ACIP

Vinemont High School

Cullman County Board of Education

Mr. Ferrell Runge, Principal
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Executive Summary

Introduction

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

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

Description of the School

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

Vinemont High School is located in the northern portion of Cullman County, AL. The student membership is approximately 340 in grades 9-12 and the staff has approximately 25 members. Half of the staff members have advanced degrees, three have an Educational Specialist. The town of South Vinemont and its neighboring communities comprise the school district. There are shared resources with an adjacent elementary and middle school that service the same school district. During the last three years the high school has experienced a change in both the principal and assistant principal, made AYP for two consecutive years, and moved the school improvement status to clear. The school is made up of 98% Caucasian students, with the remaining 2% being Hispanic. Of our 340 students, 55.29% are free/reduced lunch status, which indicates a low socio-economic level. The community members are primarily employed in Cullman City, a small percentage of community members work in the Huntsville area, which is about 50 miles north. The majority of workers are employed in factory-type work or office/clerical work. Many of the community members are past graduates whose families have lived in the area for generations. However, the community has become much more transient over the last 10 years with its close proximity to Cullman (3 miles) and a major interstate (I-65).

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.

Vision: Excellence For All

Mission: Vinemont High will develop all students as critical thinkers, lifelong learners, responsible citizens and productive members in our society.

Core Values: "Passion, Respect, Integrity, Discipline, Effort"

Beliefs: To operate with exemplary professionalism, fiscal integrity, and optimal efficiency, in order to increase student social, emotional, and behavioral development. We strive to increase family and community support in order to improve student learning and instill citizenship.

Vinemont High offers academic instruction in diverse ways to maximize the potential of meeting all learning needs. Students may take classes in the traditional format, through extended time classes, in virtual settings, and via distance learning. Additionally, students are offered the ability to complete career certifications by attending technical education classes, also they may elect to take dual enrollment courses through the local junior college by participating in the FastTrack Program. Finally, Vinemont High utilizes student-led clubs to perform civic and community actions in an order to foster the spirit of community and a proper attitude toward volunteering one's talents to those around them.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Vinemont High School had not consecutively met AYP as set forth by the ALSDE under NCLB over a period of the last 7 years, until the last three consecutive years, which removed the School Improvement Status. This success was accomplished by increasing both the graduation rate and reading scores as measured by the AHSGE. The inSPIRESS program was added during the last three years and provides hands-on involvement in a NASA project by our Physics classes in conjunction with the University of Alabama-Huntsville. Through this involvement we have seen our Physics program expand and earn a state level victory, which resulted in an invitation to Washington, D.C. to present a design to the leaders of NASA. We have also fully implemented a Freshman Academy in an effort to early identify struggling students and provide the necessary supports to maximize their potential throughout high school.

Over the next three years Vinemont High is striving to achieve a clear and consistent protocol for staff, students, and parents to graduation and college or career readiness. The improvements we are making are in scheduling, engagement, and commitment. The administration is working to develop a flexible schedule that will meet the needs of the diverse learners attending Vinemont. The classroom teachers are utilizing professional development learning to implement strategies to more fully engage students in the learning process. Students are participating in character education and classes that will enhance their commitment to learning, preparing, and ultimately achieving graduation as a college or career ready student.

Additional Information

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

Vinemont High participates in the inSPIRESS program as a a joint effort between NASA and UAH. This program fosters learning in our Physics class geared toward space exploration. It allows our students to interact and work with both NASA employees and UAH professors on real-life projects. The success of this program for us has led to teams being selected as state winners and earning paid travel to present to the chief executives of NASA.

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 met on June 18, 2014 to participate in district training and get assistance in reviewing student achievement data. Members were selected to serve on the Leadership Team as well as the ACIP team based on their classroom assignments and individual strengths. Additional team members were included so as to have all stakeholders represented. This includes school staff, students, parents, and community members. Assignment and role descriptions were provided to team members from the campus administrators. A second meeting was held on August 14, 2013, which involved members of the leadership team as well as students and a parent. A final meeting to review the CIP was held on September 10, 2014. Meetings were scheduled at various times of the day and make-up sessions were offered for anyone not in attendance.

