



## **ACIP**

# Hanceville High School

## Cullman County Board of Education

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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?**

The Alabama High School Athletic Association classifies Hanceville High School as a 3A school. We currently have 383 students in grades 9-12 (198 males and 185 females). Our demographics are made up of 79% Caucasian, 12.2 % Hispanic, 7.3% African American and .78% other. Hanceville High School is the 17th largest 3A school in the state of Alabama. Hanceville High School is one of seven high schools that make up Cullman County School Systems. The campus is shared with the middle school and elementary school. The schools share facilities, which force administration on all three campuses to work together to ensure a successful learning environment for grades K-12.

Hanceville Schools serve the city of Hanceville, Garden City, Colony, along with the communities of Center Hill, Stouts Mountain, Arkadelphia, Johnson Crossing and White City. The city of Hanceville currently has a population of 3,159 people with a medium household of \$30,672. Twenty-seven percent of the citizens of Hanceville live below the poverty level. Sixty-eight percent of citizens of Hanceville have a high school diploma. Hanceville High currently has 18.5 teachers, 1 librarian, 1 counselor, 2 administrators, 1.5 custodians, 1 Appleton Aide, 1 secretary, 1 bookkeeper and 1 mental health worker. The average age of our teachers is 37 and we have an average of 13.5 years of experience. Sixty-two percent of our teachers have a masters degree or higher.

Hanceville High School is located in the Central Southern part of Cullman County. The campus is located in the city limits of Hanceville. The local government of Hanceville consists of a seven-member city council, mayor, a police force and a full time fire department. The community is currently renovating the down town area. Over the past 3 years several business have located to the historical district of Hanceville. This area is in the process of becoming a high traffic area for shopping and dining. The city of Hanceville offers a lot of activities for students throughout the year especially during the summer months. Activities such as; walking trails, a swimming pool, playgrounds, a fishing pond, baseball and softball leagues, and two parks. The city council and Mayor support our school in a variety of ways; Kids Night out, Mud Creek Festival and a Christmas Parade. Kids Night Out is a night when the city and local churches purchase school supplies and pass the supplies out the week before school starts to students at Hanceville Schools. The city also sets up different activities for the community to participate on this special night. The Mud Creek Festival is a festival that is held in the historical part of town. Vendors set up shop down town and most of our schools clubs and organizations participate in the festival in some way. All proceeds from Mud Creek are divided up between Hanceville Schools. All extracurricular activities have the opportunity to show the community their school spirit during the Christmas parade, which the city organizes for the first week of December.

Last year, several churches in the community, pooled their money together to help unfortunate students with food during the weekends, called "Knapsacks for Kids". Each Friday churches bring backpacks full of food to students in need for the weekend. It is not unusual for a local church to feed our teachers breakfast or lunch or feed a sporting team before a big game. Hanceville High school has a strong community support from the city of Hanceville, churches, and community members.

The city of Hanceville is home to a number of businesses, including Louisiana-Pacific, Action Resources, Birmingham Fastener, Morton Buildings and American Protein. Through the years, these businesses have offered a variety of financial support to the high school. Wallace State Community College is also located in the Hanceville City limits. Having the college near the high school, offers students the convenience of taking dual enrollment classes. Fast Track to Industry and other programs are located on the campus of Wallace State as well. Wallace State and Hanceville High School has a strong partnership. Wallace allows us to use their facility and vise-versa when a

situation occurs. Our dual enrollment students have easy access to get back and forth to classes during the day. We have a huge advantage over other schools through dual enrollment with Wallace State being in our own community. Garden City Public Library and Hanceville Public Library both are extensions of the Cullman Public Library System, which allows access to resources through the Cullman Public Library.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission of Hanceville High School is to develop life-long learners and to help students become productive citizens in an ever-changing world. That is our purpose statement and our motto is "I Will." Although we adopted the purpose statement several years ago, we recently realized that it is very much in line with the goals of our state's College and Career Standards, as well as Common Core Standards, both of which seek to "develop active, thoughtful, and engaged learners who are able to embrace the benefits and challenges of the 21st Century, both in school and in the workplace" ("Instructional Resources." Pearson. "Common Core 101" 2013. Pearson Education. September 20, 2016. [www.pearsonschool.com](http://www.pearsonschool.com)). We made this the purpose of Hanceville High School because we seek to prepare students for life after high school by equipping them with real-world skills and not just skills for passing standardized tests. Our teachers employ a variety of strategic teaching methods that readily engage students through active participation and cooperation. Teachers also incorporate technology into their classrooms daily and extend learning opportunities through the use of school websites and social learning networks (i.e., Google Classroom and Gmail; Discovery Education; Edmodo). This has been aided tremendously by the district's provision of a Google email address for every student through the ccboe.org domain, allowing students to use apps such as Google Drive and Google Classroom. This provides greater opportunity for online collaboration and for the extension of the learning environment beyond the school building.

At Hanceville High School, we want our students to be able to become independent learners and to take personal responsibility. This is why we are excited about programs like FastTrack and FastTrack for Industry, both implemented by our school district. These programs allow our students to complete their high school requirements at non-traditional times while also completing college coursework at Wallace State College. With FastTrack for Industry, students can receive a high school degree and a college degree while working part time at a local industry. We also encourage our students can also attend the area career center or take distance-learning classes through ACCESS. Again, we want to build the capacity within our students to excel beyond the traditional school building. That is what originally led to the development of our "I Will" motto. We created this to show students the importance of meeting whatever tasks/challenges they were presented with. Each year, we add a qualifier to this motto ("I Will Finish Strong," "I Will Commit to Excellence," etc.), but the basic values of doing whatever it takes to be productive in life remains the same. This year the motto is "I Will Be Inspiring."

## 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.**

Over the past three years our attendance has been on the incline. We cannot help students succeed if they are not attending school. At the end of the 2012-2013 school year, Hanceville High School had the highest daily student attendance in our system. Teachers and administrators addressed the issue on a daily basis. We addressed the problem during assemblies and explained to our student body how important coming to school everyday is for them. Since 2012-2013 school year, we have increased our daily attendance. We give incentives such as the following: extra break if the entire school has under 16 absences a day, cookouts for meeting our goal at the end of the year, prizes for students who have not missed a day during a month. During student assemblies, we announce the students who haven't missed a day of school for the month and year. We placed a large chalkboard next to the main entrance of the hall, showing students our daily absences and tardies for the day and month. We compare today's absences with the previous year's absences. Since 2013-2014 school year, Hanceville High has consistently ranked at the top of our system with the fewest absences. Last year, we had the 2nd best attendance in our system with 95.78 daily attendance percentage, which was only .01% less than the first place school. We are very proud of our students' daily attendance over the past three years.

Over the past 3 years we have increased our performing arts program by adding a guitar, choir, and drum class. We feel like we are offering our students a larger variety of activities to give them a desire to be at school. We encourage and offer extra-curricular activities to all our students to feel a part of the school environment. We strongly believe, if all students are taking part in a club or organization, they will truly feel better about their school and community, in return this will increase their odds for graduation and a better adult life.

For the past three years the state of Alabama has required all 11th graders to take the ACT in the month of April. In 2015-2016 our school average on the ACT was a 18.5. Our students have shown improvement each year. Our highest ACT scores are in English and Reading. We are making strides to improve in the areas of math and science before this spring of 2018. To increase our scores in science, our system purchased two new rolling computer labs and replaced our textbooks with a digital device. All 10th graders take the ASPIRE test which will give a clear direction of how they will perform on the ACT. Last year, ASPIRE test scores showed Hanceville High School ahead of district scores in reading, science and writing. We lead the district in ASPIRE reading scores. Our area of improvement is in math. We are working diligently to improve ACT scores and have accomplished this goal for the past three years. Our graduation rate has improved from fifty-nine percent in 2011, to eighty-six percent in 2015. We reached a high in 2014 with an eighty-nine percent graduation rate. HHS has developed a variety of ways to make kids excited to be at school. Three years ago we created a 40-minute block every Wednesday, called Bulldog Period. During Bulldog Period, each teacher chooses a topic that they enjoy during their free time. This is usually a hobby a teacher enjoys doing. Our students choose what class they are interested in. Our teachers work hard to make the class fun and entertaining so our students will enjoy the class. When our students take the system benchmark test (SCANTRON) and fall behind grade level, we take those students out of Bulldog Class and into an intervention class. Students have to stay in the intervention class until their benchmark scores improve. We believe the students will give more effort to get out of intervention class and back into their hobby class. Over the past three years, our STAR testing data indicates that Bulldog Period is working.

Our parent surveys indicated we need better communication between parents and the faculty. Over the past three years, we have increased our communication by creating social media accounts, a school-wide Remind101, an all call system, school web page, and frequent usage of email. Our social media accounts allow parents to receive information on activities that are happening at school on a daily basis. Our librarian does a fantastic job of refreshing and updating our web page on a daily basis. The administration sends out important telephone  
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messages through Blackboard Connect. Blackboard Connect allows every parent to receive a phone call informing parents of events such as school closings, report card dates, important upcoming events, and any special events that may occur on campus.

