ACIP

Tallassee High School

Tallassee City Board of Education

Mr. Stephen Matthew Coker, Principal
502 Barnett Boulevard
Tallassee, AL 36078

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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?

Tallassee High School is located adjacent to State Highway 229. The school is easily accessible by Interstate 85 and Highway 14. The convenient location of the school has proven to be an asset to the community as a whole.

The school currently houses grades 9 through 12. The facilities have been modernized within recent years to house up-to-date facilities including a gymnasium that boasts air conditioning. Although local financial support for education is consistently lower than that of the state's average, the school offers a one-to-one iPad program, two networked computer labs, and 90% of classrooms are equipped with Interactive White Boards and Apple TV's. The school also offers music opportunities within the areas of band and choir as well as a wide variety of athletic programs.

The community is a mixture of manufacturing, service industry, and retail business. The largest employer is Neptune Technology group, which employs 800 people.

The religious orientation of the community is varied, including the following houses of worship: African Methodist Episcopal Zion, Assembly of God, Christian Church, Church of Christ, Church of God, Congregational Christian Church, Episcopal, Full Gospel, God's Congregation, Holiness, House of Prayer, Independent Baptist, Independent Methodist, Jehovah's Witnesses, Missionary Baptist, Pentecostal, Presbyterian, Primitive Baptist, Roman Catholic, Southern Baptist, and United Methodist.

Tallassee High School is a 5A public school currently serving 580 students, grades nine through twelve. Currently, the student body is composed of 50% female students and 50% male students. Race and ethnicity statistics reveal that 69% of the student population is white, 29% of the population is black, and 2% of the population is hispanic. Tallassee High School's faculty consists of 17 teachers with bachelor's degrees, 19 with master's degrees, and 2 with AA certification.

A challenge Tallassee High School has been facing recently is teacher retention. Due to our rural location, families that are not local tend to relocate. Also, faculty and staff do not represent the racial makeup of our student body population. Tallassee is constantly competing with larger cities to attract and retain minority educators.

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.

THS PURPOSE

The purpose of Tallassee High School is to develop well-rounded, lifelong learners who contribute constructively to society.

VISION

Maximizing student potential to develop productive, ethical, and successful citizens.

MISSION

The mission of Tallassee City School District is to provide a quality education, providing the basis for students to become lifelong learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live.

MOTTO

TALLASSEE CITY SCHOOLS…BUILDING THE FUTURE, ONE STUDENT AT A TIME

Through the use of research-based instructional strategies, the faculty at Tallassee High School provide students with a quality education that will prepare them for the future. Teaching students to become responsible, moral, ethical, and compassionate citizens is the purpose of our staff. By developing the foundation in these areas, students have the opportunity to become empowered life-long learners. Exposure to academic coursework, varied athletic and arts programs such as football, cross-country, volleyball, concert choir, show choir, and drama. These types of programs encourage our students to explore the many opportunities available to them.

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.

Notable Achievements:

-Upgraded all classroom switches to 1GB, district-wide

-Every teacher has a MacBook Pro and an iPad

-90% of classrooms have an interactive WhiteBoard

-90% of classrooms have an Apple TV

-All students have iPads per one-to-one initiative

Areas of Improvement:

-Over the last three years, 100 plus students have enrolled and earned college credit through dual enrollment programs

-Over the last three years, our AP program has grown by 30%

-Implementing the BlackBoard system for student assignments and assessment

-Students implementing usage of E-books during the 2015-2016 school year

-Students are offered the opportunity to attend Trenholm University, free of charge, and receive college credit while attending

-During the 2015-16 school year we have a goal of 35 students earning qualifying AP test scores.

-School safety has been improved through installation of security cameras that update real time information to the monitoring stations

in the Principal's and Vice-Principal's offices as well as to their cell phones.