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

The leadership team consisted of school level teachers and administrators including the counselor and library media specialist. Their roles included student achievement analysis, development of student programs, scheduling, and providing of services planning. Student members were included in determining the value of student led programs, which programs to include and provided feedback on academic and extra-curricular offerings. Parent members were included with the roles of evaluating the overall successes of the school in academic achievement, extra-curricular offering, communication, and community improvement. Community and business members were included to gain feedback on the successes and weaknesses of the school, to provide links to the community, and offer available services for students.

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 ACIP was presented to parents via the school website in conjunction with an automated call that it was posted for viewing. Additionally, a meeting was scheduled for October 28, 2014 to present it publicly to parents, community members, and business partners in the school library. Stakeholders will receive progress updates via the school website, Facebook page, Twitter feed, and automated phone calls.

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		Stakeholder Feedback Doc VMH Stakeholder-Feedback-Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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 two areas of highest approval through data received from the parental survey are:

1) all teachers give work that is challenging

2) students know the expectations for learning in all classes.

The two areas of highest approval through data received from the staff survey are:

1) school leaders support an innovative and collaborative culture

2) the school provides a plan for the acquisition and support of technology.

The two areas of highest approval through data received from the student survey are:

1) a variety of resources are available to help me succeed

2) all of the teachers use a variety of assessment methods to check for understanding.

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

The increasing number of students are taking online courses and career technical courses as preparation for real world experience and applications.

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

Teachers use multiple forms of assessments to check for student understanding and children know that there are resources available to help them succeed.

Areas in Need of Improvement

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

According to the staff survey the lowest satisfaction was reported in:

1) teachers have little or no opportunity to participate in a student advocacy programs

2) some teachers don't provide feedback about student learning in a timely manner

According to the student survey the lowest satisfaction is related to interpersonal relationships:

1) students don't help each other if they aren't friends

2) students don't respect the property of others as they should

According to the parent survey the lowest satisfaction was reported in:

1) some teachers don't help me to understand my child's progress

2) not all of the teachers keep parents informed regularly on how the child is being graded

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

Timely communication

What are the implications for these stakeholder perceptions?

Teachers must be diligent in maintaining open and regular communication with parents.

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

Both the teachers and the parent surveys reflect that timely feedback and communication is important.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3

