school class. GCHS also utilizes one ACCESS facilitator and shared paraprofessionals.

## 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 Geneva County School District is accredited by the Southern Association of Colleges and Schools. The mission statement of Geneva County High School is aligned with the mission statement for the system:

The mission of the Geneva County School System, in partnership with its parents and community, is to educate all students in a safe, supportive, challenging environment where they can learn to be responsible and productive citizens of a culturally diverse society.

Motto:

Achieving Excellence Together Beliefs:

- Student learning is the chief priority of our school
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A safe and physically comfortable environment promotes student learning.

All students at Geneva County High School have access to all services and programs available. All special education, homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education. All students are provided with the opportunity to meet the same challenging state content and state student performance standards without being stigmatized or isolated.



## 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.**

In the past three years, we have seen areas of notable improvement.

Our system is district accredited by AdvancED. This has provided more opportunities to collaborate with other schools in our system and aided in a more unified alignment of goals and strategies.

In the Fall of 2015, the construction of a new gym/weight room and a bandroom was completed. These improvements will greatly improve the security of the campus by creating only one entrance for visitors and will improve safety by having all school buildings on one campus.

According to the data from the ACT ASPIRE, ACT, and WorkKeys assessments indicate there is much room for improvement in all subgroups.

Enhancements to our library media center are taking place. With the hiring of a new library media specialist two years ago, the library is now the hub of our school where our students are welcomed and able to access 21st Century research opportunities as well as a greater reading selection.

GCMS and GCHS has adopted the mindset of "Team GeCo" for a more unified faculty/staff. This is beneficial in creating and maintaining extensive communication, collaboration, and cohesiveness. As part of this effort was the creation of departmental learning zones. Each department is grouped together allowing for increased collaboration. Department chairs were named, and departmental meetings are held throughout the year. Each new teacher has an assigned mentor teacher. In addition, time is permitted for teachers to observe other teachers in order to increase knowledge and skills.

GCHS has also partnered with the Southern Regional Educational Board (SREB) for a three-year program which will include professional development for all core subjects as well as Career Technical areas. This platform focuses on creating standards-based assessments and integrating writing across the curriculum. The material is presented in a digital format which gives teachers a more efficient way to share and collaborate with each other. This will help insure further student academic success and will encourage rigor and accountability for our high school students.

## **Additional Information**

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

Geneva County High School has a supportive stakeholder group. Our teachers are dedicated, hard-working and take on extra-assignments including organizing activities and sponsoring clubs. Many parents readily volunteer services and equipment.

Stakeholders and community organizations provide support financially, and our state legislators have been able to secure funding for capital improvements and programs.

# **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 Principals of Geneva County High School and Geneva County Middle School, the Guidance Counselor, and teachers met to gather, review, and analyze data to determine strengths and to target areas in need of improvement. The Principal also meet with teachers in departmental meetings and grade level meetings to further prioritize needs and objectives.

GCHS/GCMS hosted a pre-registration night and and Open House night and invited parents in to meet with the faculty and staff. Parents were encouraged to schedule needed conferences with their child's teacher. A school website, Instagram, and Facebook page are being utilized to share news and events of the schools. SchoolCast, an automated calling system, is used to share important messages to parents/guardians.

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

Each department and grade level provided information in order to prioritize needs and objectives. Faculty and staff also provided input through individual interviews. The Parent Advisory Committee met with administration to assist in the development of ways to achieve the goals of the continuous improvement plan. Student leaders were also interviewed and allowed to provide input in addressing the needs of the school.

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

To communicate the plan, the Principal first met with all faculty and staff to outline the school's focus. The plan's outline was also communicated to parents at the 9th Grade/New Student Orientation. Progress toward targeted goals is also communicated via the school website and Facebook page. The plan is available on the school website, and a copy is located in the school library media center. To further communicate efforts and progress of the school's plan and to facilitate a partnership with the community, the Principal has joined the Hartford Civic Club and will continue to report at scheduled meetings in order to promote the vision of the plan to community stakeholders including business owners, and community and municipal leaders.

