ACIP

Chickasaw High School

Chickasaw City School System

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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?

Chickasaw High School is on the southern end of the city limits of Chickasaw, Alabama. Chickasaw City Schools broke away from Mobile County Schools in 2012 and in the process obtained Clarke Magnet School, the physical building where the high school now operates. Total enrollment for September of the 2018 - 2019 school year is 246 students, grades 9-12. Of the total school population, 75 are 9th, 60 10th, 55 11th, and 56 12th grade. Demographic breakdown for the student body is 73% African American, 26% Caucasian, and 1% Hispanic. Free and Reduced lunch rate is 74%.

School personnel includes 14 certified, and 14 non-certified/support staff members. Certified demographic breakdown includes 1 African American male, 12 Caucasian (6 males and 7 females), for a total of 7 males and 7 females. Non-certified staff demographic breakdown includes 12 African Americans (1 male and 11 females), and 1 Caucasian female for a total of 1 male and 12 females. Certified staff also includes 2 male administrators (1 Caucasian and 1 African American), 2 Caucasian female school counselors, and 1 male Caucasian media specialist. Non-certified staff members also include 7 front office female employees (4 Caucasian and 3 African American) which work in the following positions: 1 attendance clerk, 1 registrar, 2 school nurses, 1 behavior counselor, and 1 book keeper.

Chickasaw is located in Mobile County and is 5 miles north of the city of Mobile, which is one of the fastest growing cities in Alabama. As part of the Mobile metropolitan area, the Chickasaw is part of a fast-developing county that includes defense industry, civilian and military ship construction, comprehensive port commerce, and new aerospace manufacturing. The city is situated a short distance from the intersection of two major interstates (I-65 and I-10), which provide a cross roads to commerce that completely spans the United States from east to west, and north to south.

The city population is comprised of 6,106 citizens. Of this population, demographic sub groups are comprised of 3,848 Caucasian (63%), 2,049 African American (33%), 142 Hispanic (2%), 63 multi-race (1%), and 46 American Indian (.8%). Gender population is made up of 46% male and 54% female. The community is made up of an eclectic cultural mixture that provides a variety of activities and civic opportunities for participation and enjoyment, as well as mutual respect for cultural diversity. Chickasaw is a close-knit community known for working together across ethnic and cultural backgrounds to provide positive opportunities for citizens of all ages. The community's major employers include: University of Mobile, Honeywell, Shell Industries, Zenith Industries, Baldwin Transport, Bishop State Community College, and InterTek Technology Industries.

The school has experienced rapid growth, since its creation in 2012. With this growth, the percentage of free and reduced lunch has grown, as well as student requiring academic support for both learning deficiencies and learning disabilities. Due to this fact, the school qualifies for federal assistance through Title funding and has also apply for and received multiple grants to support additional support for student learning and extra-curricular activities after school hours. The school also provides enrichment opportunities through advance placement, a career technical program, and various software-driven classes, Communication support delivery for community stakeholders and citizens provides up-to-date information regarding support activities, attendance, safety, behavior matters, and other important matters related to day-to-day school operations.

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.

Chickasaw City School's mission statement is, "For all children to obtain an education that will allow them to prosper in our changing world". Chickasaw High School's specific mission statement is, "to instill in its students high standards for scholarship, integrity, leadership, and responsible leadership. This will be achieved through partnerships with parents, teachers, school staff, and the Chickasaw community". The school purpose includes, but is not limited to: 1) Provide rigorous and challenging academic content, 2) develop classrooms in which equity and excellence are goals for each learner, 3) raise student achievement through assignments and assessments that are benchmarked to proficient and advanced levels, 4) use a variety of research-based instructional strategies and activities that engage students in their learning, 5) provide a system of extra support to aid students in meeting higher standards, 6) safeguard a school environment that promotes learning, discipline, raise expectations, encourages collaboration, and celebrates success, 7) cultivate positive relationships among students, faculty, staff, parents, and community, and 8) commit ourselves and our school to continual evaluation and improvement.

Chickasaw High School embodies its purpose by offering/servicing the following programs: Special Education/Special Needs for learning disabled and gifted students, Career Technical Education, and National Honor Society. The school provides arts education that includes instrumental music (which includes a marching band made up of musicians, flag members, dance members, and majorettes), a choral program, class piano, and music theory classes. CHS also provides a variety of sports activities that include: Football, Volleyball, Basketball, Track, Soccer, Softball, and Cheerleading. CHS also has an active RTOC program with approximately 59 students participating, grades 9 - 12.

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.

Chickasaw High School has amassed several awards and achievements in its short period of time as a school system. Among these are:

- AdvancEd accreditation received in the 2016-17 school year

- Offering of dual enrollment post-secondary courses in Language Arts and Science

- Establishment of evening school to provide enrichment opportunities for advancement, as well as credit recovery for students.

- AHSAA "Good Sportsmanship" Award received for the all sports during the 2016-17 year.

- Award-winning robotics program

- Offering certification in Microsoft IT Academy, with lead teacher receiving the Microsoft IT Specialist Award for 2016.

- Award-winning concert and marching band program

- An active career tech program that is partnered with Bishop State Community College. Offerings include Welding, Culinary Arts, CDA Early Childhood Assistant student training for certification, and Forensics & Criminal Investigation classes.

- Special Education life skills room established to train students with special needs basic life skills.

- Full-time RN and LPN, with Outstanding Student Medical Provider award received at MEGA conference.

- Substantial increase in ACT and Work Keys proficiency for the 2014/2015 season.

- Acquisition of Alta Pointe for student psychiatric services.

- A 78% decrease in discipline write-ups since the 2015-2016 school year.

- Establishment of a student ambassador program to represent students at school functions and promote civic participation by the student body.

- Addition of a visual arts program available as an elective.

- JROTC - Numerous awards include: JLAB National Leadership Competition in Washington, D.C. (only 40 of 1780 programs worldwide to be accepted), Superior Cadet Decorations, Sone of the American Revolution, Military Order of World Wars, Daughters of the American Revolution, Military Excellence, Scholastic Excellence, National Sojourners Americanism, U. S. Army Recruiting Command, Veterans of Foreign Wars, Principal's Leadership, and Superintendent's Citizenship awards.

Additional Information

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

Chickasaw High School is committed to providing educational opportunities that train the mind and body for the purpose of producing life-long learners. Our team goal is to pass the baton of knowledge to future educational institutions and to provide the skills necessary to become well-educated, well-mannered, responsible, and productive adults in life. We want all students at Chickasaw High School to reach their full capacity of learning for future applications. This can accomplished through teacher and student collaboration, rigorous instruction to content standards, use of instructional strategies that promote higher order thinking, promotion of higher levels student achievement, special attention to individual student needs, providing a safe and clean learning environment, and promotion of community involvement through effective communication and stakeholder collaboration. Our school will continue to reach out as a unified hand to meet the educational needs of the children in our community.

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.