We are very proud of the way our extra-circular activities are progressing at Hanceville High school. Our math team is leading the way. Over the past five years, our math team has won a state championship and has placed second on two different occasions. In 2015/2016 our boy's basketball team won the county championship for the first time in eighteen years and has made the playoffs three out of the past five years. Our baseball team won the county Championship in 2015 and has made the playoffs for 4 years in row. Our marching band competed in numerous band competitions and won superior ranking on several occasions. They competed in an out-of-state competition in Florida in the 2015-2016 and won best band in class. Our football team went to the playoffs in 2012 and 2013. Our Leo Club, SGA, FFA, FCCLA are consistently giving a helping hand in the community volunteering for any event where our community may have a need. We have had a thirty-five percent increase with students volunteering in our community. The faculty is doing a great job of influencing our students to volunteer one hundred hours of community service to receive a community service seal on their diploma. Our students are eager to volunteer. Our school and community are becoming a better place to attend school and to live.

Hanceville High School is making great improvements with technology and instruction at HHS. Over the past three years, we have increased our number of computers by one hundred and eighty. We have a total of six mobile computer labs and three traditional computer labs, which brings our total close to 300 computers in the school. Last year, each teacher was given a MacBook Air by the central office. Our teachers had several hours of professional development to learn how to use the device for instruction. We offer Access classes in one of our computer labs and Career Prep to all our 9th graders in another lab. Our system is currently in the process of doubling the speed of our Internet connection. Two years ago our system put Wi-Fi in our building to increase speed and availability.

Our staff survey consistently illustrates a need to have more common time for grade level and subject area meetings. On average, we have three teachers with common grade level classes in all areas, 9-12th grade. This makes it very difficult to have grade level meetings and subject area meetings. Starting this year, we manipulated our schedule for one common lunchtime. We allow our teachers to have a duty free lunch. This, in turn, gives our teachers time for grade level and subject area meetings. In 2015, our central office started implementing an early release, (half day) professional development day once a month. Our teachers are consistently attending professional development to extend their learning.

## Additional Information

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

Hanceville High School has worked diligently over the years to improve instruction in the classroom. Teachers are being trained on up-to-date teaching strategies; administrators are having walk through observations, and students are buying into our system. Over the past three years we have implemented several plans to increase student learning. In 2014, we created a Bulldog period designed to influence and motivate students to excel on standardized testing and to create enjoyment toward the school environment. During Bulldog Period, all 9th grades are paired with an upper class mentor. The mentors teach the freshman how to study effectively, build character in their daily lives, how to treat others on campus, and help students bridge the gap between upper and lower classmates. The mentors meet with their 9th grade mentees each Wednesday during our Bulldog Period time.

Each year, we have witnessed our ACT scores increase; however, we still would like to see improvements in certain areas. Our system started using a new benchmark testing called Scranton to replace our old system of STAR. Our STAR scores have consistently ranked at the top of our system and we hope to have the same results with Scranton.

Our discipline problems have decreased over the years as well. We believe one reason is a policy HHS has adopted called "Caught Doing Good". If a teacher, administrator, lunchroom worker, or custodian notices a student doing something nice or out of the ordinary to help another student or faculty member, the staff member gives the student's name to the administrator. The following Friday, the principal or assistant principal takes the group out to eat lunch at a nearby restaurant. The students are recognized at the next assembly for their good deed and character. This creates an instant desire for students to be caught doing something for their fellow classmates.

In 2014, we created a policy called Second Chance to give students another opportunity to receive a grade for work they did not complete during class. Our philosophy at HHS is that a zero in the grade book is unacceptable. Accepting a zero is the easiest, not to mention laziest, thing to do. Instead of putting zeros in the grade book, we send them to Second Chance from 3PM to 4:30PM to get the grades caught up. We feel this is a learning experience for the student to do the work the first time so they do not have to spend an hour and half in Second Chance. Because of this, we are have less kids to fail class as well as less to attend summer school, which, in turn, as a positive impact on our graduation rate.

At our monthly assembly, we ask a prominent community member to speak to our student body. The topics focus on making good decisions and doing their best in school. Usually, this is a person that graduated from Hanceville and has become a prominent person in our community. We think it is important to show our students successful people that graduated from Hanceville High School.

Hanceville High School is currently in the process of becoming a Leader in Me School. Most of our teachers have visited New Hope High School, which is one of the only high schools in Alabama that is a Leader in Me School. Last year our faculty participated in a book study on Stephen Covey's "Leader In Me" book. Several of our teachers have redecorated their classroom and the administration has put colorful posters and murals in the hallways to make HHS more attractive to students. Our hopes are to become a "Leader in Me School" by the end of the school year.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The leadership team of the school is composed of a variety of faculty members, the principal, assistant principal, the RTI coordinator, and the library media specialist. The faculty members on the team were selected by the principal to represent different content areas and grade levels. Once determined, these team members were voted on as confirmation by the remainder of the faculty. After the original selection process, the leadership team met and role assignments were decided. Each faculty team member was assigned as leader of a different group of faculty members, selected from the remainder of the faculty, and again, chosen based on curriculum and grade-level criteria. The team convenes throughout the year in meetings scheduled by the principal and by the district leadership team. In a typical year, the leadership team will meet in the summer to begin looking at data and to start planning goals, etc.; will meet right before school to continue that process; will meet after school starts with their own groups to look at data and possible goals, strategies, and activities; and will meet periodically throughout the school year as the need arises to monitor the continuous improvement process. Meetings often take place on professional development workdays and/or during faculty meetings. This year, we also met as a team on a school day designated for that purpose by the district leadership team. (Subs were provided by funding arranged through the district.)

Typically, either the principal or members of the leadership team will meet with parent (and sometimes community) representatives to inform them of the plan and to receive feedback. The principal is responsible for scheduling those meetings at the convenience of our guests. Many times, these parents are also teachers with one of the other schools on our campus (elementary and middle school), and when that is the case, these parents will meet during their planning periods.

The principal and members of the leadership team will also meet with representatives from the student body to discuss our plan and get feedback from the students' perspectives. These meetings are scheduled during the school day, typically taking place during elective classes.

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

Members of the leadership team were chosen to represent the remainder of the faculty. It was the intent of the principal to have representatives from a variety of grade levels and content areas. The assistant principal, RTI coordinator, and library media specialist were also included as part of the team, and the guidance counselor was involved as data consultant. The job of the teachers was to review data appropriate to their content areas and to offer possible strategies and activities. The team also divided the work by grade levels and those grade level representatives examined data and generated goals, strategies, and activities based on assessments that would be given to their specific grade level (Aspire for 10th Grade, ACT for 11th, WorkKeys for 12th, etc.) The principal, assistant principal, counselor, and library media specialist organized meetings, conducted surveys, and amended scheduling (for activities). The counselor provided student-performance data and also provided information about strategies and activities. The library media specialist was responsible for entering the plan onto the AdvancEd website. A group of parents and students will serve to offer us feedback about the plan. In addition, the entire faculty and staff offered feedback about the plan and took part by offering suggestions about goals, strategies, and activities during planning sessions. And a representation from students, parents, and the staff participated in surveys during the spring and we used these to aid in our needs assessments.

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

The final plan will be added to the school's website. This will be announced to parents through the use of the all-call telephone announcement system. Anyone without Internet access at home will be welcomed to come to the school to view the plan (either online or through a physical copy that will be available in the office, library media center, and guidance office). As progress is made (progress notes, etc., added), the plan on the school website will be amended. The plan will also be communicated with parents as part of the parent-teacher conference day scheduled by the district. Teachers and staff members will be informed about the plan during faculty meetings and through emails.

# 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.

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## Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Below is attached documents containing Hanceville High School student performance data. In one document, you will find data from a variety of different assessments given during the 2015-2016 school year and during the fall of the 2016-2017 school year. In the second document, you will find a comparison of some of that data to the data from assessments of the past few years.	Hanceville High School Student Performance Data Comparison Chart 2016-2017 CIP Hanceville High School Student Performance Data for 2016-2017 CIP

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

## Areas of Notable Achievement

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

1. Our students who took the ACT during the 2015-2016 scored higher in every subject area and on the composite score than the students in the previous year. There were more students meeting college readiness benchmarks in every subject area and more students meeting college readiness benchmarks in all four areas last year than in the year before. In addition, all subgroups that we examined scored higher in every subject area and on the composite score than students in those subgroups in the previous year. Finally, there were also more students scoring in the 24 to 27 and in the 28 to 32 score ranges than in the previous two years.
2. On the WorkKeys test, a higher percentage of seniors reached Level 4 on the Reading for Information section last year than did in the previous year. This percentage (96%) was the third highest in the district.

