



## **ACIP**

# Samson High School

## Geneva County Board of Education

Mr. R. DeWayne Hamilton, Jr., Principal  
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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?**

Samson is a rural area that lies in the southwest portion of Geneva County. The city of Samson has a population of roughly 2,000 people. It houses three different schools inside the city limits; these include Samson Elementary, Samson Middle School and Samson High School. Samson High School serves around 250 students from 9th -12th grade. Approximately 78% of the student body is white, 14% is black and 8% is other. It is one of 3 high schools in Geneva County School System. Geneva County Schools are located in a low tax based region which limits its resources. All teachers on staff at Samson are earned units from the Alabama Educational Foundation. There are fifteen teachers, one administrator, one librarian, one counselor and three paraprofessionals. Ten teachers possess a Master's Degree or higher. The current principal has served in that capacity for three years. Samson High School introduced three new faculty members this year (20% of total number of faculty). All schools in the Geneva County School System are accredited by the State of Alabama and by Southern Association of Schools and Colleges.

## 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.**

### Mission

The mission of Samson High School is to produce confident, self-directed, lifelong learners that will become productive citizens in our global community.

### BELIEFS

- A safe and physically comfortable environment promotes student learning.
- Facilitating open communication between school staff, learners, parents, and community promotes a sense of involvement and commitment to the entire educational process.
- A student's education is enhanced by positive relationships, extra-curricular activities and a system of academic, emotional and spiritual support.
- Student learning needs should be the primary focus of all decisions impacting the work of the school.
- Students learn in different ways and should be provided with a variety of instructional approaches, including the use of technology, to support their learning.
- Students are encouraged to participate in extra-curricular activities/clubs in order to develop leadership and teamwork skills outside the classroom.
- The faculty and staff's commitment to continuous improvement are imperative if our schools are to enable students to become confident, self-directed, lifelong learners.
- Faculty members commit themselves daily to seek out the best instructional approach to reach each individual student.

### Samson Motto

"Inspire to Aspire"

### Programs and Services

Samson offers programs such as ACCESS, RTI, STAR, ACT Periodic Testing, Stride Academy, Distance Learning, Credit Recovery, EL Program, Special Needs Instruction, Honors Diploma Program, National Honor Society, Math and Science Clubs, Alternative Education Program, Foreign Language (Spanish), 4-H, Career Technical Program, Drama, Marching Band, Counseling, Business Education, Agriscience Technology, Cheerleading, Yearbook, Football, Basketball, Baseball, Softball, Volleyball and Golf.



## 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.**

Data from the 2015-2016 academic school year reflects an increase in the Reading proficiency scores on the ACT. The increase in the scores can be attributed to the implementation of research based intervention programs (i.e. Global Scholar).

Data from the 2015-2016 academic school year reflects an increase in the English proficiency scores on the ACT. The increase in scores can be attributed to the implementation of ACT QualityCore standards in correlation with the Alabama course of study and implementing strategic teaching principles in the classroom.

## Additional Information

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

Samson's leadership team continually strives to promote student achievement by requiring that state performance indicators are aligned with curriculum and instruction. State performance indicators are a required component of all lesson plans submitted through INOW. Student achievement data is collected through STAR, ACT and PLAN benchmarks, ACT Periodic Aspire Testing, and school/system/state report cards. The information provided is analyzed to determine the educational achievements and areas of improvement to assist in evaluating the school's effectiveness in regards to student performance.

All students entering the ninth grade are assessed using the Standardized Test for Assessment and Reading (STAR) during the first few weeks of school in order to establish baseline data for goals. The assessment indicates the students' strengths and areas of focus. STAR testing is scheduled three times per year in order to track each student's reading comprehension level and math proficiency level.

Students with special needs are also assessed. The Alabama Alternative Assessment (AAA) is administered to students with special needs as addressed in the Individualized Education Plan (IEP).

After all data has been analyzed, teachers form small intervention groups within the classroom to address any and all weaknesses. Intervention classes are formed and parent conferences are scheduled. Progress Monitoring is administered more frequently to students who are below grade level standards. New activities are constructed for centers to address skills that need further reinforcement.