Stakeholder Involvement

Mr. Chris Pennington, Chickasaw High School Principal, attended a meeting on Monday, September 19th, 2016 at the Chickasaw City Schools Board of Education central office to create an AdvancED account and review both AdvancED accreditation and ACIP processes. A follow up meeting occurred on September 21st for the CCSS leadership staff, in which part of the meeting was designated to work on the process to further construct the necessary information required for AdvancED accreditation and ACIP. Afterwards, a meeting was held that included stakeholders on September 27th, 2016, to discuss stakeholder participation options for the Chickasaw City Schools System. During this meeting all parties involved discussed pertinent information that would ultimately be included in the ACIP executive summary. This information included notable areas of achievement, current goals, and long-term goals that contain components necessary to physically, cognitively, culturally, socially develop life-long learners, and the need for community partnerships to support these areas. A parent representative met with us during this meeting to review and refine any considerations towards the creation of partnerships with the school system.

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

Mrs. Kathy Odom (CCSS Superintendent) and Mrs. Jodie McPherson (CCSS Federal Programs) both provided training and support from central office in the September 27th session. Mr. Chris Pennington (Chickasaw High School Principal) scheduled a stakeholder meeting in late October that invited school employees, parents, and community members to attend. These meetings are designed to establish a dialogue between all parties involved in the education of students at Chickasaw High School. This will allow for a collaborative construction of information relevant to the ACIP process. Also, during this time, Mr. Jason Petro (CCSS Curriculum Instructor) will assist in planning for goals related to College and Career Readiness Standards implementation. These goals will provide support for continued development of pacing guides and lesson plans that are standards content specific for all courses.

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 Continuous Improvement Plan is to be published on the Chickasaw High School and CCSS websites. A copy of ACIP will be placed in the library for stakeholder access. Additional copies of the ACIP document will be maintained in both the CHS main office, and the office of the two guidance counselors. The plan was presented to the Board of Education.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

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?

Scantron areas performing above expected levels are: 1. Overall 9th grade reading (58%), and 9th grade male reading (54%) Scantron math above expected levels are 9th grade Caucasian (53%) when compared to 2017-2018 ACT Aspire 8th grade performance.

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

A positive trend is shown in 10th grade math for female (+07%), male (+03%) and African American (+04%) subgroups.

Which area(s) indicate the overall highest performance?

Overall high performance is in 10th grade math (ACT Aspire 0% in 2015, 4% in 2016-2017, and Scantron 39% in 2017-2018), and 10th grade male reading (ACT Aspire 20% in 2016-2017 and Scantron 41% in 2017-2018).

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

9th and 10th grade females in math and reading (ACT Aspire 14%, and 07%), when compared to 2017-2018 Scantron (38% and 26%, which are the lowest scores on the analysis sheet) and male 10th grade Scantron 2017-18 (26%).

Between which subgroups is the achievement gap closing?

9th grade reading male and female subgroups (54% and 54%), 11th grade reading male to females (48% and 50%) and 10th grade math between Caucasians and African Americans (29% and 31%).

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

Comparison of Scantron and ACT tests indicate a pattern consistency of performance decline in Caucasian math performance (Scantron Caucasian reading at 25% and ACT at a 1 point decrease), and 10th grade Caucasian math (Scantron at 29% and ACT at a 1.4 point decrease).

Areas in Need of Improvement

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

10th grade Scantron Caucasian reading at 25%, 10th grade Scantron female math at 26%, and 11th/12th ACT English Composition with a score of 14.5.

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

Scantron 10th grade Caucasian math with a score of 29% and a previous year ACT Aspire score of 38%, which was down 17 points compared to 2016-2017, a negative trend in ACT 11th/12th mathematics over the last three years (16.7, 16.5, and 15.1), a negative trend in ACT 11th/12th reading over the last three years (17.2, 17.2, and 16.2), and overall negative trend in ACT 11th/12th composite score (16.8, 16.8, and 15.6).

Which area(s) indicate the overall lowest performance?

10th grade Scantron Caucasian reading (25%) and math (29%) African American math (31%), 10th grade females in math (26%), and 11th/12th ACT English at 14.5.

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

Scantron 10th grade Caucasian math with a score of 29% and a previous year ACT Aspire score of 38%, which was down 17 points compared to 2016-2017, a negative trend in ACT 11th/12th mathematics over the last three years (16.7, 16.5, and 15.1), a negative trend in ACT 11th/12th reading over the last three years (17.2, 17.2, and 16.2).

Between which subgroups is the achievement gap becoming greater?

Gap closure is not occurring between the African American 10th grade reading subgroup (36%) and Caucasian subgroup (25%), 11th grade Caucasian and African American subgroups (56% to 43%), 9th grade math Caucasian and African American subgroups (53% to 41%), male and female math subgroups (52% to 38%), and 10th grade math male and female subgroups (36% to 26%)

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

Findings are consistent when comparing subgroups in 9th and 10th grade Scantron, and 11th/12th ACT scores to determine a pattern.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 3
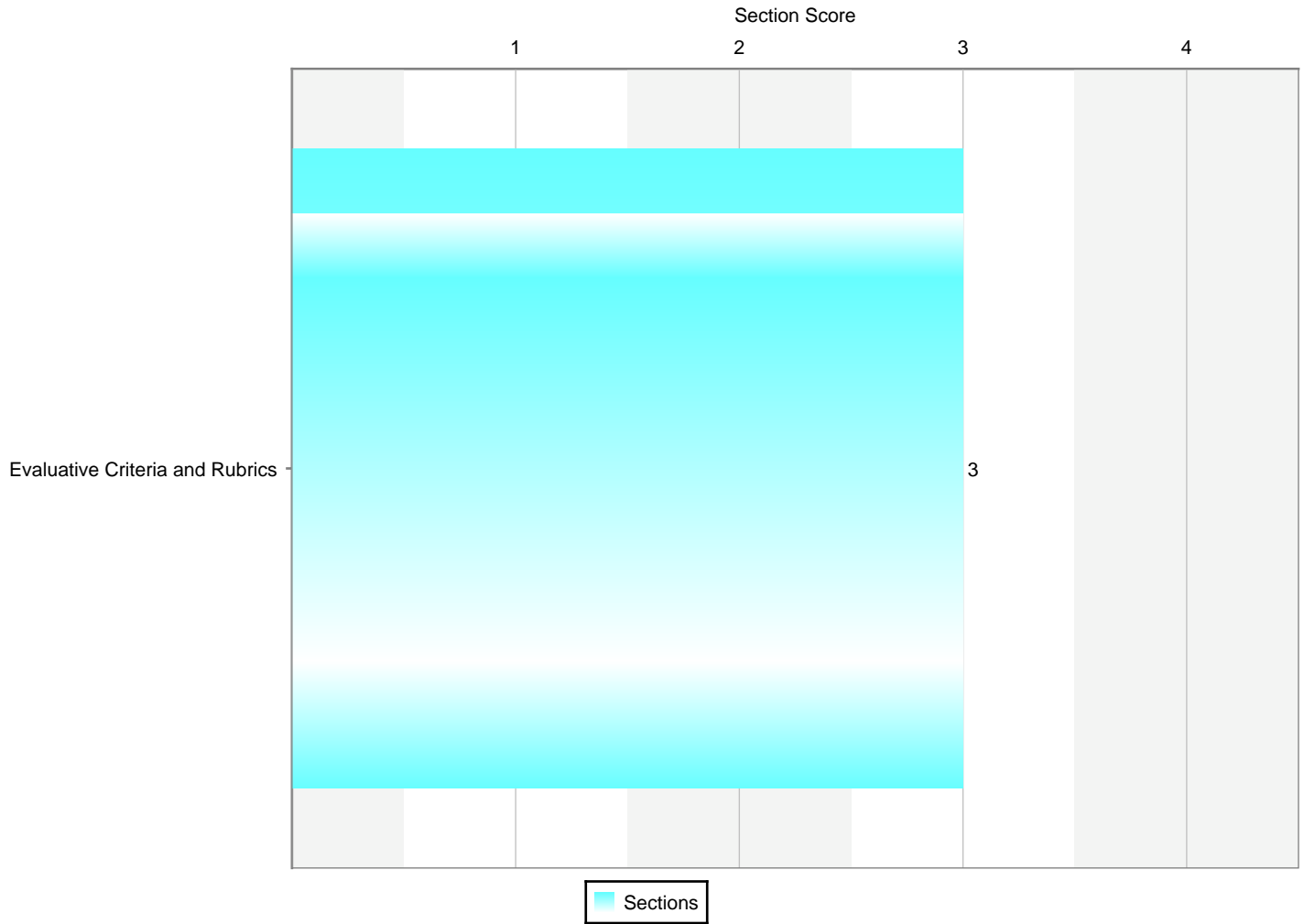
Sections