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

1. We believe that there is a positive trend in performance on the ACT. Over the past three years (since the entire junior class has started taking the ACT on our campus), ACT scores have increased in every subject area and on the composite score each year. In addition, over the past three years, scores have increased in every subject area and on the composite each year for the subgroups that we have examined (African American, Hispanic, Caucasian). Finally, the percentages of students reaching college-readiness levels on the ACT have increased every year in almost every subject area and in all subject areas combined (with the exception of English which increased from 2014 to 2015, but stayed at the same percentage from 2015 to 2016). [Note: When comparing these ACT scores to the projected ACT scores that are based on this past year's ACT Aspire scores, it looks as if our ACT scores will continue to rise, meaning that those 10th Graders who took the Aspire will improve over last year's ACT scores when they take that test as 11th Graders.]
2. Over the past three years, the Reading portion of the ACT has seen the most growth in relation to scores (increasing from 17.7 in 2014 to 19.3 last year) and the English portion saw the most growth in terms of percentages of students reaching college-readiness benchmarks (with a growth of 13 percentage points from 2014 to 2016).
3. Reading for Information on the WorkKeys test also saw movement in a positive direction with the percentage of students reaching Level 4 on the test going from 94% to 96%.

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

Again, with all the assessments of student performance that we have examined, it appears that the ACT shows the overall highest performance by our students. That was the only assessment that showed growth consistently in all areas.

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

Hispanic students have shown the most improvement of any group on the ACT over the past 3 years (when examining juniors who took the test during the spring of their junior year).

In 2014, Hispanic juniors had the highest scores in only one area of the ACT (Math); in 2015, they had the highest scores in two areas (Reading and Science) and on the composite score; then in 2016, Hispanic students had the highest scores among juniors in all subject areas of the ACT and on the composite score.

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

The gap between African American students and Caucasian students seems to be closing based on the ACT scores over the past 3 years. Among juniors, from the 2014 to the 2015 ACT, Caucasian students showed the 2nd most growth (behind Hispanic students). However, when comparing 3 years worth of data, African American students showed the 2nd most growth (behind Hispanic students). In addition, when comparing only 2015 scores to 2016 scores, African American students showed the most growth of any group.

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

1. The improvement in Reading on the ACT (the portion with the most growth when comparing average scores from year to year) is consistent with the growth in Reading for Information percentages on the WorkKeys. In addition, Reading was the only portion of the Aspire test that the percentages of our sophomores reaching ACT-readiness levels on the ACT Aspire Test were above the national average for that portion.
2. The percentages of students considered at college-level readiness on the ACT (among juniors) and ACT-readiness levels on the ACT Aspire (among sophomores) were similar in some of the subject areas. On the English portions, 52% of students were at college-readiness levels on the ACT and 54% were at ACT-readiness levels on the Aspire; on the math portions, 17% were at college-readiness levels on the ACT and 13% were at ACT-readiness levels on the Aspire; and on the reading portions, 30% were at college-readiness levels on the ACT and 38% were at ACT-readiness levels on the Aspire.

## Areas in Need of Improvement

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

1. There were fewer seniors who reached the Silver Certificate Level on the WorkKeys this past year (66%) than did the year before (71%). There was also a decline in the percentages of students reaching Level 4 in both Applied Mathematics (79% in 2014-2015 but 75% in 2015-2016) and Locating Information (83% in 2014-2015 but 82% in 2015-2016).
2. While our juniors did show improvement in every subject of the ACT and on the composite from the 2015 test to the 2016 test, our average scores are still below the benchmark ACT scores for each subject area and below the state averages in 3 out of the 4 subject areas (Reading being the exception) and on the composite.
3. On the Aspire test, our sophomores were below the national average for ACT-readiness levels in every subject area except one (Reading).

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

The ACT Aspire test seems to suggest a negative trend in performance. When last year's sophomores took the Aspire as 8th Graders, 53% reached ACT-readiness levels in Reading and 25% reached ACT-readiness in Math. However, when they took the Aspire as 10th Graders last year, only 38% reached those readiness levels in Reading and only 13% reached the levels in Math. In addition, when examining the projected ACT scores for these sophomore students, our ACT scores (with these students as juniors) will still be below the ACT benchmark scores for each subject area.

In addition, the percentages of students meeting ACT Aspire Exceeding or Ready benchmarks on the STAR Reading and STAR Math Assessments were lower for both 9th and 10th Graders in the spring of the past school year than they had been in the fall of that same school year.

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

Our lowest performance areas can be found in the results of our universal Reading and Math screeners. Until this year, we used STAR Reading and STAR Math as our universal screener. This year, we began using Scantron Performance Series Reading and Scantron Performance Series Math as the screener.

1. Only 50% of 9th, 10th, and 11th Graders scored in the Above Average and Average High levels of the Scantron Performance Series Reading Assessment and only 46% of 9th and 10th Graders scored in the Above Average and Average High levels of the Scantron Performance Series Math Assessment. [Note: These levels are not measured for 12th Graders in Reading and not measured for 11th and 12th Graders in Math.]

2. Fewer 9th and 10th Grade students reached the ACT Aspire Exceeding or Ready benchmarks on both the STAR Reading and STAR  
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Math in the spring than had in the previous fall. Also, we saw a decline in STAR Reading scores in two different grade levels and we saw a decline in STAR Math scores in all but one grade level.

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

1. When looking at ACT Aspire benchmarks on the STAR Reading and Math Assessments from last year, it could be suggested that when they take the ACT Aspire, our 10th Graders may again see a decline in scores from what they attained on the 8th Grade Aspire and even see a decline from the scores of this past year's 10th Graders' Aspire scores.

2. Although Hispanic students have shown the most improvement on the ACT test over the past 3 years, there is some evidence that Hispanic students could also trend toward decreased performance. This is based on last year's ACT Aspire test (which did not show Hispanic students scoring higher than other subgroups) and this year's Scantron Performance Series Reading and Scantron Performance Series Math tests (where only 37% of Hispanic 9th, 10th, and 11th Graders scored in the Above Average and Average High levels on the Reading test and only 27% of Hispanic 9th and 10th Graders scored in the Above Average and Average High levels on the Math test).

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

1. When considering only the ACT results for juniors over the past 3 years, it appears that there is an achievement gap growing between Hispanic students and African American students as well as between Hispanic students and Caucasian students. Hispanic students have shown greater levels of growth in all subject areas of the ACT and on the composite than these other two groups. However, when considering the ACT Aspire and the Scantron Performance Series Reading and Math tests, Hispanic students performed lower than Caucasian students in 3 of the 5 areas (English, Reading, and Science) and performed lower than African American students in all but one area (Science). [Note: Writing is included here with the ACT Aspire but was not included in the examination of the ACT data.] Also, Hispanic students have had lower performance levels than African American and Caucasian students on the Scantron Performance Series Reading test (considering 9th, 10th, and 11th Graders) and have had similar performance levels to African American students on the Scantron Performance Series Math test (considering 9th and 10th Graders), but lower levels than Caucasian students.

2. When examining just ACT scores over the past 3 years, it appears that there is a gap growing between females and males in terms of Reading on the ACT. In the 2014 administration of the ACT, 25% of female students reached college-readiness levels in Reading and 21% of males did. But after the 2016 administration, that number jumped up to 45% for females while remaining at 21% for males. There is also a possible gap growing between males and females in Science on the ACT, but in the opposite direction. In 2014, 24% of females reached college-readiness levels in Science and 10% of males did. But in 2016, 17% of males reached those levels, but only 15% of females did.

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

1. The decline in performance of this past year's sophomores can be seen when comparing their 8th Grade ACT Aspire data with this past year's ACT Aspire data. That decline can also be seen on the STAR Assessments from last year (where this group saw a decline in the