Areas For Improvement

-To continue Professional Development for teachers focusing on integrating technology within the classroom

-To create streamlined requirements in the one-to-one initiative that teachers and students alike will be required to meet

-To have over 100 students each school year getting college credit through dual enrollment and AP exam scores

-Continued focus on the implementation of Alabama College and Career Readiness Standards in ELA, Mathematics, and Science

Additional Information

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

Tallassee High School will continue to provide our students with as many opportunities possible for them to be successful now as well as in the future. The faculty of Tallassee High School consists of a group of dedicated individuals who work together to promote student achievement and have the best interests of the students at heart. There are many clubs and organizations sponsored by faculty members. These allow students to further explore and advance their knowledge base while further building a rapport with veteran faculty members. Many of our teachers live within the community, giving Tallassee High School a unique combination of pride and tradition.

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.

Stakeholders were engaged in the development of Tallassee High School's improvement plan through email communication, written documentation, surveys, and face-to-face meetings. The selection process for the stakeholders included identifying teachers, parents, students, and community members who exhibited an interest in being involved in school improvement. This committee was also selected as a representative sample of both the Tallassee High School student body and the city of Tallassee as a whole. Meetings were scheduled at various times and locations to accommodate stakeholder schedules. Tallassee High School uses SchoolCast, the marquee sign out front, and the school webpage to remind parents of events scheduled at THS.

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

Stakeholder representatives included teachers, students, parents, and community members. The diverse teacher/student group included participation from each grade level at Tallassee High School. The stakeholder parent and community group was comprised of various ethnic and gender groups, as well as technology skill level sets. The stakeholders held the responsibility of delivering the information gathered to the masses. Information gathered included the following: What improvements would they like to see in the school, what resources are needed to accomplish these improvements, and what would be a realistic timeline for accomplishing these improvements.

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 improvement plan was communicated to all stakeholders through the Tallassee High School webpage and hard copy distribution of the plan.

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		THS Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 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?

In the area of Science and Reading, Tallassee High School students' performance exceeded the expected level of the state's benchmark average for scores on the ACT for the 2013 and 2015 school years.

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

A positive trend in performance is recognized when the data for All Students is compared with Black/African American Students for the 2013, 2014, and 2015 school years. In 2013 there was a 3.9 point achievement gap. In 2014 there was a 2.7 point achievement gap. In 2015 there was a 2.6 point achievement gap. Student enrollment for this subpopulation has remained consistent.

Which area(s) indicate the overall highest performance?

The area which has the overall highest performance for Tallassee High School is the area of Reading. In 2013 the average score was 20.7. In 2014 the average score was 20.3. In 2015 the average score was 19.4. Although the past three years did not meet the average ACT scores for Reading in Alabama, the scores remained consistent and within a point or less of the state average.

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

The Hispanic subgroup showed a trend of increasing performance when compared to All Students between the years of 2013-2015. The initial score was 21 points in 2013 and in 2015 the Hispanic subgroup scored 25 points.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between genders in the area of Science. For the 2013 school year there was a 1.8 point difference in their scores. In the 2014 school year there was a .8 point difference. In the 2015 school year the females exceeded the male subgroup by .4 points.

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

While there are no other formal data sources, Tallassee High School teachers routinely utilize formative assessments, classroom daily

grades, as well as various project based learning activities to assess and reflect student performance.

Areas in Need of Improvement

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

Between the 2013-2015 school years in the area of English, student performance is below the the expected level of performance.

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

The area of English reflects a negative trend in performance with point scores decreasing over the past three years. In 2013 Tallassee High School students had an average score of 19.9 points. In 2014 students had an average score of 18.9. In 2015 the average points scored were 18.1.

Which area(s) indicate the overall lowest performance?

The area of Mathematics indicates the lowest overall level of performance with a score of 17.8 in 2015.

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

The subgroup that showed a trend to have the biggest decrease in performance was white students in the area of Mathematics from the years of 2013-2015. Students decreased from a 19.9 average score to a 18.1.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between the area of All Students and Black students in the area of Mathematics. Between the years of 2013-2015 there is at least a two point difference in the point scores of All Students and Black students.