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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Chris Pennington Stephen Centanni Jacob Hayden Robbie Durr Kristen Kendrick	ACIP Team Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		CHS non-discrimination policy

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	Chris Arras	

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

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

Plan for ACIP 18-19

Overview

Plan Name

Plan for ACIP 18-19

Plan Description

Goals, Objectives, Strategies, and activities in place for school improvement.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and empower the learner through high quality 9-12 aligned College and Career Ready Standards, instruction, and assessment for the content areas of math,and ELA, and science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$18444
2	Prepare students for college and career opportunities through student support services.	Objectives: 2 Strategies: 2 Activities: 9	Academic	$242382
3	Prepare and support teachers in order to graduate college and career ready students.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$32322
4	Increasing the number of students successfully completing Academic Dual enrollment and CTE Dual Enrollment courses.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1000
5	Provide digital tools and resources to all educators and students.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$61387

Goal 1: Engage and empower the learner through high quality 9-12 aligned College and Career Ready Standards, instruction, and assessment for the content areas of math,and ELA, and science.

Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency practice standards in Mathematics by 05/24/2019 as measured by Global Scholar.

Strategy 1:

Additional Academic Assistance - Identified students will participate in additional academic assistance and intervention. Students will have access as applicable to Google Classroom, ClassWorks, Access, A plus, and ACT Test Prep

Category: Develop/Implement College and Career Ready Standards

Research Cited: Intervention and Enrichment

Activity - Khan Academy/ClassWorks/After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Khan Academy and ClassWorks programs will be implemented as intervention for identified students. The program delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Professional Learning, Academic Support Program	08/10/2018	05/24/2019	$1000	Title I Schoolwide	Administration Teachers

Strategy 2:

Instructional Tools and Materials - Instructional tools, materials and supplies will be purchased to supplement instruction in the classroom, labs, and library.

Category: Develop/Implement College and Career Ready Standards

Research Cited: instructional tools

Activity - Materials and Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and Supplies will be used to supplement instruction in the classrooms	Academic Support Program	10/08/2018	05/24/2019	$15444	Title I Part A	admin

Activity - Library Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Library books and resources will be purchased to supplement instruction.	Academic Support Program	08/06/2018	05/24/2019	$2000	Title I Part A	admin

Goal 2: Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

A 2% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of adhering to the rules and regulations of the school in Practical Living by 05/31/2019 as measured by SIR report.

Strategy 1:

Preventative Actions - Students will be refereed to one or more of our programs to prevent risks of failure and then be closely monitored to seek improvement.

Category:

Research Cited: Preventative measures

Activity - Retract Para	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a retract paraprofessional to monitor student behavior and hold in school suspension classes.	Behavioral Support Program	08/06/2018	05/24/2019	$30000	Other	Administration retract para

Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will have opportunities to receive extended day tutoring services and Evening School services if needed.	Tutoring	08/06/2018	05/24/2019	$15635	Title I Part A	administration teachers

Activity - Extra Curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have the opportunity to participate in our 21st CCLC program after school activities, clubs, and athletics.	Career Preparation/Orientation, Community Engagement, Behavioral Support Program, Academic Support Program	08/06/2018	07/18/2019	$150000	Title IV Part B	admin

Activity - ART Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An art adjunct teacher will be hired to provide well rounded education opportunities for students.	Academic Support Program	08/06/2018	05/24/2019	$22072	Title I Part A	admin

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed of their student's progress. Communication platforms include website, social media, school messaging system, newsletters, conferences, and phone calls.	Parent Involvement	08/06/2018	05/24/2019	$1500	Title I Part A	admin

Activity - Transition Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students incoming to 9th grade and leaving 12th grade are the focus by providing transition activities such as C4, college application prep, and summer bridges.	Academic Support Program	01/07/2019	05/24/2019	$0	No Funding Required	admin

Activity - CTE Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We offer Microsoft Office Business, Welding, Culinary, and Electrical Engineering	Academic Support Program	08/06/2018	05/17/2019	$23175	Career and Technical Education Funds	School Admin, Guidance Counselor

Measurable Objective 2:

A 2% increase of Tenth and Eleventh grade students will achieve college and career readiness in cohort in Career & Technical by 05/24/2019 as measured by the cohort CCR rate.

Strategy 1:

Interventions - At risk students will be Identified through PST and these students will receive Tier II and/or Tier III interventions and support.

Category: Develop/Implement College and Career Ready Standards

Research Cited: intervention

Activity - ACT Prep Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive opportunities to prepare for the ACT test through ACT prep classes and/or after school tutoring opportunities.	Academic Support Program	02/01/2018	05/25/2018	$0	No Funding Required	teacher admin

Activity - ESL Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ESL students will receive additional support through tutoring and use of language program.	Academic Support Program	08/06/2018	05/24/2019	$0	No Funding Required	admin

Goal 3: Prepare and support teachers in order to graduate college and career ready students.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency of all skills in English Language Arts by 05/24/2019 as measured by Scantron scores.

Strategy 1:

Professional Development - Teachers will receive professional development in engagement strategies, strategic teaching, and classroom management.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional Development

Activity - Professional Learning Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in strategic teaching strategies, engagement strategies, DOK, and ALEX Insight Tool, Classworks, Mega Conference, Dyslexia Intervention Strategies, and Foundation training.	Professional Learning	08/06/2018	05/24/2019	$22548	Title I Part A, Title II Part A	administration teachers

Activity - Power Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
team members will attend PowerSchool conference and become trainers for school faculty in August.	Professional Learning	06/03/2019	08/30/2019	$9774	Title II Part A	team

Goal 4: Increasing the number of students successfully completing Academic Dual enrollment and CTE Dual Enrollment courses.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency in Dual Enrollment courses. in Career & Technical by 05/24/2019 as measured by CRIs earned.