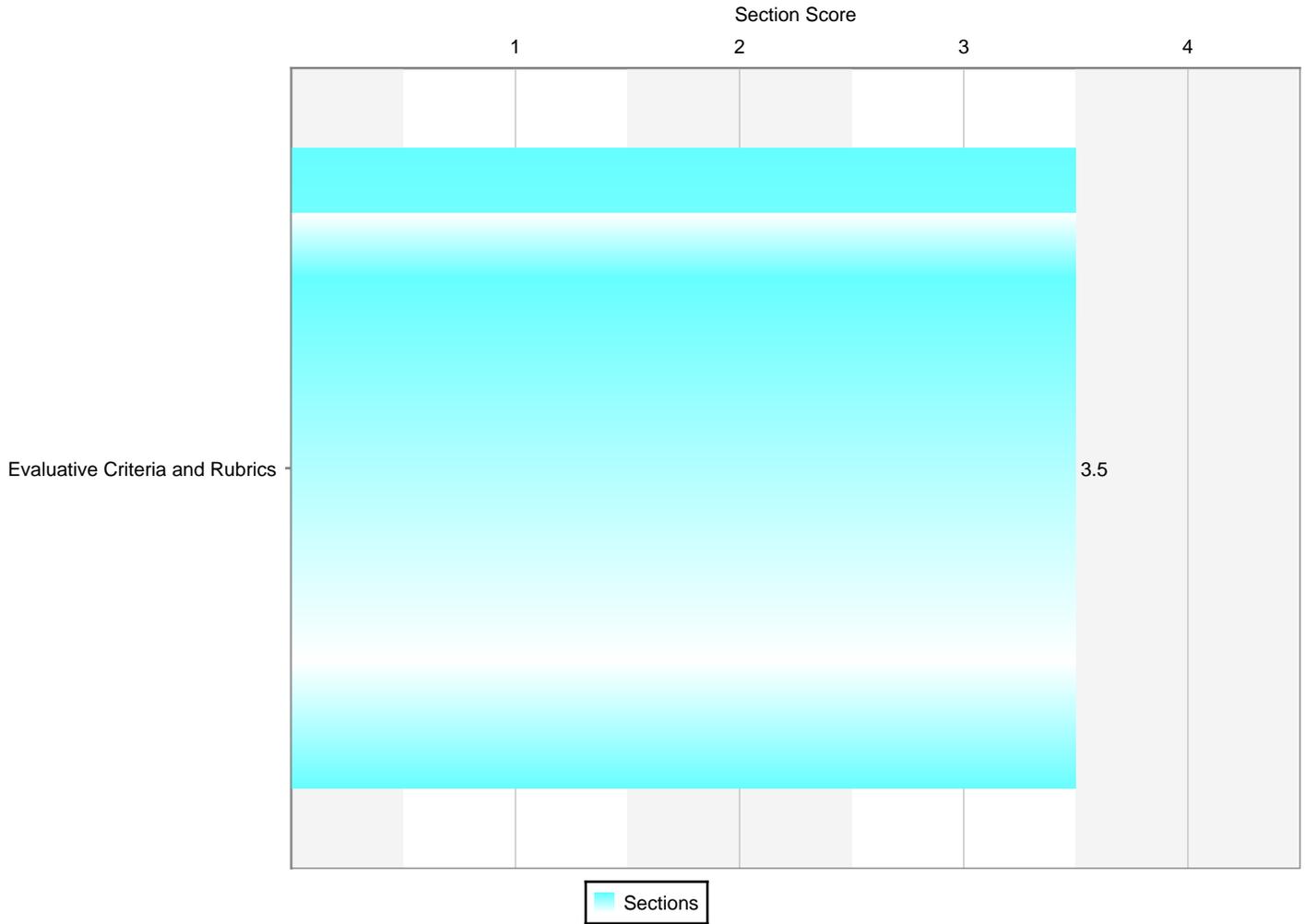
percentage of students reaching ACT Aspire Exceeding or Ready benchmarks in Reading from 60% in the fall to 59% in the spring and in Math from 48% to 41% from the fall to the spring). Last year's 9th Graders (this year's sophomores) also saw a decline in those Aspire Benchmark levels as measured by STAR (in Reading, going from 56% in the fall to 64% in the winter to just 54% in the spring and in Math going from 45% in the fall and winter to just 43% in the spring).

2. The decline in performance by Hispanic students is evident when examining ACT Aspire data and Scantron Performance Series data. It only becomes inconsistent when comparing that same data to the data of the ACT over the last 3 years where Hispanic students have shown the most growth of any subgroup.

3. The possible performance gap between female and male students can be seen on data from the past 3 ACT tests and is suggested by the Scantron Performance Series Reading test given this fall (51% of 9th, 10th, and 11th Grade females scored Above Average or Average High and only 48% of males did), but those findings are inconsistent with data from this past year's ACT Aspire test on which fewer females actually scored in ACT-readiness levels for Reading than did males (18% for females and 20% for males). In addition, on the Science portion of the ACT Aspire, females and males were at the same percentage on students reaching ACT-readiness benchmarks.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Attached you will find a list of signatures for the leadership team.	Hanceville High School Leadership 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	Attached is the principal signature confirming that the above statement is true.	Hanceville High School Principal Signature for Statement Confirmation

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	Attached below are signatures by the principal and by the leadership team members.	Hanceville High School Principal Signature Hanceville High School Leadership Team Signatures

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

**ACIP**

Hanceville High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	We are not a Title I school.	

# Hanceville High School 2016-2017 Continuous Improvement Plan

## **Overview**

### **Plan Name**

Hanceville High School 2016-2017 Continuous Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Hanceville High School will engage learners through high quality, aligned college-and-career ready standards, instruction, and assessments in all content areas.	Objectives: 4 Strategies: 5 Activities: 13	Organizational	\$200
3	All educators at Hanceville High School will use data to determine best practices for improving teaching and learning as well as climate and culture.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Hanceville High School will identify barriers to teaching and learning and align support systems to address barriers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: Progression of EL students toward language acquisition

### Measurable Objective 1:

demonstrate a proficiency of 57% of English Learner students in achieving adequate language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

### Strategy 1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE-Specially Designed Academic Instruction in English, to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teachers, Classroom Teachers with ELL students
Activity - Green Folder Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Academic Support Program, Direct Instruction, Professional Learning	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teachers, Classroom Teachers, Administration
Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodation for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers, and Administration

## Goal 2: Hanceville High School will engage learners through high quality, aligned college-and-career ready standards, instruction, and assessments in all content areas.

### Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement in ACT Aspire Reading (from 38% to 43%) and in ACT Aspire Mathematics from (13% to 18%) by 05/25/2017 as measured by the ACT Aspire Assessment given to students in the spring of their 10th Grade year.

### Strategy 1:

ACT Aspire Support for 10th Grade Students - The school will provide ACT Aspire support for 10th Graders in a number of ways. First, the current ACT Prep teachers will prepare 10th Grade Science, Math, and History teachers to instruct their students in test-taking strategies and in timing strategies for test taking. These ACT Prep teachers will provide the 10th Grade Science, Math, and History teachers with lessons on standardized test strategies that they will be able to use with their students in the weeks leading up to the ACT Aspire Assessment. Secondly, the 10th Grade Science, Math, and History teachers will then instruct their students in test-taking strategies and in timing-for-tests strategies. This instruction will take place in those subject-area classes across the regular school days in the time leading up to the administration of the ACT Aspire Assessment. The school's Leadership Team will determine the time table for when these lessons should be taught. Finally, 10th Grade teachers will also provide support for their students through the use of ACT Aspire example questions and ACT Aspire exemplars using online resources.

Category: Develop/Implement Learning Supports

Activity - Teacher Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The current ACT Prep teachers will prepare teachers to instruct students in test-taking strategies and in timing-for-tests strategies. These ACT Prep teachers will provide the 10th Grade Science, Math, and History teachers with lessons on standardized test strategies that they will be able to use with their students in the weeks leading up to the ACT Aspire Assessment.	Academic Support Program, Professional Learning	01/04/2017	02/28/2017	\$0	No Funding Required	ACT Prep teachers; 10th Grade Science, Math, and History teachers

Activity - Testing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th Grade Science, Math, and History teachers will instruct their students in test-taking strategies and in timing-for-tests strategies. This instruction will take place in those subject-area classes across the regular school days in the time leading up to the administration of the ACT Aspire Assessment. The school's Leadership Team will determine the time table for when these lessons should be taught.	Academic Support Program	01/04/2017	04/07/2017	\$0	No Funding Required	ACT Prep teachers; 10th Grade Science, Math, and History teachers; Leadership Team

**ACIP**

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Activity - ACT Aspire Example Questions and Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th Grade teachers will also provide support for their students through the use of ACT Aspire example questions/ACT Aspire exemplars using online resources. Two possible locations for these are <a href="http://actaspire.pearson.com/exemplars.html">actaspire.pearson.com/exemplars.html</a> and <a href="http://discoveractaspire.org/assessments/test-items">discoveractaspire.org/assessments/test-items</a> . It will be at the discretion of individual teachers as when to best use these examples with their students, but the Leadership will ask the teachers to place special emphasis on the ACT Aspire in the weeks leading up to the administration of the assessment. It is suggested that the science, math, English, and reading portions be covered in the respective classes (with ELA classes covering both reading and English). Writing could be covered in a combination of different classes. The benefit of using a resource like <a href="http://actaspire.pearson.com/exemplars.html">actaspire.pearson.com/exemplars.html</a> is that students will be able to see Aspire test items in a platform similar to the one that they will see on the actual assessment.	Academic Support Program	11/01/2016	04/07/2017	\$0	No Funding Required	10th Grade teachers; Leadership Team

**Strategy 2:**

ACT Aspire Preparation Through Scantron - 10th Grade ELA and math teachers will use the Scantron Performance Series Assessment as a means of gauging student preparedness for the ACT Aspire Assessment. Algebra and Language Arts assessments will be administered through Scantron to 10th Graders in their math and English classes during the 1st Semester. Then, on the early release day in January, 10th Grade students will take the Geometry and Language Arts assessments through Scantron. This assessment administration will be timed so as to acclimate students to the test-taking procedures they will experience on the Aspire.

Category: Develop/Implement Learning Supports

Activity - Scantron to Gauge Preparedness for ACT Aspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th Grade ELA and math teachers will use the Scantron Performance Series Assessment as a means of gauging student preparedness for the ACT Aspire Assessment. Algebra and Language Arts assessments will be administered through Scantron to 10th Graders in their math and English classes during the 1st Semester. ELA and math teachers can use the results of these assessments to determine which standards the students need additional support in.	Academic Support Program	10/03/2016	12/05/2016	\$0	No Funding Required	ELA and math teachers; library media specialist (technology support); Leadership Team

Activity - Scantron for Test Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On the district-designated early release day in January, 10th Grade students will take the Geometry and Language Arts assessments in the same setting through Scantron. This assessment administration will be timed so as to acclimate students to the test-taking procedures they will experience on the Aspire. It is anticipated that this experience will further help students be prepared for computer-based testing and for timed testing. This will involve preparing testing rooms and training test administrators. It may also involve amending schedules and providing activities for other grade levels.	Academic Support Program	12/01/2016	01/11/2017	\$0	No Funding Required	10th Grade ELA and math teachers; Leadership Team

**Measurable Objective 2:**

demonstrate a proficiency of a 5% increase in student achievement on the WorkKeys Assessment, improving from 66% of seniors reaching the Silver Certificate level to 71% by 05/26/2017 as measured by the WorkKeys Assessment given to students in the 1st Semester of their senior year.