# 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**

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b>   |
|--------------|--|-----------------|----------------|---|
| 1.           | Did you complete the Student Performance Data document offline and upload below? | Yes             |                | Cummulative Report<br>2016 Aspire<br>2016 ACT<br>14-15 HS ACT |



## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 4. | Equity of Learning    | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps. | Level 1 |

## Areas of Notable Achievement

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

ACT Aspire - 57% of females scored above the school average of 51%.

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

ACT Aspire - this was a baseline data year for 10th graders.

ACT - the number of students scoring proficient on all four sections of the ACT went from 3% in the 14-15 academic year to 8% in the 15-16 academic year.

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

ACT Aspire - 57% of Females scored Ready in English on the ACT Aspire during the 15-16 Spring administration of the assessment.

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

ACT Aspire - this was the baseline data year

ACT - The Black/African American subgroup improved in all tested areas - English, Mathematics, Reading, Science and Composite all increased with the 15-16 administration of the assessment.

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

The achievement gap between the white and black/African American subgroup is closing.

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

There is only ACT data to compare because the ACT Aspire has only been given one year.

## Areas in Need of Improvement

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

ACT - The Hispanic subgroup has not changed. No progress has been noted in the testing data from ACT.

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

The gap between whites and Hispanics is growing due to the Hispanic population not making any gains on last year's assessment.

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

ACT - Hispanic subgroup in English sub-test.

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

ACT - Hispanic sub-group due to lack of gains.

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

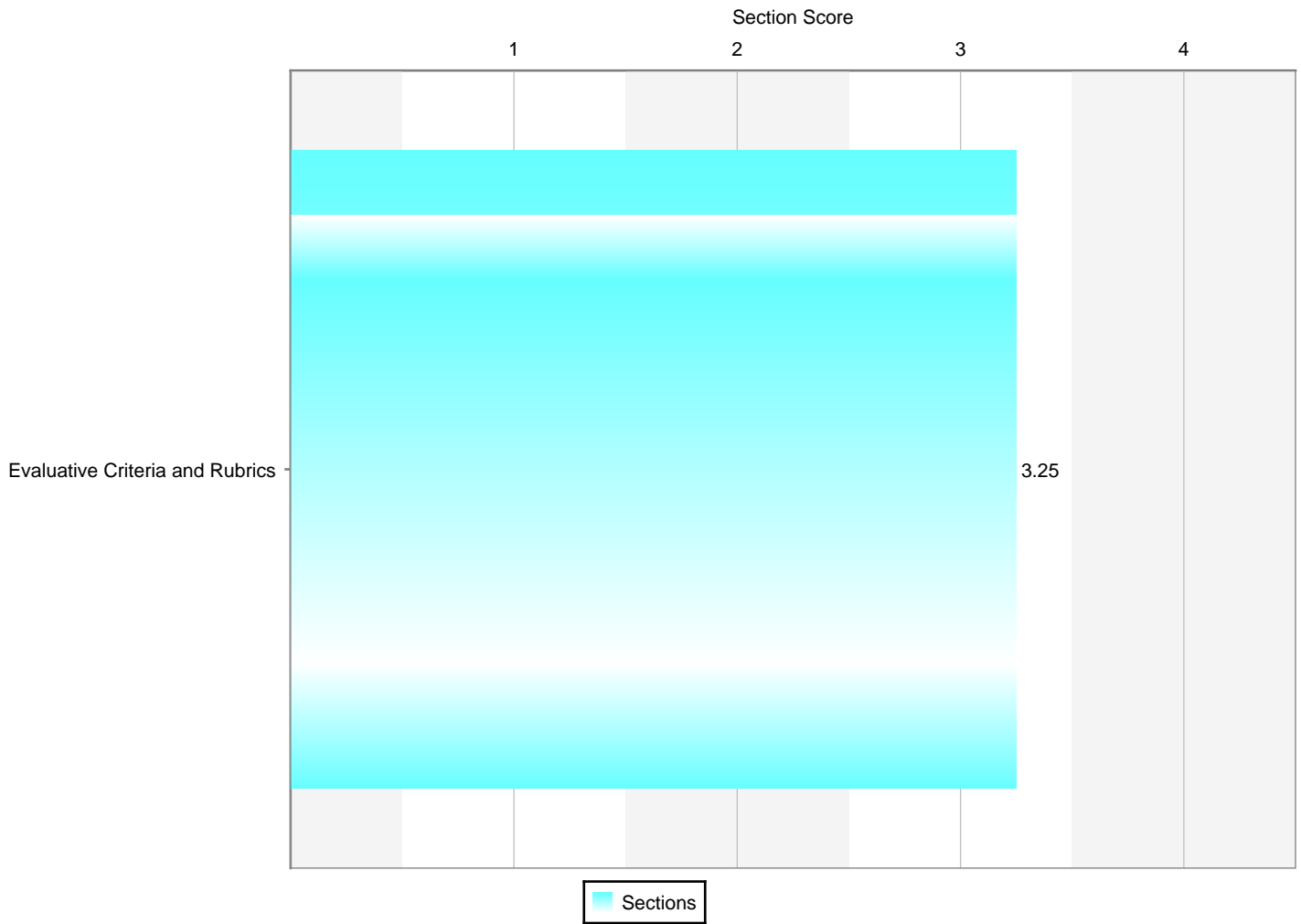
ACT- The achievement gap between the White and Hispanic subgroups is growing.