Strategy 1:

Dual Enrollmet - With our Partnerships with Bishop State Community College, we will offer dual enrollment courses for qualifying students

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dual Enrollment

Activity - Monitor Dual Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dual Enrollment Classes will be advertised, students will be recruited, and the students taking Dual Enrollment courses will be monitored.	Academic Support Program	08/06/2018	05/24/2019	$1000	Career and Technical Education Funds	Administrators Teachers Counselor

Goal 5: Provide digital tools and resources to all educators and students.

Measurable Objective 1:

2% of All Students will increase student growth on state assessments in Career & Technical by 05/24/2019 as measured by Scantron.

Strategy 1:

Technology Equipment - Technology equipment, computers, and resources will be purchased for teachers to implement technology within lessons.

Category: Develop/Implement College and Career Ready Standards

Research Cited: technology embedded lessons

Activity - Technology Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase equipment and resources for all classrooms use.	Technology	10/08/2018	05/24/2019	$51387	Title I Part A	admin

Activity - Instructional Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Software such as APlus, Classworks, Access, and USA test prep with ACT prep	Academic Support Program	10/08/2018	05/24/2019	$10000	Title I Part A	admin

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Power Schools	team members will attend PowerSchool conference and become trainers for school faculty in August.	Professional Learning	06/03/2019	08/30/2019	$9774	team
Professional Learning Sessions	Teachers will receive professional development in strategic teaching strategies, engagement strategies, DOK, and ALEX Insight Tool, Classworks, Mega Conference, Dyslexia Intervention Strategies, and Foundation training.	Professional Learning	08/06/2018	05/24/2019	$11048	administration teachers
				Total	$20822	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Opportunities	We offer Microsoft Office Business, Welding, Culinary, and Electrical Engineering	Academic Support Program	08/06/2018	05/17/2019	$23175	School Admin, Guidance Counselor
Monitor Dual Enrollment	Dual Enrollment Classes will be advertised, students will be recruited, and the students taking Dual Enrollment courses will be monitored.	Academic Support Program	08/06/2018	05/24/2019	$1000	Administrators Teachers Counselor
				Total	$24175	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Khan Academy/ClassWorks/After School Tutoring	Khan Academy and ClassWorks programs will be implemented as intervention for identified students. The program delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Professional Learning, Academic Support Program	08/10/2018	05/24/2019	$1000	Administration Teachers
				Total	$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Retract Para	Hire a retract paraprofessional to monitor student behavior and hold in school suspension classes.	Behavioral Support Program	08/06/2018	05/24/2019	$30000	Administration retract para
				Total	$30000	

Title IV Part B

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extra Curricular Activities	All students will have the opportunity to participate in our 21st CCLC program after school activities, clubs, and athletics.	Career Preparation/Orientation, Community Engagement, Behavioral Support Program, Academic Support Program	08/06/2018	07/18/2019	$150000	admin
				Total	$150000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ART Class	An art adjunct teacher will be hired to provide well rounded education opportunities for students.	Academic Support Program	08/06/2018	05/24/2019	$22072	admin
Technology Tools	Purchase equipment and resources for all classrooms use.	Technology	10/08/2018	05/24/2019	$51387	admin
Parent Engagement	Parents will be informed of their student's progress. Communication platforms include website, social media, school messaging system, newsletters, conferences, and phone calls.	Parent Involvement	08/06/2018	05/24/2019	$1500	admin
Materials and Supplies	Materials and Supplies will be used to supplement instruction in the classrooms	Academic Support Program	10/08/2018	05/24/2019	$15444	admin
Extended Day	Identified students will have opportunities to receive extended day tutoring services and Evening School services if needed.	Tutoring	08/06/2018	05/24/2019	$15635	administration teachers

Instructional Software	Instructional Software such as APlus, Classworks, Access, and USA test prep with ACT prep	Academic Support Program	10/08/2018	05/24/2019	$10000	admin
Professional Learning Sessions	Teachers will receive professional development in strategic teaching strategies, engagement strategies, DOK, and ALEX Insight Tool, Classworks, Mega Conference, Dyslexia Intervention Strategies, and Foundation training.	Professional Learning	08/06/2018	05/24/2019	$11500	administration teachers
Library Books	Library books and resources will be purchased to supplement instruction.	Academic Support Program	08/06/2018	05/24/2019	$2000	admin
				Total	$129538	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL Support	All ESL students will receive additional support through tutoring and use of language program.	Academic Support Program	08/06/2018	05/24/2019	$0	admin
Transition Activities	Students incoming to 9th grade and leaving 12th grade are the focus by providing transition activities such as C4, college application prep, and summer bridges.	Academic Support Program	01/07/2019	05/24/2019	$0	admin
ACT Prep Class	Students will receive opportunities to prepare for the ACT test through ACT prep classes and/or after school tutoring opportunities.	Academic Support Program	02/01/2018	05/25/2018	$0	teacher admin
				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		2019 Title I Parent Survey 2019 Safe & Civil Schools Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	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?

83% of the parents who completed the survey answered yes to the questions:

Do you feel welcomed in your child's school.

Do you understand your child's report card.

90% of the parents who completed the Safe & Civil Schools survey agreed to the questions:

Students generally feel safe at school.

The school staff has done a good job of making the school a safe place for students to be.

Staff members encourage students to do their best

Staff members treat students respectfully

100% of the parents who completed the Safe & Civil Schools survey agreed to the question:

The staff provides help when parents/families ask for or need it.

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

 Parent feeling welcome in the school.

* Staff provision of support for students.

* Staff communication with parents/families.

* Parents/families are informed about the rules and expectation for student behavior.

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

The Safe and Civil Parent survey reports consistent findings.

Areas in Need of Improvement

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

Participation in the school's Annual Title I meeting.

Bullying situation with the school day.

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

There is a significant trend in low participation from parents in school meetings, training, and events.

Student misbehavior in classrooms (such as disruptions) make it difficult for students to learn at the school.

What are the implications for these stakeholder perceptions?

We need to continue our efforts in increasing parent participation.

School has make significant progress in most areas, when compared to previous years' surveys