**Strategy 1:**

ACT WorkKeys Support for Seniors - Students will receive WorkKeys support in their classes. This will come in the form of practice questions that will be found in resources such as the "Preparing for the WorkKeys Assessment" document and at act.org. These practice questions will be implemented into the 12th Grade ELA, math, and history classes. The ELA classes will practice Locating Information questions, math classes will practice Applied Mathematics questions, and history classes will practice Reading for Information questions. It is at the discretion of the teachers as when to best use these questions within their curriculum and yearly schedules, but the Leadership Team will ask them to give emphasis to the WorkKeys in the weeks leading up to the test. Furthermore, seniors will participate in a practice WorkKeys test using KeyTrain during the 1st Semester. The counselor will create accounts for students so that they can take these practice tests. Results from these tests will help students know the areas that they need to work on. Students will take a practice test for each category in the same class where they have been practicing for that section.

Category: Develop/Implement Learning Supports

Activity - Practice ACT WorkKeys Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive WorkKeys support in their classes. This will come in the form of practice questions that will be found in resources such as the "Preparing for the WorkKeys Assessment" document and at act.org. These practice questions will be implemented into the 12th Grade ELA, math, and history classes. The ELA classes will practice Locating Information questions, math classes will practice Applied Mathematics questions, and history classes will practice Reading for Information questions. It is at the discretion of the teachers as when to best use these questions within their curriculum and yearly schedules, but the Leadership Team will ask them to give emphasis to the WorkKeys in the weeks leading up to the test.	Academic Support Program	10/03/2016	12/16/2016	\$0	No Funding Required	12th Grade ELA, math, and history teachers; Leadership Team

Activity - Practice ACT WorkKeys Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors will participate in a practice WorkKeys test using KeyTrain. The counselor will create accounts for students so that they can take these practice tests. Results from these tests will help students know the areas that they need to work on. Students will take a practice test for each category in the same class where they have been practicing for that section.	Academic Support Program	10/03/2016	12/16/2016	\$0	No Funding Required	12th Grade ELA, math, and history teachers; Leadership Team; counselor

**Measurable Objective 3:**

demonstrate a proficiency of a 5% increase in student achievement on the percentage of juniors meeting an ACT benchmark in at least one subject area from 57.5% to 62.5% by 05/26/2017 as measured by the ACT given to students in the spring of their junior year.

**Strategy 1:**

ACT Support for Juniors - The school will provide ACT support for 11th Graders in a number of ways. First, 11th Grade ELA and math teachers will use the Scantron

Performance Series Assessment as a means of gauging student preparedness for the ACT assessment. Algebra (and/or Geometry) and Language Arts assessments will be administered through Scantron to 11th Graders in their math and English classes during the 1st Semester. ELA and math teachers can use the results of these assessments to determine which standards the students need additional support in. Secondly, all 11th Grade core class teachers will use ACT-style questions on warm-ups, wrap-ups, and on tests as a way of preparing students for the type of questions that they will experience on the ACT. Next, all teachers will give at least one timed test during each grading period to help prepare the students for working within time constraints. Finally, 11th Grade students will take a practice ACT test during the district-designated early release day and the results of this will further allow teachers to gauge student preparedness.

Category: Develop/Implement Learning Supports

Activity - Scantron to Gauge Preparedness for ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th Grade ELA and math teachers will use the Scantron Performance Series Assessment as a means of gauging student preparedness for the ACT assessment. Algebra (and/or Geometry) and Language Arts assessments will be administered through Scantron to 11th Graders in their math and English classes during the 1st Semester. ELA and math teachers can use the results of these assessments to determine which standards the students need additional support in.	Academic Support Program	10/07/2016	12/16/2016	\$0	No Funding Required	11th Grade ELA and math teachers; library media specialist (technology support); Leadership Team
Activity - ACT Support in Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 11th Grade core class teachers will use ACT-style questions on warm-ups, wrap-ups, and on tests as a way of preparing students for the type of questions that they will experience on the ACT. Teachers will meet with the Leadership Team to determine resources to use when writing these questions and the team will train these teachers in best practices for using these questions. The questions that are used will be content-specific and the history classes will use questions similar to those found on the Reading portion of the ACT. In addition, all teachers will administer one timed classroom test per grading period in attempts to prepare students for working within time constraints on assessments.	Academic Support Program	10/03/2016	04/14/2017	\$0	No Funding Required	11th Grade ELA, math, science, and history teachers; Leadership Team
Activity - ACT Practice Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will administer an ACT practice test to all juniors on the district-designated early release day in January. This practice test will be given in the same setting that the actual test will be administered. This practice session will involve preparing the testing room and training test administrators. It may also involve amending schedules and providing activities for other grade levels.	Academic Support Program	12/01/2016	01/11/2017	\$0	No Funding Required	11th Grade teachers; Leadership Team

#### Measurable Objective 4:

demonstrate a proficiency of student achievement of a 5% increase in the percentage of graduating seniors who achieve College-and-Career Readiness from 65% to 70% by 05/26/2017 as measured by students satisfying at least one of the College-and-Career Readiness benchmarks: benchmark score on the ACT; benchmark level on the WorkKeys; qualifying AP/IB score; college credit while in high school; industrial credentials; or military enlistment.

**Strategy 1:**

College and Career Readiness Awareness - We will seek to make our students more aware of the requirements for being considered College-and-Career Ready in a number of ways. First, we will provide a letter to parents detailing the college-and-career readiness standards. Parents and students will also be directed to view similar information on the school website. Second, we will make use of various forms of physical media (posters, bulletin boards, etc.) and social media (Twitter, Facebook, Remind, etc.) to raise awareness about what it means to be College-and-Career Ready. Finally, we will continue to use our Teacher Advisor Groups to inform students about the different paths that they can take to graduate and to being College-and-Career Ready.

Category: Develop/Implement College and Career Ready Standards

Activity - Providing CCR Information to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide a letter to parents detailing the college-and-career readiness standards. The content of this letter will be written by the Leadership Team through information provided through the guidance counselor. Parents and students will also be directed to view similar information on the school website. Announcements pertaining to this can be made through the School Messenger all-call system, parent-teacher conferences, and through daily school announcements.	Career Preparation/Orientation, Parent Involvement	10/07/2016	05/26/2017	\$0	No Funding Required	Leadership Team; guidance counselor; library media specialist (website); administrators
Activity - Providing CCR Information through Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an attempt to "market" the College-and-Career Readiness standards, we will make use of various forms of physical media (posters, bulletin boards, etc.) and social media (Twitter, Facebook, Remind, etc) to raise awareness about what it means to be College-and-Career Ready. The physical forms of media can be produced through the art department and/or by a local printer and displays in the hallways. Social media will be used to supplement these physical forms as well as the information available on the school's website.	Academic Support Program	10/07/2016	05/26/2017	\$200	General Fund	Leadership Team; art teacher; administrators; teachers (social media)
Activity - Continuing CCR Information through Teacher Advisor Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to offer instruction and guidance for students in regard to College-and-Career Readiness standards through lessons in Teacher Advisor Group meetings as the students progress through high school. We will offer graduation path and college-and-career information in the 9th, 10th, and 11th Grade meetings and will provide college-and-career checklists for 12th Graders.	Direct Instruction	10/07/2016	05/26/2017	\$0	No Funding Required	Guidance Counselor Advisory Committee; teacher advisors

**Goal 3: All educators at Hanceville High School will use data to determine best practices for improving teaching and learning as well as climate and culture.**

**Measurable Objective 1:**

collaborate to increase the percentage of staff members who say that they use data to monitor student readiness and success at the next level from 85% to 90% by 05/26/2017 as measured by staff surveys given in the spring of the year.

**Strategy 1:**

Data Review by Teacher Advisors - Teachers will receive training on reviewing versions forms of data. This data will include the 8th Grade Aspire, 10th Grade Aspire, 11th Grade ACT, and 12th Grade WorkKeys. Teachers will also be given instruction concerning the requirements of being College-and-Career Ready. Each teacher will be responsible for the data for the students in their particular advisor group (with each teacher being responsible for able 20 students) as those students progress through high school. Teachers will be given access to a form that will allow them to keep track of data for their particular students (from their advisor group) by entering performance data from a variety of assessments. This will give teachers the ability to student performance and progression in a holistic way.