During the course of the school year, students not making adequate academic progress will be referred to Response to Instruction (RTI) for consideration of that student's individual needs. Academic needs are monitored closely, and the student receives tiered instruction as appropriate. Social and emotional needs of students are addressed through individual or group counseling.

# 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.**

At the beginning of each school year, our faculty and staff revisited its mission statement to make sure it was in line with the schools overall goals and beliefs. All stakeholders at the local school were involved in this process. Local school administrators meet periodically with central office personnel at principal meetings, board meetings and parent conferences to discuss how each school is meeting state and federal guidelines and expectations. Samson High School arranges meetings throughout the school year to meet and discuss school goals, beliefs and procedures. This task is accomplished through county wide parent day/nights, and school programs such as Open House, Parent Information Night, parent/community surveys, and the Student and Community Advisory Councils to the Principal. The school uses student and teacher survey results to drive decision making. Parents and community leaders are embedded in the framework of our school clubs and organization activities. Samson High School maintains an open door policy in order to maintain a working relationship with all stakeholders in the community.

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

Samson faculty and staff actively solicit the input of stakeholders to strengthen expectations that help guide in the establishment of the school mission statement and core beliefs. School leaders, in collaboration with the building leadership team communicate with stakeholders annually to review each of the school goals and beliefs to ensure that its purpose is aligned with the system's mission statement and beliefs. Further, members of the School Improvement team examine trends in data that will fairly and equitably allocate resources to implement programs that will enable all students to meet and exceed expectations for their learning.

Policies and procedures for the systematic operation of our school are established through the Geneva County Board of Education. Recommendations for modification of policies and procedures may be submitted by any stakeholder to the Building Level Principal and/or Superintendent. Parents and teachers are encouraged to contact board members through proper use of the chain of command. This chain of command begins with the classroom teacher, the school administration, the Superintendent, and ends with the school board. Policies and procedures that are approved by the Board of Education are communicated to the administration, faculty, and staff of each school and then to the students and their parents. Samson High School maintains an open line of communication with all stakeholders through mailed correspondence, information broadcast through various methods of media, the student handbook, faculty handbook, faculty meetings, SchoolCast and Remind messaging, the school website, the Board of Education website, social media, and regularly scheduled town hall meetings.

Stakeholders play a vital role in providing leadership and contributing to the decision making process. Proposed policies will be communicated to the students and parents. Formal inclusion of all stakeholders is evident in the construction of each school's ACIP. Opportunities for participation includes input in various committee groups, in particular, calendar committees, capital improvement committee, ACIP committee, and direct participation in parent surveys.

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

Stakeholders will be able to access the Approved Continuous Improvement Plan via the school website or may view the school copy located in the main office of the high school upon request. Samson has developed a system of communication, through a variety of channels, providing information on student performance and system effectiveness. The system and stakeholders share the following resources to access system and student information:

- Geneva County's Website provides information and documents.
- SchoolCast/Remind are services used to notify persons via a phone call/text message of any important events or information particular to specific stakeholders.
- Samson School Website offers information for use by the system, school faculty/staff members, and stakeholders pertaining to school news, school events, academics, athletics, clubs and organizations.
- Information Now Parent portal is open so that every parent can access their child's academic, discipline, and attendance data.
- Alabama State Department of Education website provides information and documents for use by the system, schools, and stakeholders that includes, but not limited to: System Report Cards, School Report Cards, and State Assessment scores by system and school.
- CIPs provide a framework for the system and schools to continuously assess progress and determine areas in need of academic improvement. Yearly goals and initiatives are developed by the staff in conjunction with the building level staff, parent representatives, and community representatives.
- Parent meetings are held at the school level to report student performance and system effectiveness.
- All board meetings are open to the community.
- RTI meetings, data meetings, and faculty meetings provide an avenue for sharing information regarding school and student performance. Curriculum Supervisors from the Instructional Support Department of the Central Office meet with school faculty members to share system and school assessment results. Spreadsheets and visual displays are provided to facilitate data analysis at these meetings.
- Collaborative meetings are conducted on a regular basis at the school level to analyze student performance data and to adjust classroom instruction for enhancing student learning.