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

While there are no other formal data sources, Tallassee High School teachers routinely utilize formative assessments, classroom daily grades, and various project based learning activities to assess and reflect student performance.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
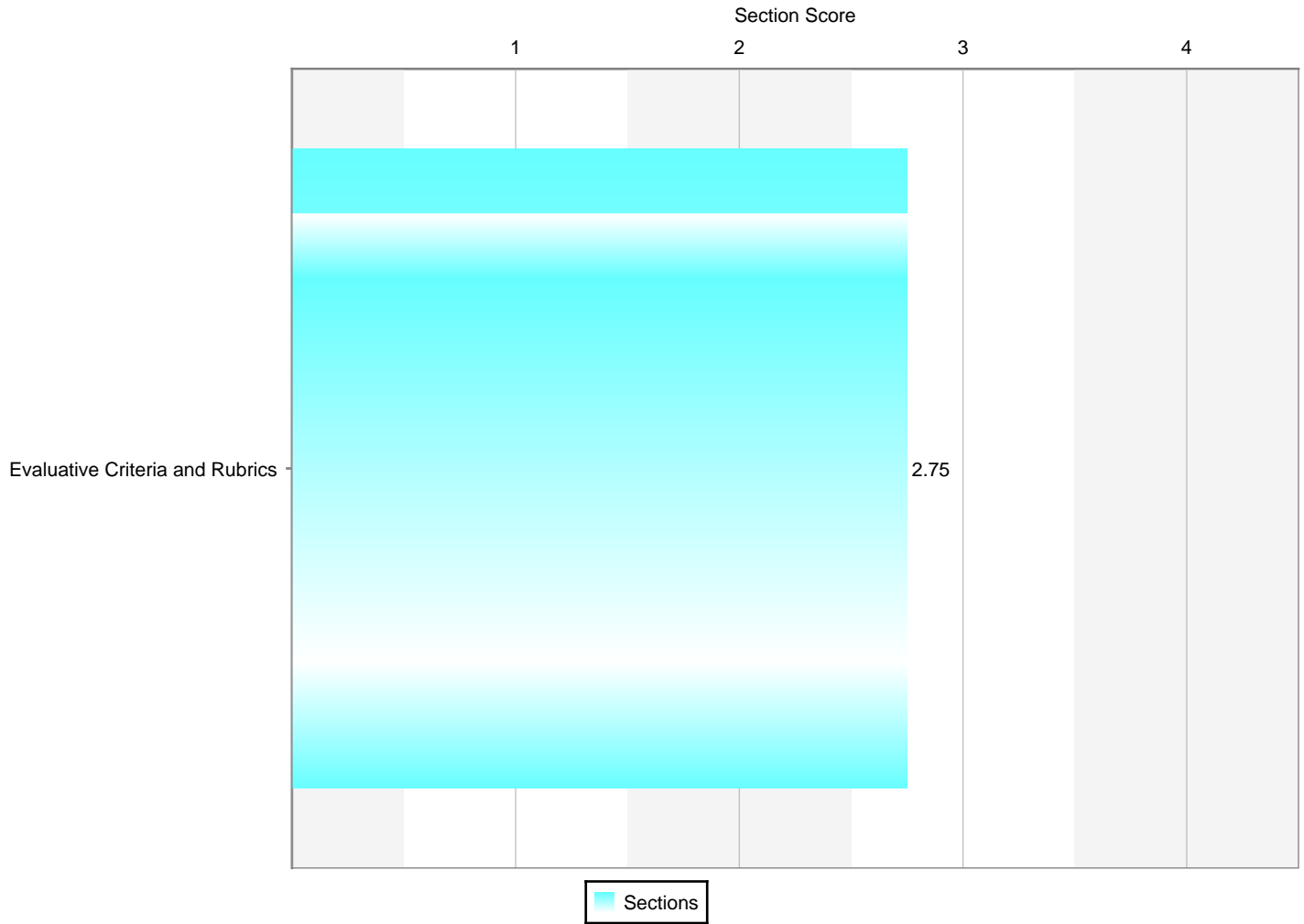
Sections