Category: Develop/Implement College and Career Ready Standards

Activity - Teacher Data Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in how to examine various forms of student data. This data will include ACT Aspire, ACT, Scantron, and WorkKeys. Teachers will also receive refresher training in understanding the requirements of College-and-Career Readiness.	Professional Learning	10/07/2016	04/07/2017	\$0	No Funding Required	Guidance counselor; Leadership Team
Activity - Teacher Data Entry	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leadership team will create a Google Form that will allow teachers to enter the data for each student in their teacher advisory group. As students progress through high school and through the various assessments that are given, teachers will enter student data from these assessments. This will allow teachers to have a better understanding of the performance and progression of their advisor group students. It will also give the leadership team a comprehensive view of how well our school is preparing students to meet College-and-Career Readiness requirements.	Academic Support Program	10/07/2016	04/28/2017	\$0	No Funding Required	Leadership team; guidance counselor; teachers

## **Goal 4: Hanceville High School will identify barriers to teaching and learning and align support systems to address barriers.**

**Measurable Objective 1:**

collaborate to increase the percentage of staff members who say that Hanceville High School provides protected instructional time from 77% to 82% by 05/26/2017 as measured by staff surveys given in the spring of the year.

**Strategy 1:**

Provide Conscientious Planning - In an effort to prevent the loss of instructional time, Hanceville High School will seek to use conscientious planning of events and activities that might interrupt regular class time. This will involve the return to the use of a common planning calendar, shared through Google, by which all teachers can view events and activities that are scheduled each week. Teachers will also be made aware well in advance of events and activities that might interrupt class time. This planning will involve proper scheduling of events so as to minimize the loss of class time.

Category: Other - School Culture and Academic Climate

Activity - Common Planning Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leadership team will emphasis a return to a common planning calendar (through Google Calendars) that will allow all teachers to both enter and view events and activities that might interrupt class time. This will allow teachers to be better prepared for the interrupts that take place during the school day.	Academic Support Program	10/07/2016	10/28/2016	\$0	No Funding Required	Leadership Team; teachers; administrators
Activity - Event Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement a planning program that meticulously examines the schedule before events and activities that interrupt class time are made. This planning will involve proper scheduling of events so as to minimize the loss of class time and teachers will also be made aware well in advance of these events and activities.	Academic Support Program	10/07/2016	05/26/2017	\$0	No Funding Required	Leadership Team; administrators ; teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continuing CCR Information through Teacher Advisor Groups	We will continue to offer instruction and guidance for students in regard to College-and-Career Readiness standards through lessons in Teacher Advisor Group meetings as the students progress through high school. We will offer graduation path and college-and-career information in the 9th, 10th, and 11th Grade meetings and will provide college-and-career checklists for 12th Graders.	Direct Instruction	10/07/2016	05/26/2017	\$0	Guidance Counselor Advisory Committee; teacher advisors
Teacher Data Entry	The leadership team will create a Google Form that will allow teachers to enter the data for each student in their teacher advisory group. As students progress through high school and through the various assessments that are given, teachers will enter student data from these assessments. This will allow teachers to have a better understanding of the performance and progression of their advisor group students. It will also give the leadership team a comprehensive view of how well our school is preparing students to meet College-and-Career Readiness requirements.	Academic Support Program	10/07/2016	04/28/2017	\$0	Leadership team; guidance counselor; teachers
Scantron to Gauge Preparedness for ACT	11th Grade ELA and math teachers will use the Scantron Performance Series Assessment as a means of gauging student preparedness for the ACT assessment. Algebra (and/or Geometry) and Language Arts assessments will be administered through Scantron to 11th Graders in their math and English classes during the 1st Semester. ELA and math teachers can use the results of these assessments to determine which standards the students need additional support in.	Academic Support Program	10/07/2016	12/16/2016	\$0	11th Grade ELA and math teachers; library media specialist (technology support); Leadership Team
Data Analysis	At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0	EL Teachers, Classroom Teachers with ELL students

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Scantron for Test Practice	On the district-designated early release day in January, 10th Grade students will take the Geometry and Language Arts assessments in the same setting through Scantron. This assessment administration will be timed so as to acclimate students to the test-taking procedures they will experience on the Aspire. It is anticipated that this experience will further help students be prepared for computer-based testing and for timed testing. This will involve preparing testing rooms and training test administrators. It may also involve amending schedules and providing activities for other grade levels.	Academic Support Program	12/01/2016	01/11/2017	\$0	10th Grade ELA and math teachers; Leadership Team
Testing Strategies	10th Grade Science, Math, and History teachers will instruct their students in test-taking strategies and in timing-for-tests strategies. This instruction will take place in those subject-area classes across the regular school days in the time leading up to the administration of the ACT Aspire Assessment. The school's Leadership Team will determine the time table for when these lessons should be taught.	Academic Support Program	01/04/2017	04/07/2017	\$0	ACT Prep teachers; 10th Grade Science, Math, and History teachers; Leadership Team
Teacher Data Training	Teachers will receive training in how to examine various forms of student data. This data will include ACT Aspire, ACT, Scantron, and WorkKeys. Teachers will also receive refresher training in understanding the requirements of College-and-Career Readiness.	Professional Learning	10/07/2016	04/07/2017	\$0	Guidance counselor; Leadership Team
Providing CCR Information to Parents	We will provide a letter to parents detailing the college-and-career readiness standards. The content of this letter will be written by the Leadership Team through information provided through the guidance counselor. Parents and students will also be directed to view similar information on the school website. Announcements pertaining to this can be made through the School Messenger all-call system, parent-teacher conferences, and through daily school announcements.	Career Preparation/Orientation, Parent Involvement	10/07/2016	05/26/2017	\$0	Leadership Team; guidance counselor; library media specialist (website); administrators
ACT Support in Classes	All 11th Grade core class teachers will use ACT-style questions on warm-ups, wrap-ups, and on tests as a way of preparing students for the type of questions that they will experience on the ACT. Teachers will meet with the Leadership Team to determine resources to use when writing these questions and the team will train these teachers in best practices for using these questions. The questions that are used will be content-specific and the history classes will use questions similar to those found on the Reading portion of the ACT. In addition, all teachers will administer one timed classroom test per grading period in attempts to prepare students for working within time constraints on assessments.	Academic Support Program	10/03/2016	04/14/2017	\$0	11th Grade ELA, math, science, and history teachers; Leadership Team

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Green Folder Training	EL Teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Academic Support Program, Direct Instruction, Professional Learning	08/10/2016	05/25/2017	\$0	EL Teachers, Classroom Teachers, Administration
Common Planning Calendar	The leadership team will emphasis a return to a common planning calendar (through Google Calendars) that will allow all teachers to both enter and view events and activities that might interrupt class time. This will allow teachers to be better prepared for the interrupts that take place during the school day.	Academic Support Program	10/07/2016	10/28/2016	\$0	Leadership Team; teachers; administrators
Practice ACT WorkKeys Questions	Students will receive WorkKeys support in their classes. This will come in the form of practice questions that will be found in resources such as the "Preparing for the WorkKeys Assessment" document and at act.org. These practice questions will be implemented into the 12th Grade ELA, math, and history classes. The ELA classes will practice Locating Information questions, math classes will practice Applied Mathematics questions, and history classes will practice Reading for Information questions. It is at the discretion of the teachers as when to best use these questions within their curriculum and yearly schedules, but the Leadership Team will ask them to give emphasis to the WorkKeys in the weeks leading up to the test.	Academic Support Program	10/03/2016	12/16/2016	\$0	12th Grade ELA, math, and history teachers; Leadership Team
Event Planning	We will implement a planning program that meticulously examines the schedule before events and activities that interrupt class time are made. This planning will involve proper scheduling of events so as to minimize the loss of class time and teachers will also be made aware well in advance of these events and activities.	Academic Support Program	10/07/2016	05/26/2017	\$0	Leadership Team; administrators ; teachers
ACT Practice Test	The school will administer an ACT practice test to all juniors on the district-designated early release day in January. This practice test will be given in the same setting that the actual test will be administered. This practice session will involve preparing the testing room and training test administrators. It may also involve amending schedules and providing activities for other grade levels.	Academic Support Program	12/01/2016	01/11/2017	\$0	11th Grade teachers; Leadership Team
Teacher Collaboration for Goal Setting	EL teacher, classroom teacher, and EL Committee will determine accommodation for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/10/2016	05/25/2017	\$0	EL Teacher, Classroom Teachers, and Administration