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

ACT is the only data that multiple years to compare growth.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

| Label | Assurance   | Response | Comment   | Attachment    |
|-------|---|----------|---|---------------|
| 1.    | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes      | Kevin LeSueur, Principal<br>Lena Lindsey, Counselor<br>Sherri Winingham, Secondary Curriculum<br>Chelsie Hall, ELA<br>Eva Watkins, Math<br>Ellen Lett, Parent | HS Assurances |

| 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      |         | Equal Opp. Act |

| 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      |         | Signed Equal Opp. Act |

| Label | Assurance  | Response | Comment | Attachment           |
|-------|--|----------|---------|----------------------|
| 4.    | The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically. | Yes      |         | Parental Involvement |

| Label | Assurance   | Response | Comment   | Attachment |
|-------|---|----------|---|------------|
| 5.    | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students. | No       | Geneva County High School is not a title one school and does not require a School-Parent Compact. |            |

# 16-17 ACIP Goals



## Overview

### Plan Name

16-17 ACIP Goals

### 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 | Geneva County High School will show a decrease in the number of students who check-in to school during first period for the 2016-2017 school year. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | \$0           |
| 2 | ACT Assessment Performance - ELA   | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | \$0           |
| 3 | ACT Assessment Performance - Math  | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | \$0           |

## Goal 1: Geneva County High School will show a decrease in the number of students who check-in to school during first period for the 2016-2017 school year.

### Measurable Objective 1:

collaborate to decrease the number of students who check-in to school by 05/26/2017 as measured by a 5% decrease in first period check-ins (from 400 during the 15-16 school year to 380 or fewer during the 16-17 school year) as shown in INOW school reports.

### Strategy 1:

School Cast Reminders - We will send home daily reminders to those students who check-in to school about the importance of being on time to school.

Category: Other - Parent Informational

Research Cited: "Mapping the Early Attendance Gap- Attendance Works." Healthy Schools Campaign, Sept. 2015

| Activity - Breakfast in the Classroom   | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--|------------|------------|-------------------|---------------------|---|
| Lunchroom Staff and teachers will work together to make sure that all students are provided with a healthy breakfast. | Other - Health/Nutrition Education, Academic Support Program | 09/21/2016 | 05/26/2017 | \$0               | No Funding Required | Kevin LeSueur, Principal<br>Teachers<br>Lunchroom Staff<br>Wendy Boutwell, Attendance Clerk |

## Goal 2: ACT Assessment Performance - ELA

### Measurable Objective 1:

demonstrate a proficiency to indicate that you are College and/or Career Ready by 05/12/2017 as measured by the percentage of graduating Seniors who have obtained at least one credential.