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

Safe and Civil Schools survey reports

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics · 2
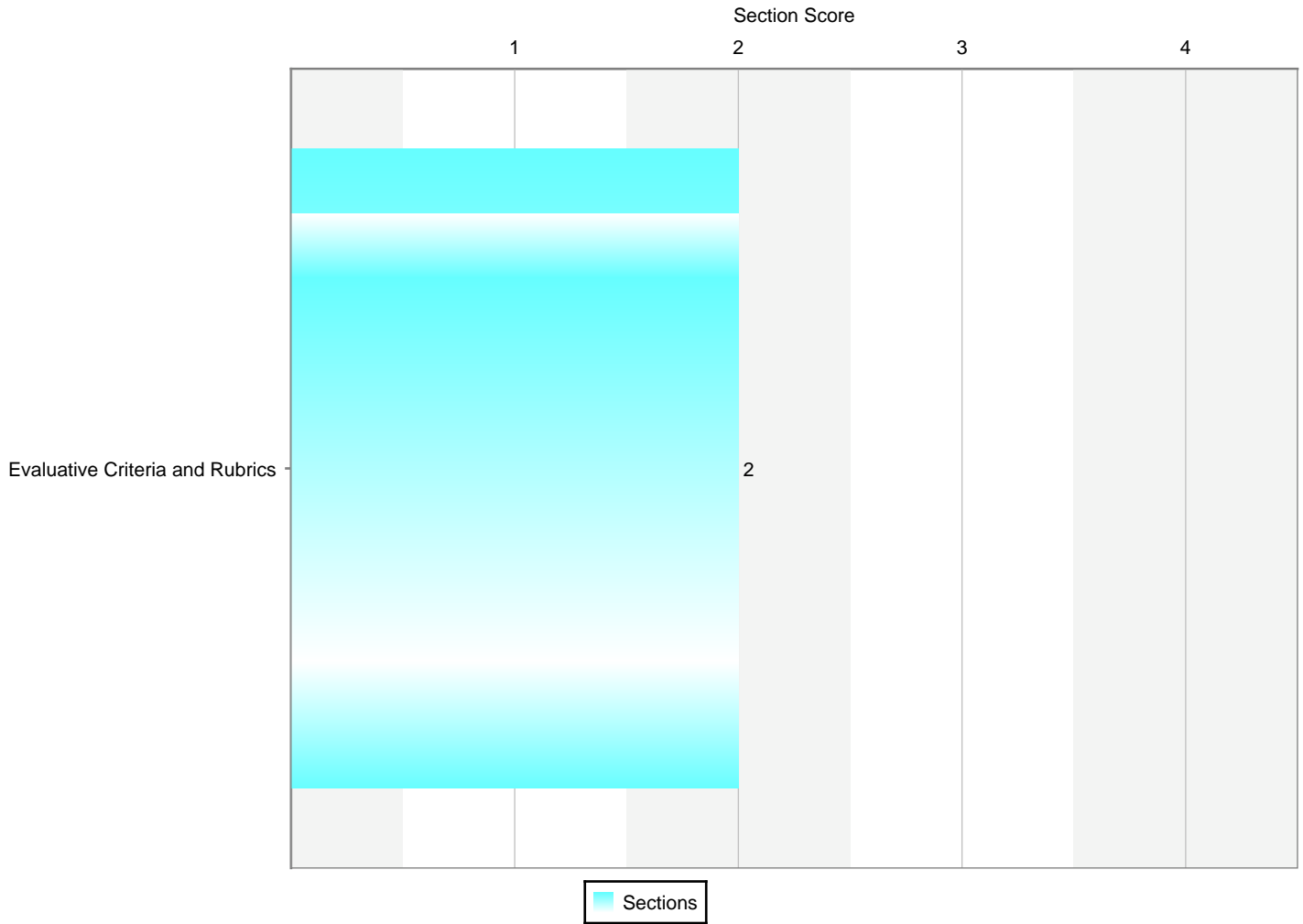
Sections

Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The ACIP Committee meets at the beginning of the school year and quarterly during the school year. Data that includes all students is dis-aggregated to show academic performance of students as well as attendance and discipline. After an analysis of the data is complete, a needs assessment is developed.

What were the results of the comprehensive needs assessment?

Current data shows the need to target areas as follows:
Attain growth on Scantron tests from all students.
Improvement performance on assessments of EL students
Support and remove social barriers that impede attendance daily
Improve rigor and quality of instruction in all classes
Decrease discipline referrals

What conclusions were drawn from the results?

Current data shows the need to target areas as follows:
Attain growth on Scantron tests from all students.
Improvement performance on assessments of EL students
Support and remove social barriers that impede attendance daily
Improve rigor and quality of instruction in all classes
Decrease discipline referrals

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

Collaborate to clarify the school's vision, core values, and commitment to equity.
Collaborate on grade level to open dialogue about instructional practices, surface assumptions about student learning, and build commitment to equity.
Seek out collaborative opportunities and professional learning team membership outside of the district to facilitate professional growth.
Schedule department collaboration, schedule PD focused on needs of individual teachers and/or grade levels/departments
Provide more training opportunities to increase the use of technology in the content areas.
Increase opportunities to participate in STEM and science/math lab experiences to improve student learning.
Revisit problem-solving team approach to ensure that multiple types of RTI are utilized to improve retention

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

School-wide academic goals are set using the previous year's assessment data. Using this data allows for the CIP Team to measure growth each year to evaluate adequate progress to reaching the goal for an increase in students reaching benchmarks. One priority was to target students in the "close" range of meeting Scantron benchmark expectations in order to provide interventions specifically designed to strengthen areas of academic weakness. While the CIP team will look for overall percentages of students falling in the all categories to measure growth in student performance levels, they will also monitor the students falling into the "in need of support" category to provide intensive interventions. In doing so, the goal of increasing student performance in both growth and achievement categories will be reached

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

Goals as listed will allow staff and administrative team to analyze data and determine progress with the following:
ELA and math goals include the following types of data:
Formative assessment data - Scantron Achievement Series, classroom performance data and Classworks
Survey data - Safe and Civil Schools Survey
Title I Parent Survey
Attendance Data
SIR Reports

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

ELA and math goals target all students, particularly non-proficient students for Tier II and III interventions as outlined in the Continuous Improvement Plan.

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

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

Goal 1:

Engage and empower the learner through high quality 9-12 aligned College and Career Ready Standards, instruction, and assessment for the content areas of math,and ELA, and science.

Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency practice standards in Mathematics by 05/24/2019 as measured by Global Scholar.

Strategy1:

Additional Academic Assistance - Identified students will participate in additional academic assistance and intervention. Students will have access as applicable to Google Classroom, ClassWorks, Access, A plus, and ACT Test Prep

Category: Develop/Implement College and Career Ready Standards

Research Cited: Intervention and Enrichment

Activity - Khan Academy/ClassWorks/After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Khan Academy and ClassWorks programs will be implemented as intervention for identified students. The program delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Academic Support Program Professional Learning	08/10/2018	05/24/2019	$1000 - Title I Schoolwide	Administration Teachers

Strategy2:

Credit Recovery - Identified and qualifying students will have the opportunity to attend evening school for credit recovery and will receive instruction and use ACCESS program for area of needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Credit Recovery

Activity - A Plus Program / Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instructional support via A PLUS and/or Access	Academic Support Program	10/02/2017	05/25/2018	$20000 - Title I Part A	teachers admin

Strategy3:

Instructional Tools and Materials - Instructional tools, materials and supplies will be purchased to supplement instruction in the classroom, labs, and library.

Category: Develop/Implement College and Career Ready Standards

Research Cited: instructional tools

Activity - Library Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library books and resources will be purchased to supplement instruction.	Academic Support Program	08/06/2018	05/24/2019	$2000 - Title I Part A	admin

Activity - Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and Supplies will be used to supplement instruction in the classrooms	Academic Support Program	10/08/2018	05/24/2019	$15444 - Title I Part A	admin

Goal 2:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

A 2% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of adhering to the rules and regulations of the school in Practical Living by 05/31/2019 as measured by SIR report.

Strategy1:

Preventative Actions - Students will be refereed to one or more of our programs to prevent risks of failure and then be closely monitored to seek improvement.