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	Matt Coker Felecia Jackson Jennifer Miller Chris Price Lynell Carr Loren Schwab April Powell Danny Worley Daphne Davis	

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	Wade Shipman, Superintendent Tallassee City Schools (334) 283-6864	

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	Matt Coker, Principal Tallassee High School (334) 283-2187	

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		

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	NA	

Plan for ACIP 2015-2016

Overview

Plan Name

Plan for ACIP 2015-2016

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	Meet with teachers and develop a list of consistent procedures for integrating technology into instruction.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$38000
2	For students taking the ACT the overall average will show an increase in the area of Reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	For students taking the ACT the overall average will show an increase in the area of Math	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	For students taking the ACT the overall average will show an increase in the area of Science	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	Local Indicator	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
6	Local Indicator	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0

Goal 1: Meet with teachers and develop a list of consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritize a list of consistent procedures by 12/08/2016 as measured by overall consistency and uniformity within each classroom .

Strategy 1:

Teacher Technology Implementation - We will meet with departmental heads and with CIP team members to asses monthly progress of teacher implementation of technology within the classroom

Category:

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
Meet with Department Heads and other teachers on a monthly basis while also completing walk throughs of the school to assess technology usage	Professional Learning	11/05/2015	05/19/2016	$0	No Funding Required	Administration

Activity - Specific Program Usage on iPads for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete assignments using the programs Pages, Keynotes, and Numbers on their iPad. These programs directly correlate with Microsoft Word, Powerpoint, and Excel.	Direct Instruction	08/11/2015	05/19/2016	$0	No Funding Required	THS Faculty

Activity - Submit Assignments Through Blackboard Daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students submit classwork and homework through the BlackBoard system to teachers for assessment. These activities are submitted at school and at home.	Other	08/11/2015	05/19/2016	$38000	District Funding	THS Faculty

Activity - Access to Immediate Tech Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have immediate access to technology support in the Media Center. There is a student portal where technology trouble tickets may immediately be submitted. Once submitted, students are visited in class by a technology aide and brought to the Media Center if needed to address the problem.	Technology	08/11/2015	05/19/2016	$0	No Funding Required	Jennifer S. Miller, THS Media Specialist THS Student Technology Aides

Goal 2: For students taking the ACT the overall average will show an increase in the area of Reading

Measurable Objective 1:

70% of Eleventh grade students will demonstrate a proficiency by a .5% point increase in English Language Arts by 05/19/2016 as measured by ACT Assessment.

Strategy 1:

ACT Prep Class - In ACT prep classes students will have individualized diagnostic prescriptions for their needs in Reading

Category:

Research Cited: "Preparing Students For The Future." USA Today Magazine 125.2618 (1996): 6. Academic Search Premier. Web. 3 Oct. 2014.

Activity - ACT Prep Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Each student is prescribed an individualized lesson plan 2. Students spend class time working through modules and taking tests to monitor their progress 3. Students have access to teacher input and individualized instruction daily.	Academic Support Program	08/11/2015	05/19/2016	$0	General Fund	General Education Teachers

Goal 3: For students taking the ACT the overall average will show an increase in the area of Math

Measurable Objective 1:

70% of Eleventh grade students will demonstrate a proficiency by a .5% point increase in Mathematics by 05/19/2016 as measured by ACT Assessment.

Strategy 1:

ACT Prep Class - In ACT prep classes students will have individualized diagnostic prescriptions for their needs in Mathematics.

Category:

Research Cited: "Preparing Students For The Future." USA Today Magazine 125.2618 (1996): 6. Academic Search Premier. Web. 3 Oct. 2014.

Activity - ACT Prep Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Each student is prescribed an individualized lesson plan 2. Students spend class time working through modules and taking tests to monitor their progress 3. Students have access to teacher input and individualized instruction daily	Academic Support Program	08/11/2015	05/19/2016	$0	District Funding	General Education Teachers

Goal 4: For students taking the ACT the overall average will show an increase in the area of Science

Measurable Objective 1:

70% of Eleventh grade students will demonstrate a proficiency by a .5% point increase in Science by 05/19/2016 as measured by ACT Assessment.