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Practice ACT WorkKeys Test	Seniors will participate in a practice WorkKeys test using KeyTrain. The counselor will create accounts for students so that they can take these practice tests. Results from these tests will help students know the areas that they need to work on. Students will take a practice test for each category in the same class where they have been practicing for that section.	Academic Support Program	10/03/2016	12/16/2016	\$0	12th Grade ELA, math, and history teachers; Leadership Team; counselor
Teacher Preparation	The current ACT Prep teachers will prepare teachers to instruct students in test-taking strategies and in timing-for-tests strategies. These ACT Prep teachers will provide the 10th Grade Science, Math, and History teachers with lessons on standardized test strategies that they will be able to use with their students in the weeks leading up to the ACT Aspire Assessment.	Academic Support Program, Professional Learning	01/04/2017	02/28/2017	\$0	ACT Prep teachers; 10th Grade Science, Math, and History teachers
Scantron to Gauge Preparedness for ACT Aspire	10th Grade ELA and math teachers will use the Scantron Performance Series Assessment as a means of gauging student preparedness for the ACT Aspire Assessment. Algebra and Language Arts assessments will be administered through Scantron to 10th Graders in their math and English classes during the 1st Semester. ELA and math teachers can use the results of these assessments to determine which standards the students need additional support in.	Academic Support Program	10/03/2016	12/05/2016	\$0	ELA and math teachers; library media specialist (technology support); Leadership Team
ACT Aspire Example Questions and Exemplars	10th Grade teachers will also provide support for their students through the use of ACT Aspire example questions/ACT Aspire exemplars using online resources. Two possible locations for these are <a href="http://actaspire.pearson.com/exemplars.html">actaspire.pearson.com/exemplars.html</a> and <a href="http://discoveractaspire.org/assessments/test-items">discoveractaspire.org/assessments/test-items</a> . It will be at the discretion of individual teachers as when to best use these examples with their students, but the Leadership will ask the teachers to place special emphasis on the ACT Aspire in the weeks leading up to the administration of the assessment. It is suggested that the science, math, English, and reading portions be covered in the respective classes (with ELA classes covering both reading and English). Writing could be covered in a combination of different classes. The benefit of using a resource like <a href="http://actaspire.pearson.com/exemplars.html">actaspire.pearson.com/exemplars.html</a> is that students will be able to see Aspire test items in a platform similar to the one that they will see on the actual assessment.	Academic Support Program	11/01/2016	04/07/2017	\$0	10th Grade teachers; Leadership Team
<b>Total</b>					<b>\$0</b>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

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Providing CCR Information through Media	In an attempt to "market" the College-and-Career Readiness standards, we will make use of various forms of physical media (posters, bulletin boards, etc.) and social media (Twitter, Facebook, Remind, etc) to raise awareness about what it means to be College-and-Career Ready. The physical forms of media can be produced through the art department and/or by a local printer and displays in the hallways. Social media will be used to supplement these physical forms as well as the information available on the school's website.	Academic Support Program	10/07/2016	05/26/2017	\$200	Leadership Team; art teacher; administrators ; teachers (social media)
<b>Total</b>					\$200	

# 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	Below you will find documents pertaining to the surveys that were administered to parents, students, and staff members during the spring of the 2015-2016 school year.	Hanceville High School Parent Survey from Spring 2016 Hanceville High School Staff Survey from Spring 2016 Hanceville High School Student Survey from Spring 2016 Hanceville High School Brief Overview of the Highest and Lowest Survey Responses from Spring 2016 Stakeholder Feedback Worksheet

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

## Areas of Notable Achievement

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

The following statements received the highest scores from the three groups (students, parents, and staff) surveyed in the spring of 2016:

1. The school's purpose statement is supported by the policies and practices adopted by the school board. (96.3% of the staff strongly agreed or agreed)
2. The school provides a safe learning environment. (96.22% of parents strongly agreed or agreed)
3. The school provides students with access to a variety of information resources to support learning. (94.34% of parents strongly agreed or agreed)
4. The school provides students with opportunities to participate in activities that interest them. (94.34% of parents strongly agreed or agreed)
5. The school has qualified staff members that support student learning. (94.34% of parents strongly agreed or agreed)
6. The school's governing body operates responsibly and functions effectively. (92.6% of parents strongly agreed or agreed)
7. The school has a continuous improvement process based on data, goals, actions, and measures for growth. (92.59% of the staff strongly agreed or agreed)
8. The school's purpose statement is based on shared values and beliefs that guide decision-making. (92.59% of the staff strongly agreed or agreed)
9. The school's provides qualified staff members to support student learning. (88.46% of the staff strongly agreed or agreed)
10. The school provides high quality student support services (e.g., counseling, referrals, educational, and career planning. (88.46% of the staff strongly agreed or agreed)
11. The school maintains facilities that contribute to a safe environment. (88.46% of the staff strongly agreed (38.46%) or agreed)
12. The school maintains facilities that support student learning. (88.46% of the staff strongly agreed or agreed)
13. The school leaders support an innovative and collaborative culture. (88.46% of the staff strongly agreed or agreed)
14. The programs and services in the school are available to help students succeed. This statement received the highest average score from the students. (68.32% of students strongly agreed or agreed)
15. Students have access to counseling, career planning, and other programs to help students in the school. (66.84% of students strongly agreed or agreed)
16. All of teachers use a variety of means (tests, projects, presentations, and portfolios) to check understanding of what was taught. (65.49% of students strongly agreed or agreed)
17. In the school students are allowed to participate in activities that interest them. (65.31% of students strongly agreed or agreed)
18. The school gives students multiple assessments to check understanding of what was taught. (63.45% of students strongly agreed or agreed)
19. The principal and teachers have high expectations of students. (63.18% of students strongly agreed or agreed)

In addition,

Indicator 1.3 received the highest combined average score from all three groups surveyed (students, parents, and staff). This indicator states the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 1.1 was among the highest scored in each of the three groups surveyed. This indicator states that the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 5.4 was among the highest scored in each of the surveys by parents and students. This states the school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

While they are not listed in the overall highest level of satisfaction, there are several areas that have shown the most increase in approval over the past three years. First, almost 25% more parents agreed that the school ensures the effective use of financial resources in the most recent survey than did in 2013-2014. Second, over 22% more parents agreed that the school shares the responsibility of student learning with its stakeholders than did in 2013-2014. Finally, 22% more parents agreed in the most recent survey that all teachers give challenging work than did in 2013-2014. In addition, the following have continued to be ranked among highest scored statements by parents for the past three years:

- The school provides a safe learning environment.
- Students are allowed to participate in activities that interest them in school.

There have also been some trends of increasing satisfaction on student surveys. First, over 20% more students agreed, in the most recent survey, that the school makes sure that there is at least one adult who knows them well and shows interest in their education and future than did in the 2013-2014 survey. Second, over 19% more students agreed that the school provides learning services for them according to their needs than did in the 2013-2014 survey. Finally, over 17% more students agreed, in the most recent survey, all of their teachers change their teaching to meet learning needs than did in that earlier survey.

In addition, the following have continued to be ranked among highest scored statements by students for the past three years:

- Programs and services in the school are available to help students succeed.
- Students have access to counseling, career planning, and other programs to help students in school.
- Students are allowed to participate in activities that interest them in school.
- Teachers use a variety of means to check understanding of what was learned.
- The principal and teachers have high expectations of students.

On staff surveys, the following has been ranked among the highest scored statements for the past three years:

- The school maintains facilities that contribute to a safe environment.

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

The increase (over 20% from the 2014 survey to the 2016 survey) in the percentage of students who agreed that the school makes sure that there is at least one adult who knows them well and shows interest in their education and future is consistent with the findings of the pre-survey and post-survey that was administered by the district during the 2015-2016 school year, as well as the pre-survey that was administered by the district this fall.

We saw a 4% increase in the number of students who feel that they are supported by an adult at school, from 75.88% to 80.85% and this fall, we saw 90.5% of students surveyed agree with the statement that at least one adult in the school knows and cares about them.

In addition, a similar statement on the parent survey saw an increase of over 10% in the percentage of parents who believe that their student has at least one adult advocate at the school.

Another source of feedback, the self-assessment completed by the staff each year, also shows some consistency with these findings. The indicators mentioned above as having the highest scores (Indicator 1.3, 1.1, and 5.4) also received high scores on that self-assessment. These indicators each received a ranking of 3 (out of a possible 4) on the 2015-2016 self-assessment. Furthermore, Indicator 3.9, which states that the school has a formal structure whereby each student is well known by at least one adult advocate, received a ranking of 4 on the 2015-2016 self-assessment.

## Areas in Need of Improvement

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

The following statements received the lowest scores from the three groups (students, parents, and staff) surveyed in the spring of 2016:

1. Students in the school respect the property of others. (Only 33.16% of students strongly agreed or agreed.)
2. Students treat adults in the school with respect. (Only 34.33% of students strongly agreed or agreed.)
3. All students in the school are treated with respect. (Only 34.65% of students strongly agreed or agreed.)
4. Students in the school help each other, even if they are not friends. (Only 38.77% of students strongly agreed or agreed.)
5. All teachers in the school change their teaching to meet learning needs. (Only 40.11% of students strongly agreed or agreed.)
6. All teachers keep parents informed regularly of how their student is being graded. (Only 64.15% of parents strongly agreed or agreed.)
7. All school personnel regularly engage families in the learning progress of their students. (Only 69.23% of staff strongly agreed or agreed.)
8. All staff members in the school use student data to address the unique learning needs of all students. (Only 69.23% of staff strongly agreed or agreed.)
9. All teachers participate in collaborate learning communities that meet both informally and formally across grade levels and content areas. (Only 69.23% of staff strongly agreed or agreed.)
10. All teachers personalize instructional strategies and interventions to address individual learning needs. (Only 69.23% of staff strongly agreed or agreed.)
11. All teachers provide students with specific and timely feedback about their learning. (Only 73.07% of staff strongly agreed or agreed.)
12. The school has a professional learning program designed to build capacity among all professional and support staff members. (Only 73.07% of staff strongly agreed or agreed.)
13. Students see the relationship between what is being taught and his/her everyday life. (Only 73.59% of parents strongly agreed or agreed.)
14. All teachers help parents understand their student's progress. (Only 75.47% of parents strongly agreed or agreed.)
15. All teachers work as a team to help students learn. (Only 75.47% of parents strongly agreed or agreed.)
16. Students have administrators and teachers that monitor and inform parents of their student's learning progress. (Only 77.36% of parents strongly agreed or agreed.)