Category:

Research Cited: Preventative measures

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their student's progress. Communication platforms include website, social media, school messaging system, newsletters, conferences, and phone calls.	Parent Involvement	08/06/2018	05/24/2019	$1500 - Title I Part A	admin

Activity - CTE Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We offer Microsoft Office Business, Welding, Culinary, and Electrical Engineering	Academic Support Program	08/06/2018	05/17/2019	$23175 - Career and Technical Education Funds	School Admin, Guidance Counselor

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students incoming to 9th grade and leaving 12th grade are the focus by providing transition activities such as C4, college application prep, and summer bridges.	Academic Support Program	01/07/2019	05/24/2019	$0 - No Funding Required	admin

Activity - Extra Curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to participate in our 21st CCLC program after school activities, clubs, and athletics.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program Community Engagement	08/06/2018	07/18/2019	$150000 - Title IV Part B	admin

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will have opportunities to receive extended day tutoring services and Evening School services if needed.	Tutoring	08/06/2018	05/24/2019	$15635 - Title I Part A	administration teachers

Activity - ART Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An art adjunct teacher will be hired to provide well rounded education opportunities for students.	Academic Support Program	08/06/2018	05/24/2019	$22072 - Title I Part A	admin

Activity - Retract Para	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a retract paraprofessional to monitor student behavior and hold in school suspension classes.	Behavioral Support Program	08/06/2018	05/24/2019	$30000 - Other	Administration retract para

Measurable Objective 2:

A 2% increase of Tenth and Eleventh grade students will achieve college and career readiness in cohort in Career & Technical by 05/24/2019 as measured by the cohort CCR rate.

Strategy1:

Interventions - At risk students will be Identified through PST and these students will receive Tier II and/or Tier III interventions and support.

Category: Develop/Implement College and Career Ready Standards

Research Cited: intervention

Activity - ACT Prep Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive opportunities to prepare for the ACT test through ACT prep classes and/or after school tutoring opportunities.	Academic Support Program	02/01/2018	05/25/2018	$0 - No Funding Required	teacher admin

Activity - ESL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ESL students will receive additional support through tutoring and use of language program.	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	admin

Goal 3:

Increasing the number of students successfully completing Academic Dual enrollment and CTE Dual Enrollment courses.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency in Dual Enrollment courses. in Career & Technical by 05/24/2019 as measured by CRIs earned.

Strategy1:

Dual Enrollmet - With our Partnerships with Bishop State Community College, we will offer dual enrollment courses for qualifying students

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dual Enrollment

Activity - Monitor Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dual Enrollment Classes will be advertised, students will be recruited, and the students taking Dual Enrollment courses will be monitored.	Academic Support Program	08/06/2018	05/24/2019	$1000 - Career and Technical Education Funds	Administrators Teachers Counselor

Goal 4:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

2% of All Students will increase student growth on state assessments in Career & Technical by 05/24/2019 as measured by Scantron.

Strategy1:

Technology Equipment - Technology equipment, computers, and resources will be purchased for teachers to implement technology within lessons.

Category: Develop/Implement College and Career Ready Standards

Research Cited: technology embedded lessons

Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Software such as APlus, Classworks, Access, and USA test prep with ACT prep	Academic Support Program	10/08/2018	05/24/2019	$10000 - Title I Part A	admin

Activity - Technology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase equipment and resources for all classrooms use.	Technology	10/08/2018	05/24/2019	$51387 - Title I Part A	admin

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

Goal 1:

Engage and empower the learner through high quality 9-12 aligned College and Career Ready Standards, instruction, and assessment for the content areas of math,and ELA, and science.

Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency practice standards in Mathematics by 05/24/2019 as measured by Global Scholar.

Strategy1:

Credit Recovery - Identified and qualifying students will have the opportunity to attend evening school for credit recovery and will receive instruction and use ACCESS program for area of needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Credit Recovery

Activity - A Plus Program / Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instructional support via A PLUS and/or Access	Academic Support Program	10/02/2017	05/25/2018	$20000 - Title I Part A	teachers admin

Strategy2:

Instructional Tools and Materials - Instructional tools, materials and supplies will be purchased to supplement instruction in the classroom, labs, and library.

Category: Develop/Implement College and Career Ready Standards

Research Cited: instructional tools

Activity - Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and Supplies will be used to supplement instruction in the classrooms	Academic Support Program	10/08/2018	05/24/2019	$15444 - Title I Part A	admin

Activity - Library Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library books and resources will be purchased to supplement instruction.	Academic Support Program	08/06/2018	05/24/2019	$2000 - Title I Part A	admin

Strategy3:

Additional Academic Assistance - Identified students will participate in additional academic assistance and intervention. Students will have

access as applicable to Google Classroom, ClassWorks, Access, A plus, and ACT Test Prep

Category: Develop/Implement College and Career Ready Standards

Research Cited: Intervention and Enrichment

Activity - Khan Academy/ClassWorks/After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Khan Academy and ClassWorks programs will be implemented as intervention for identified students. The program delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Academic Support Program Professional Learning	08/10/2018	05/24/2019	$1000 - Title I Schoolwide	Administration Teachers

Goal 2:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

A 2% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of adhering to the rules and regulations of

the school in Practical Living by 05/31/2019 as measured by SIR report.

Strategy1:

Preventative Actions - Students will be refereed to one or more of our programs to prevent risks of failure and then be closely monitored to

seek improvement.

Category:

Research Cited: Preventative measures

Activity - ART Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An art adjunct teacher will be hired to provide well rounded education opportunities for students.	Academic Support Program	08/06/2018	05/24/2019	$22072 - Title I Part A	admin

Goal 3:

Increasing the number of students successfully completing Academic Dual enrollment and CTE Dual Enrollment courses.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency in Dual Enrollment courses. in Career & Technical by 05/24/2019 as measured by CRIs earned.

Strategy1:

Dual Enrollmet - With our Partnerships with Bishop State Community College, we will offer dual enrollment courses for qualifying students

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dual Enrollment

Activity - Monitor Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dual Enrollment Classes will be advertised, students will be recruited, and the students taking Dual Enrollment courses will be monitored.	Academic Support Program	08/06/2018	05/24/2019	$1000 - Career and Technical Education Funds	Administrators Teachers Counselor

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

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

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

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

Goal 1:

Engage and empower the learner through high quality 9-12 aligned College and Career Ready Standards, instruction, and assessment for the content areas of math,and ELA, and science.

Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency practice standards in Mathematics by

05/24/2019 as measured by Global Scholar.

Strategy1:

Additional Academic Assistance - Identified students will participate in additional academic assistance and intervention. Students will have

access as applicable to Google Classroom, ClassWorks, Access, A plus, and ACT Test Prep

Category: Develop/Implement College and Career Ready Standards

Research Cited: Intervention and Enrichment

Activity - Khan Academy/ClassWorks/After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Khan Academy and ClassWorks programs will be implemented as intervention for identified students. The program delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Professional Learning Academic Support Program	08/10/2018	05/24/2019	$1000 - Title I Schoolwide	Administration Teachers

Strategy2:

Instructional Tools and Materials - Instructional tools, materials and supplies will be purchased to supplement instruction in the classroom,

labs, and library.