Strategy 1:

ACT Prep Class - In ACT prep classes, students will have individualized diagnostic prescriptions for their needs in Science

Category:

Research Cited: "Preparing Students For The Future." USA Today Magazine 125.2618 (1996): 6. Academic Search Premier. Web. 3 Oct. 2014.

Activity - ACT Prep Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Each student is prescribed an individualized lesson plan 2. Students spend class time working through modules and taking tests to monitor their progress 3. Students have access to teacher input and individualized instruction daily.	Academic Support Program	08/11/2015	05/19/2016	$0	District Funding	General Education Teachers

Goal 5: Local Indicator

Measurable Objective 1:

10% of Eleventh and Twelfth grade students will complete a portfolio or performance by creating and offering a mentoring/tutoring program with an assigned supervisory teacher in Mathematics by 05/19/2016 as measured by student participation surveys and performance rubrics for participating teachers. This is a pilot program; therefore, the baseline is 0%..

Strategy 1:

Peer Tutoring Program - Students will be scheduled for designated class times in which they will have peer tutoring classes. During this time they will report to

Tallassee Elementary School and Southside Middle School to help students for peer tutoring in the area of math.

Category:

Research Cited: Lingo, A. S. (2014). Tutoring Middle School Students with Disabilities by High School Students: Effects on Oral Reading Fluency. Education &

Treatment Of Children, 37(1), 53.

Activity - Peer Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| *Students will serve as peer tutors to selected 7th grade students in the area of math. This will be an elective where students will receive credit and may serve as a career exploration opportunity. | Academic Support Program, Tutoring | 08/17/2015 | 05/19/2016 | $0 | No Funding Required | Matt Coker Jennifer Miller Brock Nolin Meredith Fink |

Activity - Student Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Surveys for High School Participants	Tutoring	08/17/2015	05/19/2016	$0	No Funding Required	Matt Coker Jennifer Miller Brock Nolin Meredith Fink

Activity - Teacher Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers complete rubrics to assess student tutors	Tutoring	08/17/2015	05/19/2016	$0	No Funding Required	Matt Coker Jennifer Miller Brock Nolin Meredith Fink

Activity - Teacher/Student Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Students will participate in orientation sessions so expectations and requirements are clearly defined	Tutoring	08/17/2015	05/19/2016	$0	No Funding Required	Matt Coker Jennifer Miller Brock Nolin Meridith Fink

Goal 6: Local Indicator

Measurable Objective 1:

10% of Eleventh and Twelfth grade students will complete a portfolio or performance by creating and offering a mentoring/tutoring program with an assigned supervisory teacher in Reading by 05/19/2016 as measured by student participation surveys and performance rubrics for participating teachers. This is a pilot program; therefore, the baseline is 0%.

Strategy 1:

Peer Tutoring Program - Students will be scheduled for designated class times in which they will have peer tutoring classes. During this time they will report to

Tallassee Elementary School and Southside Middle School to help students for peer tutoring in the area of reading.

Category:

Research Cited: Lingo, A. S. (2014). Tutoring Middle School Students with Disabilities by High School Students: Effects on Oral Reading Fluency. Education &

Treatment Of Treatment, 37(1), 53.

Activity - Peer Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will serve as peer tutors to selected 4th grade students in the area of Reading. This will be an elective where students will receive credit and may serve as a career exploration opportunity.	Tutoring	08/17/2015	05/19/2016	$0	No Funding Required	Matt Coker Jennifer Miller Shanikka Beacher Nikki Price Kandy Miller

Activity - Student Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Surveys for High School Participants	Tutoring	08/17/2015	05/19/2016	$0	No Funding Required	Matt Coker Jennifer Miller Shanikka Beacher Nikki Price Kandy Miller

Activity - Teacher/Student Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Students will participate in orientation sessions so expectations and requirements are clearly defined	Tutoring	08/17/2015	05/19/2016	$0	No Funding Required	Matt Coker Jennifer Miller Shanikka Beacher Nikki Price Kandy Miller