### Strategy 1:

SREB Modules - At least 50% of the school's teachers will be trained in SREB's module writing to help in improving literacy and mathematical practices.

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

Research Cited: HSTW - Southeastern Regional Educational Board Research

| Activity - Literacy Design Collaborative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

|  |   |            |            |     |                     |  |
|--|---|------------|------------|-----|---------------------|--|
| Teachers will learn how to write meaningful lessons that will engage students, allow the students to think through problems, and incorporate writing and reading in all content areas. | Professional Learning, Academic Support Program | 08/08/2016 | 05/26/2017 | \$0 | No Funding Required | Kevin LeSueur, Principal<br>Barbara Greathouse, LDC Coach<br>Paige Fountain, ELA teacher<br>Chelsie Hall, ELA teacher<br>Ian Campbell, CTE teacher |
|--|---|------------|------------|-----|---------------------|--|

### Goal 3: ACT Assessment Performance - Math

**Measurable Objective 1:**

demonstrate a proficiency by obtaining at least one CCR credential by 05/12/2017 as measured by the percentage of graduating Seniors obtaining at least one credential .

**Strategy 1:**

SREB Modules - Teachers will participate in training on how to implement FALS within their classrooms.

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

Research Cited: HSTW- Southeastern Regional Education Board Research

| Activity - FALS  | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|---|------------|------------|-------------------|---------------------|--|
| Teachers will implement research-based math FALS within thier classrooms | Professional Learning, Academic Support Program | 08/08/2016 | 05/26/2017 | \$0               | No Funding Required | Kevin LeSueur, Principal<br>Eva Watkins, Math teacher<br>SREB Instructor |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

| Activity Name                 | Activity Description   | Activity Type  | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-------------------------------|--|--|------------|------------|-------------------|--|
| FALS                          | Teachers will implement research-based math FALS within thier classrooms   | Professional Learning, Academic Support Program              | 08/08/2016 | 05/26/2017 | \$0               | Kevin LeSueur, Principal<br>Eva Watkins, Math teacher<br>SREB Instructor   |
| Literacy Design Collaborative | Teachers will learn how to write meaningful lessons that will engage students, allow the students to think through problems, and incorporate writing and reading in all content areas. | Professional Learning, Academic Support Program              | 08/08/2016 | 05/26/2017 | \$0               | Kevin LeSueur, Principal<br>Barbara Greathouse, LDC Coach<br>Paige Fountain, ELA teacher<br>Chelsie Hall, ELA teacher<br>Ian Campbell, CTE teacher |
| Breakfast in the Classroom    | Lunchroom Staff and teachers will work together to make sure that all students are provided with a healthy breakfast.  | Other - Health/Nutrition Education, Academic Support Program | 09/21/2016 | 05/26/2017 | \$0               | Kevin LeSueur, Principal<br>Teachers Lunchroom Staff<br>Wendy Boutwell, Attendance Clerk   |
| <b>Total</b>                  |  |  |            |            | <b>\$0</b>        |  |

# Stakeholder Feedback Diagnostic

## **Introduction**

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

**Stakeholder Feedback Data**

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>                                    | <b>Attachment</b> |
|--------------|---|-----------------|---|-------------------|
| 1.           | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes             | AdvancEd surveys were used in all data collected. |                   |



## Evaluative Criteria and Rubrics

Overall Rating: 3.5

|    | Statement or Question        | Response  | Rating  |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

|    | Statement or Question                     | Response   | Rating  |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |

## Areas of Notable Achievement

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

Parent - Resources and Support; Using results for Continuous Improvement

Staff - Purpose and Direction; Leadership and Governance

Students - Purpose and Direction, Governance and Leadership; Teaching and Assessing for Learning

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

Standards 1 (Direction and Purpose) and 2 (Governance and Leadership) showed an increase in stakeholder satisfaction and approval.