Category: Develop/Implement College and Career Ready Standards

Research Cited: instructional tools

Activity - Library Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library books and resources will be purchased to supplement instruction.	Academic Support Program	08/06/2018	05/24/2019	$2000 - Title I Part A	admin

Activity - Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials and Supplies will be used to supplement instruction in the classrooms	Academic Support Program	10/08/2018	05/24/2019	$15444 - Title I Part A	admin

Strategy3:

Credit Recovery - Identified and qualifying students will have the opportunity to attend evening school for credit recovery and will receive

instruction and use ACCESS program for area of needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Credit Recovery

Activity - A Plus Program / Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instructional support via A PLUS and/or Access	Academic Support Program	10/02/2017	05/25/2018	$20000 - Title I Part A	teachers admin

Goal 2:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

A 2% increase of Tenth and Eleventh grade students will achieve college and career readiness in cohort in Career & Technical by 05/24/2019 as measured by the cohort CCR rate.

Strategy1:

Interventions - At risk students will be Identified through PST and these students will receive Tier II and/or Tier III interventions and support.

Category: Develop/Implement College and Career Ready Standards

Research Cited: intervention

Activity - ACT Prep Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive opportunities to prepare for the ACT test through ACT prep classes and/or after school tutoring opportunities.	Academic Support Program	02/01/2018	05/25/2018	$0 - No Funding Required	teacher admin

Activity - ESL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ESL students will receive additional support through tutoring and use of language program.	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	admin

Measurable Objective 2:

A 2% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of adhering to the rules and regulations of the school in Practical Living by 05/31/2019 as measured by SIR report.

Strategy1:

Preventative Actions - Students will be refereed to one or more of our programs to prevent risks of failure and then be closely monitored to seek improvement.

Category:

Research Cited: Preventative measures

Activity - CTE Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We offer Microsoft Office Business, Welding, Culinary, and Electrical Engineering	Academic Support Program	08/06/2018	05/17/2019	$23175 - Career and Technical Education Funds	School Admin, Guidance Counselor

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their student's progress. Communication platforms include website, social media, school messaging system, newsletters, conferences, and phone calls.	Parent Involvement	08/06/2018	05/24/2019	$1500 - Title I Part A	admin

Activity - Extra Curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to participate in our 21st CCLC program after school activities, clubs, and athletics.	Behavioral Support Program Community Engagement Career Preparation/ Orientation Academic Support Program	08/06/2018	07/18/2019	$150000 - Title IV Part B	admin

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will have opportunities to receive extended day tutoring services and Evening School services if needed.	Tutoring	08/06/2018	05/24/2019	$15635 - Title I Part A	administration teachers

Activity - Retract Para	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a retract paraprofessional to monitor student behavior and hold in school suspension classes.	Behavioral Support Program	08/06/2018	05/24/2019	$30000 - Other	Administration retract para

Activity - ART Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An art adjunct teacher will be hired to provide well rounded education opportunities for students.	Academic Support Program	08/06/2018	05/24/2019	$22072 - Title I Part A	admin

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students incoming to 9th grade and leaving 12th grade are the focus by providing transition activities such as C4, college application prep, and summer bridges.	Academic Support Program	01/07/2019	05/24/2019	$0 - No Funding Required	admin

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

Goal 1:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

A 2% increase of Tenth and Eleventh grade students will achieve college and career readiness in cohort in Career & Technical by 05/24/2019 as measured by the cohort CCR rate.

Strategy1:

Interventions - At risk students will be Identified through PST and these students will receive Tier II and/or Tier III interventions and support.

Category: Develop/Implement College and Career Ready Standards

Research Cited: intervention

Activity - ESL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ESL students will receive additional support through tutoring and use of language program.	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	admin

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

Interpreters are used as needed to provide results to parents of English Learners.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	There are 2 vacancies at this time that require a long-term substitute, due to the lack of qualified personnel who meet certification requirements: High School Science, and Middle School Language Arts (6-8). An active search is currently occurring to proactively address new hires at the end (during the summer) of the 2019 school year.	

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

All teachers provide strategic CCRS standards based lessons. Teachers are assigned based on their areas of instructional strength and certification.

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

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

50%

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

2% with Doctorates
10%Masters
100%BS

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

Teacher mentoring program, teacher of the month recognition, and other recognition and "shout-outs". The Chickasaw City School System attends job fairs and has meetings with local universities as a recruitment strategy.

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

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

Teachers conduct a self evaluation according to our teacher effectiveness program in accordance with the Alabama Teaching and Learning Standards. Scantron assessment data is used to make determinations on professional development needed for teacher growth. Informal observation data from administrators is also used to determine areas of growth for Professional Development.

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

Scantron PD
Dyslexia PD
Classworks PD
Dis proportionality PD
Attendance and Truancy PD
School Safety PD
Autism PD
Classroom Management PD
Safe and Civil Schools PD

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

All new teachers are given support through the Teacher Mentoring Program by a master teacher.

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

Professional development is sustained and ongoing by monitoring of central office staff as well as principal. ACIP committee reviews and formal / informal observations are other ways we make sure professional development is sustained and ongoing.

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

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

Goal 1:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

A 2% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of adhering to the rules and regulations of the school in Practical Living by 05/31/2019 as measured by SIR report.

Strategy1:

Preventative Actions - Students will be refereed to one or more of our programs to prevent risks of failure and then be closely monitored to seek improvement.

Category:

Research Cited: Preventative measures

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students incoming to 9th grade and leaving 12th grade are the focus by providing transition activities such as C4, college application prep, and summer bridges.	Academic Support Program	01/07/2019	05/24/2019	$0 - No Funding Required	admin

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

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

Statewide academic assessments are discussed with teachers at data meetings, ACIP meetings, faculty meetings, PST meetings, and budget meetings.There is an open dialogue in an effort to include all teachers in decisions regarding the use of assessment results.

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

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

At risk students are identified using data from assessments and classroom performance, and through RtI are placed in Tiered Interventions. Students who do not respond in a timely manner are placed in Tier II and or Tier III. Title I tutoring via the PST team, and specific interventions through intervention teacher are also available for students who are identified. Classworks uses students' assessment data to prescribe learning paths focused on the objectives students need to work on to become proficient. Students who exhibit characteristics of dyslexia are placed in intervention and complete work through iSPIRE. English learners are able to use Reading Eggs intervention program to become proficient in the domains assessed on the ACCESS 2.0

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

At risk students are identified using data from assessments and classroom performance, and through RtI are placed in Tiered Interventions. Students who do not respond in a timely manner are placed in Tier II and or Tier III. Title I tutoring via the PST team, and specific interventions through intervention teacher are also available for students who are identified. Classworks uses students' assessment data to prescribe learning paths focused on the objectives students need to work on to become proficient. Students who exhibit characteristics of dyslexia are placed in intervention and complete work through iSPIRE. English learners are able to use Reading Eggs intervention program to become proficient in the domains assessed on the ACCESS 2.0

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

After school tutoring is provided support and reinforcement to students who are identified as the most academically needy students. Also, our High School's 21st Century Community Learning Center has middle school opportunities to receive support and reinforcement of academic skills.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

At risk students, regardless of the challenges associated with being migrant, EL, economically disadvantaged, SPED, neglected /delinquent or homeless, are identified using data from assessments and classroom performance, and through RtI are placed in Tier I intervention.Students who do not respond in a timely manner are placed in Tier II and or Tier III. Title I tutoring, intervention services through ARI coach and through intervention teacher are also available for students identified. Classworks uses students' assessment data to

prescribe learning paths focused on the objectives students need to work on to become proficient. Students who exhibit characteristics of dyslexia are placed in intervention and complete work through iSPIRE. English learners are able to use Reading Eggs intervention program to become proficient in English as measured by ACCESS 2.0.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

Special Education - Student IEPs and support via inclusion teachers.