Activity - Teacher Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers complete rubrics to assess student learning	Tutoring	08/17/2015	05/19/2016	$0	Other	Matt Coker Jennifer Miller Shanikka Beacher Nikki Price Kandy Miller

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
Specific Program Usage on iPads for Students	Students will complete assignments using the programs Pages, Keynotes, and Numbers on their iPad. These programs directly correlate with Microsoft Word, Powerpoint, and Excel.	Direct Instruction	08/11/2015	05/19/2016	$0	THS Faculty
Team Meetings	Meet with Department Heads and other teachers on a monthly basis while also completing walk throughs of the school to assess technology usage	Professional Learning	11/05/2015	05/19/2016	$0	Administration
Teacher Assessments	Teachers complete rubrics to assess student tutors	Tutoring	08/17/2015	05/19/2016	$0	Matt Coker Jennifer Miller Brock Nolin Meredith Fink
Student Surveys	Student Surveys for High School Participants	Tutoring	08/17/2015	05/19/2016	$0	Matt Coker Jennifer Miller Shanikka Beacher Nikki Price Kandy Miller
Peer Tutoring Program	Students will serve as peer tutors to selected 4th grade students in the area of Reading. This will be an elective where students will receive credit and may serve as a career exploration opportunity.	Tutoring	08/17/2015	05/19/2016	$0	Matt Coker Jennifer Miller Shanikka Beacher Nikki Price Kandy Miller
Peer Tutoring Program	*Students will serve as peer tutors to selected 7th grade students in the area of math. This will be an elective where students will receive credit and may serve as a career exploration opportunity.	Academic Support Program, Tutoring	08/17/2015	05/19/2016	$0	Matt Coker Jennifer Miller Brock Nolin Meredith Fink
Teacher/Student Orientation	Teachers and Students will participate in orientation sessions so expectations and requirements are clearly defined	Tutoring	08/17/2015	05/19/2016	$0	Matt Coker Jennifer Miller Brock Nolin Meridith Fink

Access to Immediate Tech Support	Students have immediate access to technology support in the Media Center. There is a student portal where technology trouble tickets may immediately be submitted. Once submitted, students are visited in class by a technology aide and brought to the Media Center if needed to address the problem.	Technology	08/11/2015	05/19/2016	$0	Jennifer S. Miller, THS Media Specialist THS Student Technology Aides
Teacher/Student Orientation	Teachers and Students will participate in orientation sessions so expectations and requirements are clearly defined	Tutoring	08/17/2015	05/19/2016	$0	Matt Coker Jennifer Miller Shanikka Beacher Nikki Price Kandy Miller
Student Surveys	Student Surveys for High School Participants	Tutoring	08/17/2015	05/19/2016	$0	Matt Coker Jennifer Miller Brock Nolin Meredith Fink
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Prep Class	1. Each student is prescribed an individualized lesson plan 2. Students spend class time working through modules and taking tests to monitor their progress 3. Students have access to teacher input and individualized instruction daily.	Academic Support Program	08/11/2015	05/19/2016	$0	General Education Teachers
Submit Assignments Through Blackboard Daily	Students submit classwork and homework through the BlackBoard system to teachers for assessment. These activities are submitted at school and at home.	Other	08/11/2015	05/19/2016	$38000	THS Faculty
ACT Prep Class	1. Each student is prescribed an individualized lesson plan 2. Students spend class time working through modules and taking tests to monitor their progress 3. Students have access to teacher input and individualized instruction daily	Academic Support Program	08/11/2015	05/19/2016	$0	General Education Teachers
				Total	$38000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Prep Class	1. Each student is prescribed an individualized lesson plan 2. Students spend class time working through modules and taking tests to monitor their progress 3. Students have access to teacher input and individualized instruction daily.	Academic Support Program	08/11/2015	05/19/2016	$0	General Education Teachers