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

All findings are consistent with other stakeholder feedback sources (parent meetings).

## Areas in Need of Improvement

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

The lowest area of satisfaction or approval would be standard 5 Using results for continuous improvement.

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

Standard 3 Teaching and Assessing for Learning shows a decrease in stakeholder satisfaction or approval.

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

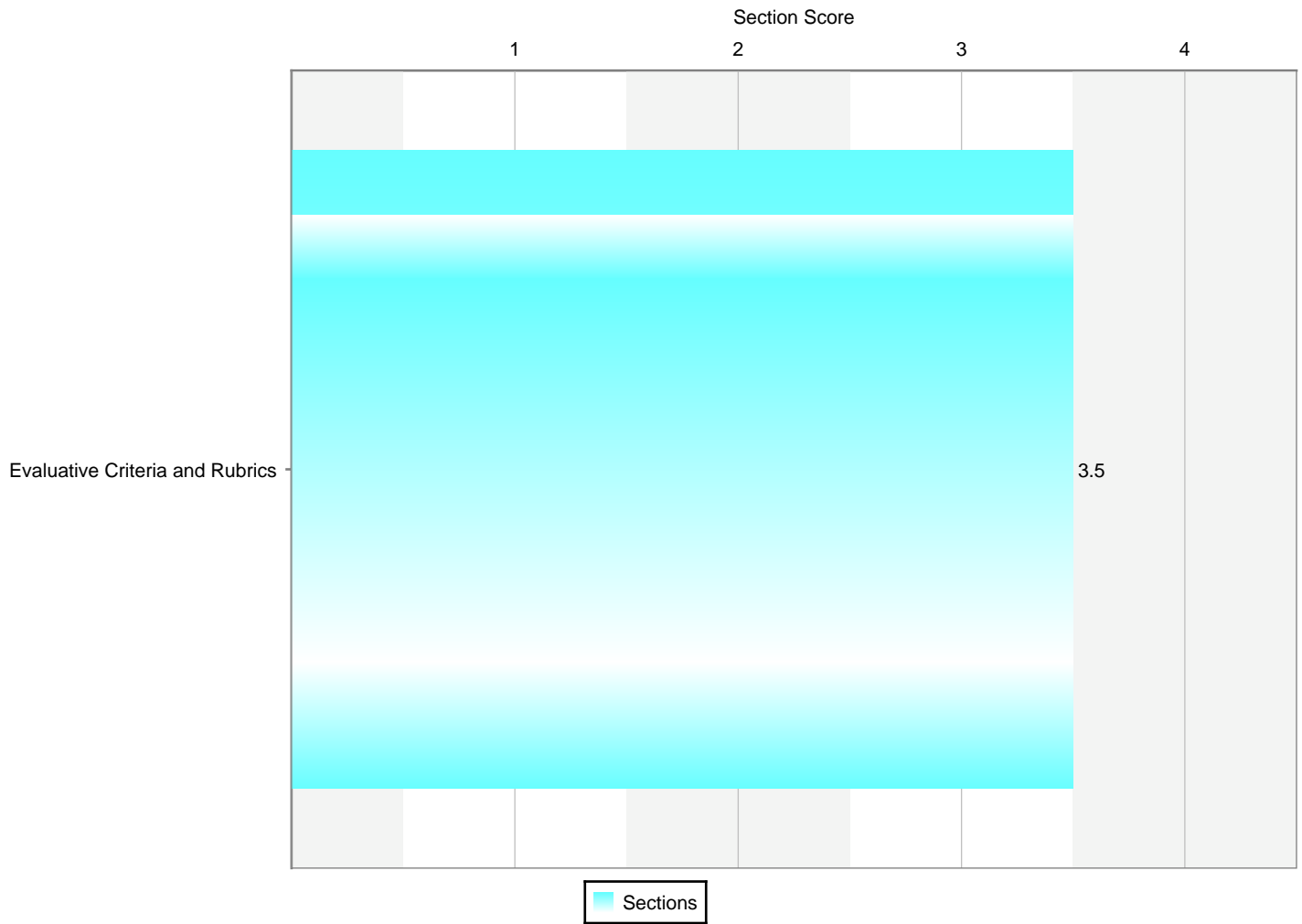
The implications are that as a school we need to do a better job of communicating where we are doing things and using data to drive our decisions.