# 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		Samson High School ACT Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

## Areas of Notable Achievement

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

There is a noted academic growth in Reading and English of students at or above proficiency levels on the ACT for the 2015-2016 school year.

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

The areas that show a notable trend in positive performance are English and Reading.

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

Reading

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

The Hispanic/Latino subgroup increased their composite ACT scores by approximately 2.9 points.

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

In 2015-2016, the achievement gap between Hispanic/Latino students and White students closed to within 0.8 points.

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

The 2016-2017 Periodic Aspire Testing is being introduced to determine baseline data. The Periodic testing will include a total of three monitoring periods/scores per school year. Due to the fact that this marks the first year of ACT progress monitoring, comparison data will not be available until 2017 and beyond.

## Areas in Need of Improvement

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

ACT Data from the 2015-2016 academic school year indicates deficiencies in the areas of science and math.

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

The 2015-2016 ACT data indicates a negative trend in performance in the area of Science.

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

The 2015 ACT data indicates the overall lowest area of performance to be Science with an overall decrease of more than two percent.

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

The 2015-2016 ACT data indicates that our multi-racial students' scores show a trend toward decreasing performance.

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

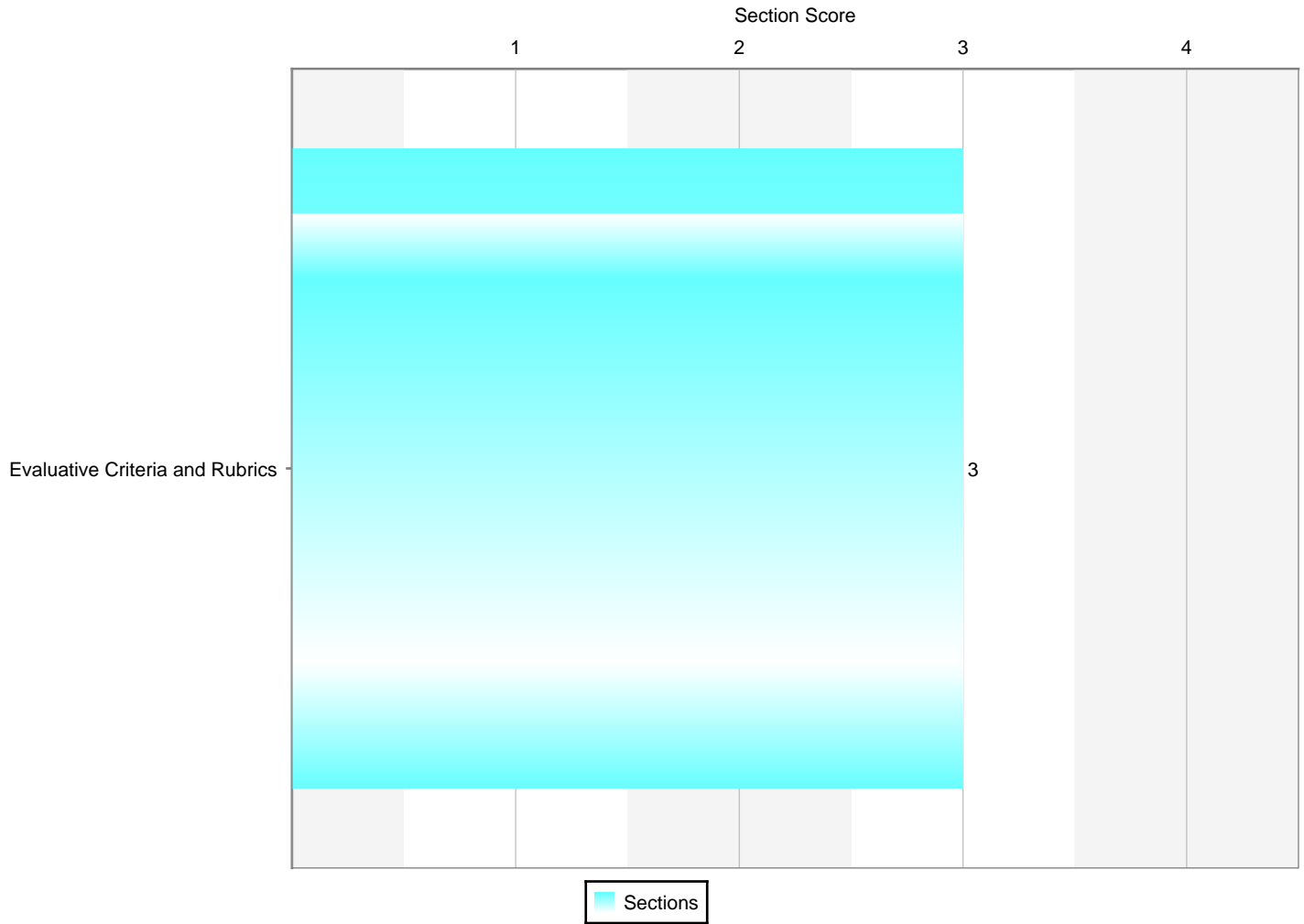
The 2015-2016 ACT data indicates the achievement gap between white and multi-racial subgroups is increasing.