				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Assessments	Teachers complete rubrics to assess student learning	Tutoring	08/17/2015	05/19/2016	$0	Matt Coker Jennifer Miller Shanikka Beacher Nikki Price Kandy Miller
				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		THS Stakeholder Feedback 2015.xlsx

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

Areas of Notable Achievement

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

The highest level of parental satisfaction concerns the area of technology with an average score of 3.93. Stakeholders feel students have up-to-date computers and other technology needed for them to learn. Another area where parents feel our school excels is that we provide opportunities for students to participate in activities that interest them. The average score in this category is 3.92. Also, it is an area of notable achievement that parents and stakeholders feel our school's purpose statement is clearly focused on student success with an average score of 3.54.

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

Due to this being the first year we have implemented the AdvancED surveys, we have no data in which to compare our baseline findings for the 2015-2016 school year. In the future, we will be able to compare to previous years to identify trends.

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

When comparing parent survey results with student and teacher surveys, the average score of 3.93 reveals students feel computers are up-to-date and the other technology they need to learn is provided by the school system. Also, the parent average score of 3.54 correlates with the teacher average score concerning Tallassee High School's purpose statement being clearly focused on student success.

Areas in Need of Improvement

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

The following are areas in need of improvement based on the lowest satisfaction rating from parent survey results:

#15 average score 2.43
All of my child's teachers help me to understand my child's progress.

#13 average score 2.54
All of my child's teachers meet his/her learning needs by individualized instruction.

#14 average score 2.54
All of my child's teachers work as a team to help my child learn.

#16 average score 2.50
All of my child's teachers keep me informed regularly of how my child is being graded.

#28 average score 2.50
Our school provides excellent support services (e.g. counseling and/or career planning).

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

Due to this being the first year we have implemented the AdvancED surveys, we have no data in which to compare our baseline findings for the 2015-2016 school year. In the future, we will be able to compare to previous years to identify trends.

What are the implications for these stakeholder perceptions?

Parent surveys were encouraging in several areas. Neutral or negative responses were noted as an implication of stakeholder's perceptions. Identified "weak" areas will continue to be addressed by administration, faculty, and staff to ensure a continued awareness by all involved.

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

From stakeholder feedback, it is evident that parents and students feel teachers do not individualize instruction for students. Parents reported an average score of 2.54 in this area and students a score of 2.78. This is an area where there is consistent feedback reflecting this statement.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3