Economically Disadvantaged - We are a schoolwide Title I school. All students receive interventions, if needed

Single Parents - Offer credit recovery for single parents

Limited English Proficiency - After school tutoring, and provision of an ELL intervention teacher during the day. All tier I instruction follows WIDA standards.

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

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

The following funding sources will be used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central Office Directors, Instructional Leaders, teachers, and parents, in order to meet guidelines for each area and provide resources to help increase student achievement. State: Transportation, Textbooks, Technology, Professional Development, AT Risk Grant,
Federal: Title 1, Title 2, IDEA, 21st CCLC, Title IV Together all the programs help us reach our school wide goals. Problem solving teams meet monthly to address the strengths and weaknesses of students and provide strategies for teachers to implement to increase student achievement

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

We coordinate and integrate all programs and services according to federal, state, and local policies, procedures, and guidelines. Some of these programs and services include: system wide Safe and Civil Schools Program, Career Tech, extended day program. The McKinney Vento Act helps support our students who qualify as being homeless. This program helps identify students that are homeless and at-risk through a questioning process upon registration. All faculty and staff participated in online training that addressed violence, harassment, bullying, etc

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

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

The school-wide program is evaluated regularly through the ELEOT tool, surveys, Observations, Instructional Walkthroughs, Professional Development Plans, data meetings, PST meetings, and by ACIP reflections. The problem of practice is based on areas of need. Surveys are completed by parents, students, and teachers to gather feedback. Data meetings allow teachers to collaborate on strategies that will help meet the goals included in the ACIP plan. Annually a comprehensive review is held where stakeholders including parents, district administrators, students, and community members are invited to participate as part of a review team.Through this evaluation process,any revisions to school wide programs are made.

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

The leadership team collects and analyzes data in order to assess school needs. This committee takes the results from the state assessment and creates goals based on the strengths and weaknesses found in the assessment data. These goals are then shared with the faculty for feedback. This information is used to plan and allocate money and other resources. The leadership team is responsible for collecting, analyzing and reporting assessment data, compilation, dissemination and implementation of the ACIP, allocating funds for activities and materials based on the results of the school wide needs assessment, disseminating information to staff regarding professional development opportunities.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The effectiveness of the school-wide program is determined by the increase in the achievement of students who are furthest from achieving standards as well as growth toward proficiency. Each students's data from state assessments- Scantron Performance Series, Classworks, and classroom test data is analyzed. We review the strategies and action steps to ensure that various forms of differentiated instruction were included to reach all students. PST meetings are also held to address individual needs. During these meetings discussions focus on patterns, strategies, and interventions to promote achievement.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Any revisions to the plan are made during ACIP reviews and program evaluation .

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	14.72

Provide the number of classroom teachers.

14.72

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	134101.35

Total   134,101.35

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	46904.0

Total   46,904.00

Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	65171.0

Total   65,171.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	67488.65

Total   67,488.65

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	49711.0

Total   49,711.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5466.0

Total   5,466.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1640.0

Total   1,640.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	9767.0

Total   9,767.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1752.0

Total   1,752.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	129538.14

Provide a brief explanation and breakdown of expenses.

Adjunct art teacher 22,072

Materials and supplies - 15443.83

Instructional software - 10000

Technology equipment and computers 51387.31

Parenting - 1500

Staff development -11,500

library books 2000

extended day - 15,635

-

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	11048.0

Provide a brief explanation and a breakdown of expenses.

Faculty and staff will have opportunities to attend quality professional learning activities.

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	150000.0

Provide a brief explanation and a breakdown of expenses.

Personnel salaries and benefits $111,298

Materials and Supplies$11,841

Purchased services $13,500

Professional Development 6550.70

Indirect cost 6,382

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	154350.0

Provide a brief explanation and breakdown of expenses.

JROTC Instructors

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

At the beginning of each school year, a Title I Parent Meeting is held. During this meeting, parents learn what it means to be a Title I school and the requirements of being a Title I school. The 1% set aside is discussed and parents rights to be involved as well as their rights to know the qualifications of their child's teacher are explained. In addition, a Title I fact sheet is distributed to students to take home to any parent who may not have attended the meeting.

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

Chickasaw High School will work to maximize parental involvement and participation. The following will ensure maximum participation in school events:

1. Teachers will send home weekly newsletters via paper and email.

2. School administration will send home monthly school newsletters.

3. Teachers will conduct conferences with parents. Those parents who are unable to attend face to face conferences will have the opportunity to have phone call conferences.

4. Schools will survey parents of their needs and offer meetings/training to address those needs. Meetings/training will be recorded and sent to parents unable to attend. Trainings will be at offered at different times to ensure all parents will have the opportunity to attend.

5. Contact parents of important meetings and events through email, telephone calls, newsletters, and website.

6. TransACT and or interpreters will be used to communicate with non-English speaking parents.

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

Chickasaw High School provides training for parents and guardians through our annual Title I training, C4, and special school events, Parents are given a synopsis of required academic content standards, the Performance Series Assessment requirements, and academic achievement standards, throughout the year by formal meetings and through monthly news letters/notes. Parents are also encouraged to be active participants in their children's education throughout the year. Parents with limited English are given assistance when required.

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

The school-parent compact is revisited each year during the parent advisory committee meeting which consists of our parent representatives, the building leadership team members, and central office staff. Any needed revisions are made during this meeting. The parent compact is used as a reminder to all stakeholders of what the expectations are for the teacher, parent, and the student and that everyone has agreed to do everything they can to ensure that the student meets those expectations.

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

The school wide plan is available to be reviewed, at all times, with copies in the library, the front office, and on our web site. Parents are invited to review and evaluate the school wide plan quarterly, and provide comments (approval or disapproval) about the CIP, the progress being made, and the need for any changes that need to be made to the plan after it's initial approval.

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

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

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

Parents are encouraged to become more involved in their child's education through meetings, conferences, and events. Parents are also able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences.

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

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

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

Parents are encouraged to become more involved in their child's education through meetings, conferences, and events. Parents are also

able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences.

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

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

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

Parents are encouraged to become more involved in their child's education through meetings, conferences, and events. Parents are also able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences.

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

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

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

Parents are encouraged to become more involved in their child's education through meetings, conferences, and events. Parents are also able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences. Parents with limited English are provided assistance if needed.

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

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

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

Parents are provided with calendars outlining events in the school, along with parent programs and meetings. Parents also receive phone calls through School Cast Messaging System, website information, text messages through REMIND and posts on Facebook as a reminder about parent programs and meetings.

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

Parents with limited English are given assistance when requested. An interpreter is called in when necessary.