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

The above findings are consistent with other stakeholder feedback sources (parent meetings/conferences; teacher faculty meetings).

## Report Summary

### Scores By Section



# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds:

|  | <b>FTE's Earned</b> | <b>Units Placed</b> | <b>Total Salaries</b> |
|--|---------------------|---------------------|-----------------------|
| FTE Teacher Units                            | 13.01               | 14.10               | 903,564.42            |
| Administrator Units                          | 1.00                | 1.0                 | 106,296.36            |
| Assistant Principal                          | 0.00                | 0                   | 0.00                  |
| Counselor                                    | 0.50                | .5                  | 41,989.97             |
| Librarian                                    | 0.50                | .5                  | 36,730.05             |
| Career and Technical Education Administrator | 0.00                | 0                   | 0.00                  |
| Career and Technical Education Counselor     | 0.00                | 0                   | 0.00                  |
| Technology                                   | 0.00                | 0                   | 2,542.00              |
| Professional Development                     | 0.00                | 0                   | 957.00                |
| State ELL Funds                              | 0.00                | 0                   | 0.00                  |
| Instructional Supplies                       | 0.00                | 0                   | 6,086.00              |
| Library Enhancement                          | 0.00                | 0                   | 319.00                |
| <b>Totals</b>                                |                     |                     | <b>1,098,484.80</b>   |

**Title I**

| <b>Label</b> | <b>Question</b>   | <b>Value</b> |
|--------------|---|--------------|
| 1.           | Improving the Academic Achievement of the Disadvantaged<br>Provide the total. | 0.0          |

**Provide a brief explanation and breakdown of expenses.**

Not Applicable

| <b>Label</b> | <b>Question</b>                  | <b>Value</b> |
|--------------|----------------------------------|--------------|
| 1.           | ARRA Funds<br>Provide the total. | 0.0          |

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable



**Title II**

| Label | Question   | Value |
|-------|--|-------|
| 1.    | Professional Development Activites<br>Provide the total. | 0.0   |

**Provide a brief explanation and a breakdown of expenses.**

Dispersed from the County Budget

**Title III**

| Label | Question  | Value |
|-------|---|-------|
| 1.    | For English Language Learners<br>Provide the total. | 0.0   |

**Provide a brief explanation and a breakdown of expenses.**

Dispersed from the county budget.

**Title IV**

| Label | Question   | Value |
|-------|--|-------|
| 1.    | Safe and Drug-Free Schools<br>Provide the total. | 0.0   |

**Provide a brief explanation and a breakdown of expenses.**

Dispersed from the county budget.

**Title VI**

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

**Provide a brief explanation and a breakdown of expenses.**

Dispersed from the county office.

### Career and Technical Education-Perkins IV

| Label | Question                                | Value |
|-------|---|-------|
| 1.    | Basic Grant (Title I)<br>Provide total. | 0.0   |

Provide a brief explanation and breakdown of expenses.

Not applicable

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

Provide a brief explanation and breakdown of expenses.

Not applicable

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

Not applicable

## Local Funds

| Label | Question          | Value |
|-------|-------------------|-------|
| 1.    | Provide the total | 0.0   |

**Provide a brief explanation and breakdown of expenses**

Not applicable