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

No other data sources at this time.

## 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		2016-2017 SHS ACIP Committee Members 2016-2017 ACIP Committee Meeting Minutes

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		

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	R. DeWayne Hamilton, Principal Samson High School 209 N. Broad Street Samson, AL 36477	

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		2016-2017 Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		2016-2017 School Parent Compact



# **2016-2017 Plan for ACIP**

## **Overview**

### **Plan Name**

2016-2017 Plan for ACIP

### **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	Decrease the total number of unexcused tardies to first period.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$44506
2	Develop consistent procedures for integrating technology into instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Samson High School students will increase proficiency scores in state standardized testing in the areas of math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1750
4	Samson High School students will increase proficiency scores in state standardized testing in the areas of reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1750

## Goal 1: Decrease the total number of unexcused tardies to first period.

### Measurable Objective 1:

collaborate to to decrease the total number of tardies to first period by 5 percent by 05/25/2017 as measured by a baseline of 1146 total unexcused tardies to frist period during the 2015-2016 school year. .

### Strategy 1:

Collaborate with Attendance and Truancy Advisory Council - Council will monitor the daily truancy of every student to first period on a weekly basis, verify tardies, and maintain an open line of communication with parents and administration.

Category: Other - Organizational

Research Cited: <http://oureverydaylife.com/effects-tardiness-childs-education-25692.html>

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are offered the convenience of a daily breakfast within their first period classes. This will allow students to report to the classroom and not the lunchroom, therefore decreasing the opportunity for truancy to first period and ensures that their nutritional needs are met.	Other - Organizational	08/05/2016	05/25/2017	\$44506	Other	Child Nutrition, Teachers, and Administration
Activity - PRIDE Attendance and Behavior Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PRIDE, Promoting Responsibility and Independence to Develop Excellence, is an attendance/behavior incentive policy that provides weekly and monthly incentives for students who meet attendance and behavior goals for that time period.	Behavioral Support Program	08/05/2016	05/25/2017	\$0	No Funding Required	Truancy and Attendance Advisory Council, Teachers, and Administration

## Goal 2: Develop consistent procedures for integrating technology into instruction.

### Measurable Objective 1:

collaborate to determine and prioritize a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom.

### Strategy 1:

iPad Technology Integration - The Samson High School Leadership team, in collaboration with the Geneva County iPad Technology Committee, will meet monthly to assess the progress of the implementation of the 1:1 Initiative for Samson High School Students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Tablet PCs in the Classroom: An Investigation of Students' Expectations and Reactions. Journal of Instructional Psychology, 35 (3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Samson High School Leadership Team will meet monthly to assess the effectiveness of the implementation of the 1:1 Initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	\$0	No Funding Required	Administration , Guidance Counselors, and Teachers

### Goal 3: Samson High School students will increase proficiency scores in state standardized testing in the areas of math.

#### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by ACT & ACT Aspire.

#### Strategy 1:

Explicit Instruction - Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and /or tiered instruction in the area of mathematics.

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

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teacher strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750	District Funding	Teachers and Administration

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The periodic assessments will be implemented up to 3 times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology, Academic Support Program	10/03/2016	04/03/2017	\$1000	District Funding	Media Specialists, Guidance Counselors, and Teachers

## Goal 4: Samson High School students will increase proficiency scores in state standardized testing in the areas of reading.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in English Language Arts by 05/25/2017 as measured by ACT & ACT Aspire.

### Strategy 1:

Explicit Instruction - Explicit English instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of English Language Arts.

Category: Develop/Implement Learning Supports

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750	District Funding	Teachers and Administration
Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The periodic assessments will be implemented up to three times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology, Academic Support Program	10/03/2016	04/03/2017	\$1000	District Funding	Media Specialists, Guidance Counselors, and Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Meetings	The Samson High School Leadership Team will meet monthly to assess the effectiveness of the implementation of the 1:1 Initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	\$0	Administration, Guidance Counselors, and Teachers
PRIDE Attendance and Behavior Incentives	PRIDE, Promoting Responsibility and Independence to Develop Excellence, is an attendance/behavior incentive policy that provides weekly and monthly incentives for students who meet attendance and behavior goals for that time period.	Behavioral Support Program	08/05/2016	05/25/2017	\$0	Truancy and Attendance Advisory Council, Teachers, and Administration
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Design Collaborative Training	Teachers and administrators trained by MDC staff for strategic teacher strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750	Teachers and Administration
Literacy Design Collaborative Training	Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750	Teachers and Administration
ACT Aspire Periodic Assessments	The periodic assessments will be implemented up to three times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology, Academic Support Program	10/03/2016	04/03/2017	\$1000	Media Specialists, Guidance Counselors, and Teachers
ACT Aspire Periodic Assessments	The periodic assessments will be implemented up to 3 times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology, Academic Support Program	10/03/2016	04/03/2017	\$1000	Media Specialists, Guidance Counselors, and Teachers
<b>Total</b>					\$3500	

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**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Breakfast in the Classroom	Students are offered the convenience of a daily breakfast within their first period classes. This will allow students to report to the classroom and not the lunchroom, therefore decreasing the opportunity for truancy to first period and ensures that their nutritional needs are met.	Other - Organizational	08/05/2016	05/25/2017	\$44506	Child Nutrition, Teachers, and Administration
<b>Total</b>					\$44506	



# 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		2016-2017 Samson High School Stakeholder Feedback

## 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?**

Standard 4: Resources & Support Systems had the highest level of satisfaction.

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

The trend that shows the greatest increase toward increasing stakeholder satisfaction is Standard 4: Resources & Support Systems when comparing data from 2014-2015 and 2015-2016.

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

No other feedback sources were used.

## Areas in Need of Improvement

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

Standard 2: Governance & Leadership had the overall lowest level of satisfaction.

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

The area toward decreasing stakeholder satisfaction when comparing data from 2014-2015 and 2015-2016 is Standard 3: Teaching & Assessing for Learning.