Sections
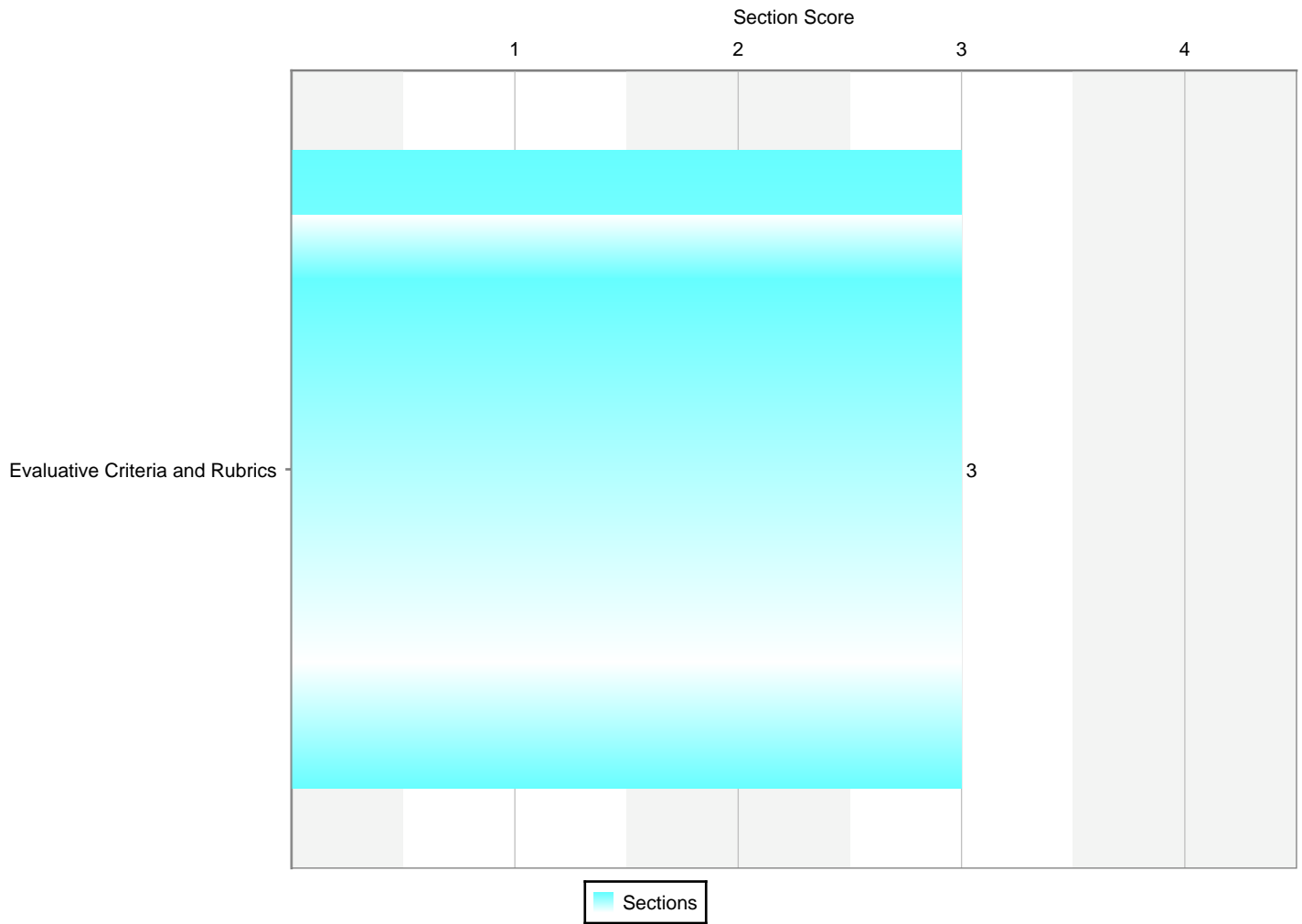
Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	**Units Placed**	**Total Salaries**
FTE Teacher Units	35.00	35.0	1,489,142.00
Administrator Units	1.00	1	98,243.00
Assistant Principal	1.00	1	75,127.00
Counselor	2.00	2	117,462.00
Librarian	1.00	1	50,223.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	0.00
Professional Development	0.00	0	0.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	0.00
Library Enhancement	0.00	0	0.00
Totals			1,830,197.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

No Funds

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

No funds

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds are kept at the district level

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.	17965.0

Provide a brief explanation and breakdown of expenses.

Kept at the local level

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

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

NA

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

NA

3. 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.

NA

4. 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).

NA

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents would have the opportunity to submit comments personally to the committee as well as opportunities to present comments in writing via email or written text to the committee members.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Parents will be informed and encouraged through personal contact through teachers, staff, administrators, and the committee. Tallassee High School will make a goal of hosting at least one informative meeting to discuss accountability, state standards, and provide access to training and frequently asked questions

6b. 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 NCLB Section 1118, 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 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)

Meeting previously discussed will provide strategies for community involvement and events for parents to attend throughout the year. Tallassee High School has plans to provide training to parents and other community members on the use of technology in the future.

6c. 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 NCLB Section 1118, 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)

Tallassee High School will use faculty meetings and inservice days to discuss the importance of parent and community involvement in the education of our students. We will also discuss strategies to build relationships between the school and parents.

6d. 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 NCLB Section 1118, 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)

NA

6e. 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 NCLB Section 1118, 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)

NA

6f. 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 NCLB Section 1118, 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)

Tallassee High School will provide translators for parents as needed.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Tallassee High School will provide translators as needed. All areas of Tallassee High School are handicap accessible.