In addition,

Indicator 3.8 received the lowest combined average score from all three groups surveyed (students, parents, and staff). This indicator states the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 3.8 received the lowest scores from both parents and staff. It was also among the lowest scores on the student surveys.

Indicator 5.5 was among the lowest scores with students and parents. This indicator states that school leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Indicator 3.5 was among the lowest scores with parents and staff. This indicator states that teachers participate in collaborative learning communities to improve instruction and student learning.

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

There are some areas of concern due to the trend toward decreasing stakeholder approval from the 2013-2014 survey to the most recent. Among staff members, these areas include almost 27% decrease in the staff who believe that the school board maintains a distinction between its roles and responsibilities and those of school leadership; an almost 27% decrease in the staff who believe school leaders hold themselves accountable for student learning; an almost 26% decrease in the staff who believe that school leaders hold all staff members accountable for student learning; and an almost 26% decrease in staff who believe that all teachers personalize instructional strategies and interventions to address individual learning needs.

In addition, a number of areas have consistently been found on the lowest scores among the staff. Many of these pertain to the engagement and communication with stakeholders, particularly the statement that all school personnel regularly engage families in their student's learning progress, which has been among the lowest scored by the staff for each of the past three years. Another consistently low score is the statement that all teachers participate in collaborative learning communities.

Parents have echoed this sentiment that there needs to be more engagement and communication between the school and parents concerning student progress. Consistently found in the lowest scored section of parent surveys over the past three years have been statements about regularly informing parents about how students are being graded, about all teachers and administrators helping parents understand student progress, and communication with stakeholders. (Note: There has actually been some improvement in the level of satisfaction in this area, even though these statements still rank as the lowest scores. The statement that all teachers help parents understand student progress has seen a 16.5% increase over the past 3 years and the statement that students have administrators and teachers that monitor and inform parents of learning progress has increased by almost 14% since 2013-2014.)

On student surveys, the trend in dissatisfaction are the statements that a high quality of education is offered in the school (a decrease of around 4% since 2013-2014) and that the building and grounds are safe, clean, and provide a healthy place for learning (a decrease of around 3% since 2013-2014).

In addition, the following statements have had consistently low scores over the past three years:

- Students respect the property of others.
- All students are treated with respect.
- Students help each other, even if they are not friends.
- All teachers change their teaching to meet learning needs.

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

Although there have been some signs of increased satisfaction, communication between the school and parents needs to continue to be a priority for teachers and administrators. We need to evaluate current methods of communication to determine effectiveness. Teachers and administrators need to be certain that we are using our current methods of monitoring and communicating student progress to their utmost potential and that all teachers are keeping grades and progress monitoring up to date. Teachers also need to make sure that parents have access to course requirements and grading practices as well as an understanding of ways that teachers and administrators work together for

the education of their students. We need to look for ways to create further opportunities for stakeholder involvement with the school.

We need to determine why there is a discrepancy between the staff perceptions of the school as a safe and clean learning environment and that of the students who disagree with that statement consistently. There has also been a discrepancy between this survey and others that offer similar statements. Students have responded much more positively on the pre-post surveys given by the district. Part of this effort could be through the use of student discussion groups where school leaders ask students to comment on these issues and offer suggestions.

Although much effort has been made in the area of teaching respect for one another, that work needs to continue. Over the past 3 years, each of the statements that deal with respect on the student survey has seen an increase in agreement (with the statement about respecting the property of others seeing an almost 10% increase from 2013-2014); however, satisfaction levels are still low and we must continue the efforts to ensure that students understand the importance of respecting and helping others through the use of teacher advisor groups and classroom character education. Again, there is a need to get further student input and that could come in the form of discussions that are had between students and school leaders.

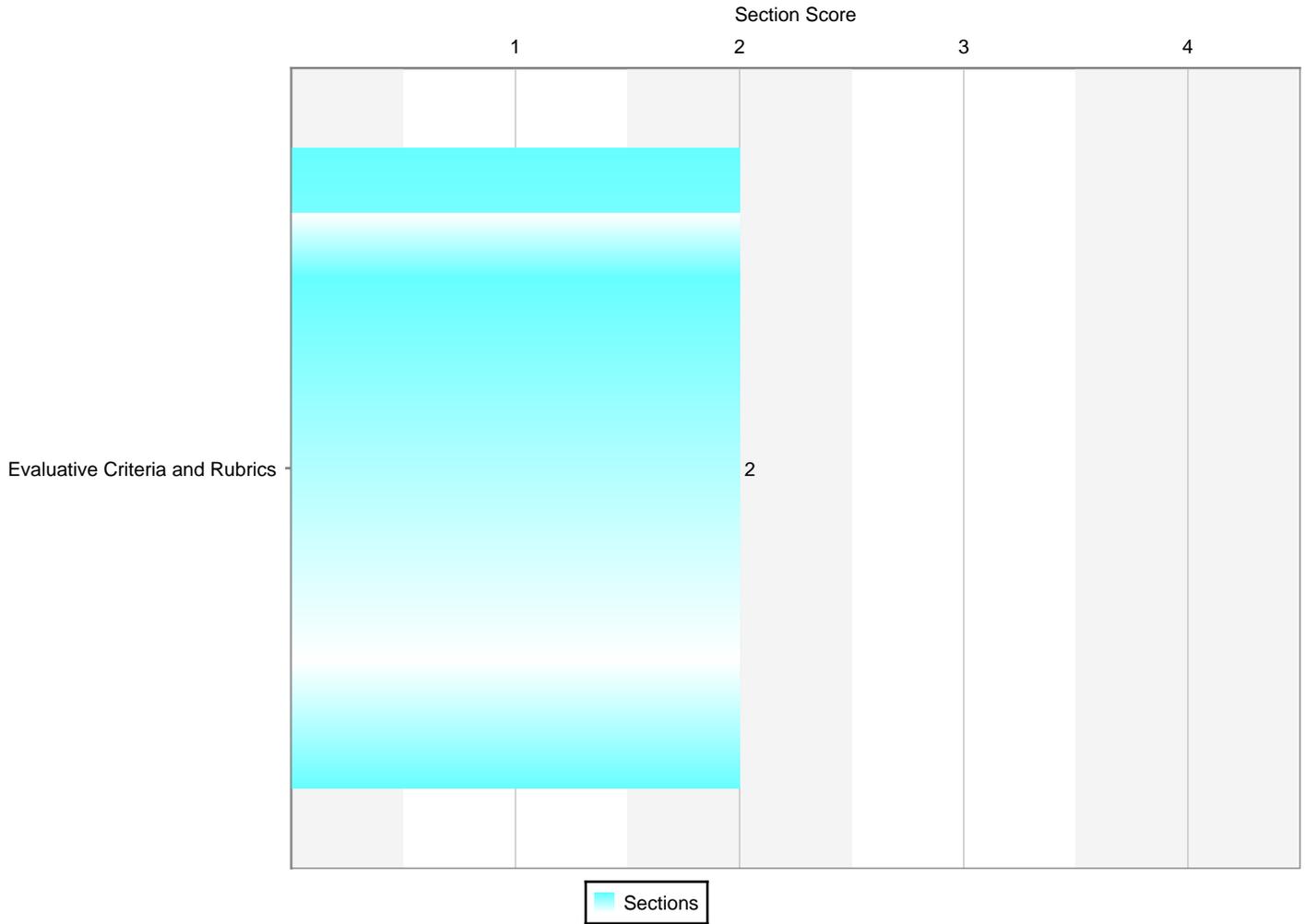
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Indicator 3.8 is consistently low on recent surveys. This year, it is the lowest among parents and staff and the 4th lowest with students and has been the lowest on the parent and staff surveys for the past 3 years. That indicator was also low on the staff's self assessment in 2014 and 2015, but saw an improvement during this past year.

There are some inconsistencies with findings from these Advanc-Ed surveys and the surveys given by the district this fall. For instance, 93.8% of students stated that they believe that the school is a safe, clean, and healthy place for learning on the survey given by the district this fall, but only 53.07% strongly agreed or agreed with that same statement on the Advanc-Ed surveys last spring. Also, when asked on the district's survey whether or not the school expects students to treat other students with respect, the response was 97.8% in agreement. However, a question pertaining to whether or not students actually get treated with respect elicited an only 34.65% agreement.

## Report Summary

### Scores By Section



# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	20.36	20.36	953,473.00
Administrator Units	1.00	1	86,532.00
Assistant Principal	0.50	.5	26,772.00
Counselor	1.00	1	56,112.00
Librarian	1.00	1	55,956.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,041.00
Professional Development	0.00	0	1,522.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	9,674.00
Library Enhancement	0.00	0	507.00
<b>Totals</b>			<b>1,194,589.00</b>

**Title I**

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

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

N/A

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

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

N/A

**Title II**

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

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

N/A

**Title III**

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

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

N/A

**Title IV**

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

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

N/A

**Title VI**

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

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

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	19559.52

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

.51 FTE