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

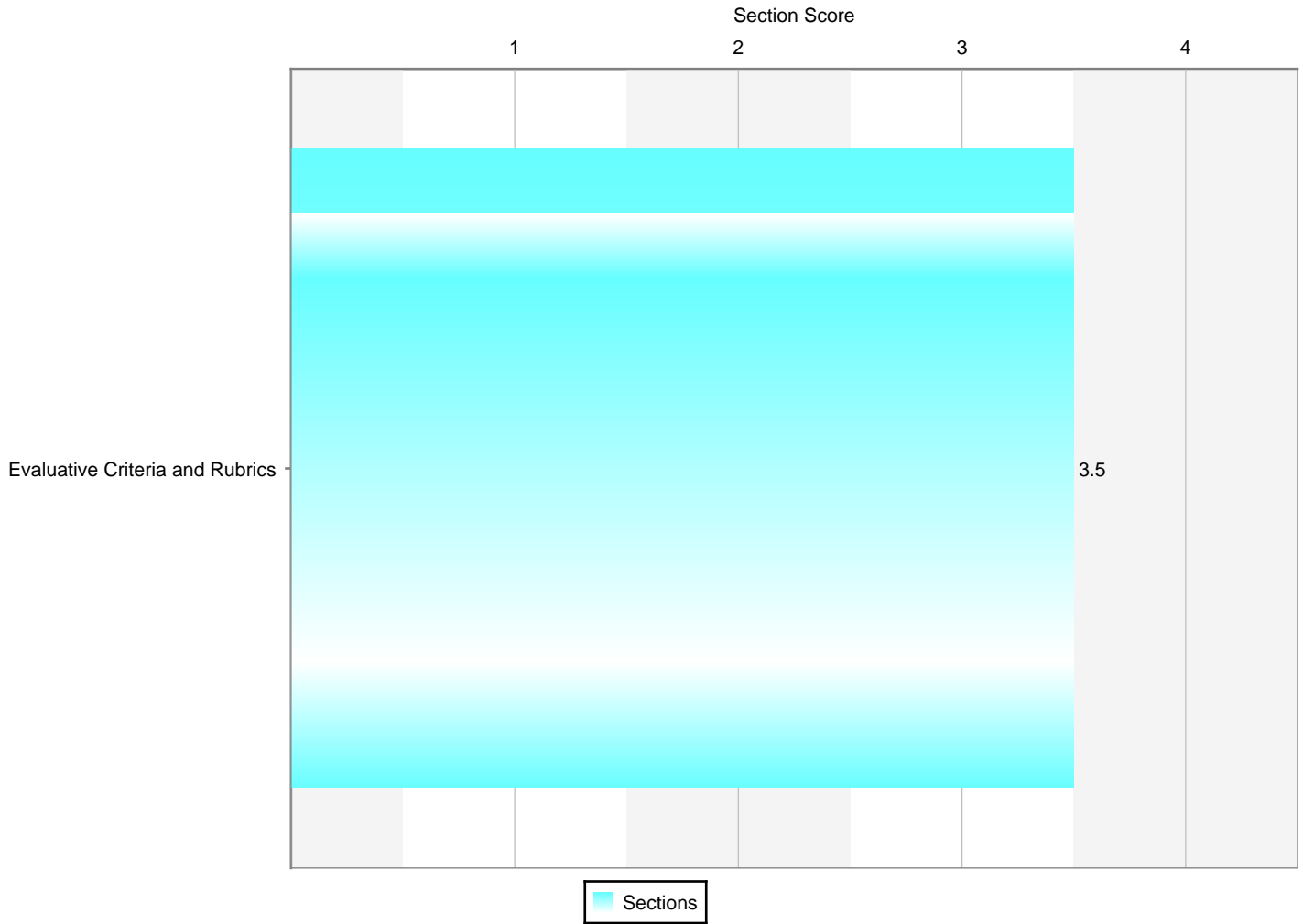
The implications are that the additional resources installed into various academic and social programs have been widely accepted by students and parents. Further data from the 2016-2017 school year suggests overall satisfaction.

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

No other feedback sources were used.

## 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	14.27	15.27	745,995.78
Administrator Units	1.00	1.0	75,808.10
Assistant Principal	0.00	0.00	0.00
Counselor	1.00	1.00	56,421.00
Librarian	0.50	0.50	27,403.50
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	0.00	0	3,009.00
Professional Development	0.00	0	1,133.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	7,205.00
Library Enhancement	0.00	0	378.00
<b>Totals</b>			<b>917,353.38</b>

**Title I**

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

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

NA

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

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

NA

**Title II**

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

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

NA

**Title III**

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

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

NA

**Title IV**

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

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

NA

**Title VI**

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

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

NA

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA



**Other**

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

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

NA

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

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

NA