Sections
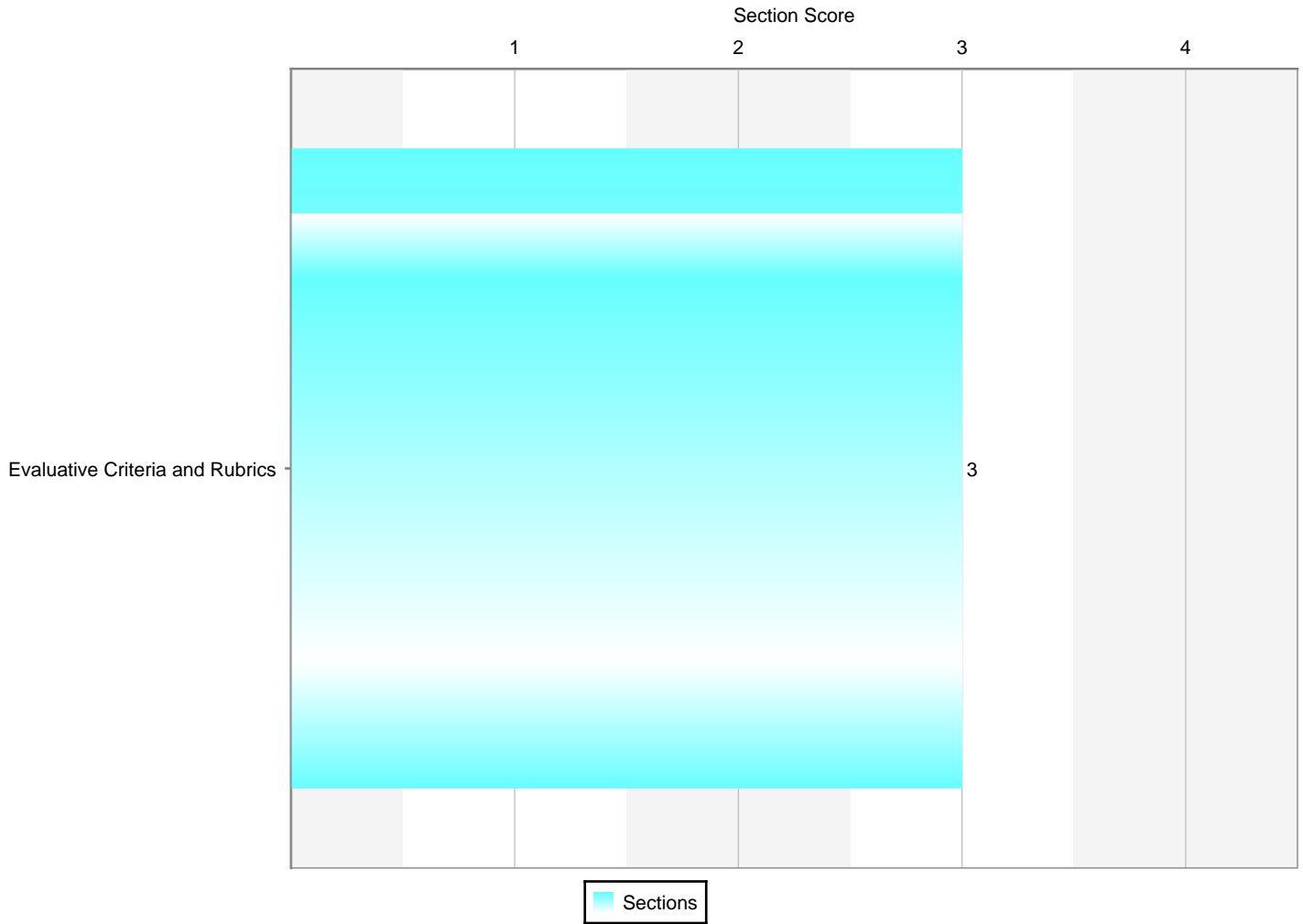
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ACT Data English 10 End of Course Test STAR Reading STAR Math PLAN

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Students taking the Quality Core End of Course Assessment for Algebra I scored an average of 153. This score represents a 4.79% growth from last year's score. 47 % of all 11th grade students scored at or above benchmark on the English portion of the ACT. This was the highest percentage of all Cullman County Schools.

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

There has been an increase in the graduation rate for Vinemont High School. 25% of students scored at or above benchmark on the Reading portion of the ACT.

Which area(s) indicate the overall highest performance?

100%of students have passed the Biology portion of the Alabama High School Graduation Exam.

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

Not Applicable.

Between which subgroups is the achievement gap closing?

Not Applicable.

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

These findings are consistent with classroom grades, data collected for STAR Reading and STAR Mathematics Assessments, End of Course Test scores, and student attendance records.

Areas in Need of Improvement

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

33% of all students scored below 40 on the STAR Math Assessment and 56% of students scored below 40 on the STAR Reading Assessment in May of 2014.

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

Not Applicable.

Which area(s) indicate the overall lowest performance?

56% of students scored below benchmark on the reading portion of the STAR Assessment.

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

Not applicable.

Between which subgroups is the achievement gap becoming greater?

Not applicable.

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

These findings are consistent with classroom grades, data collected for STAR Reading and STAR Mathematics Assessments, End of Course Test scores, and student attendance records.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
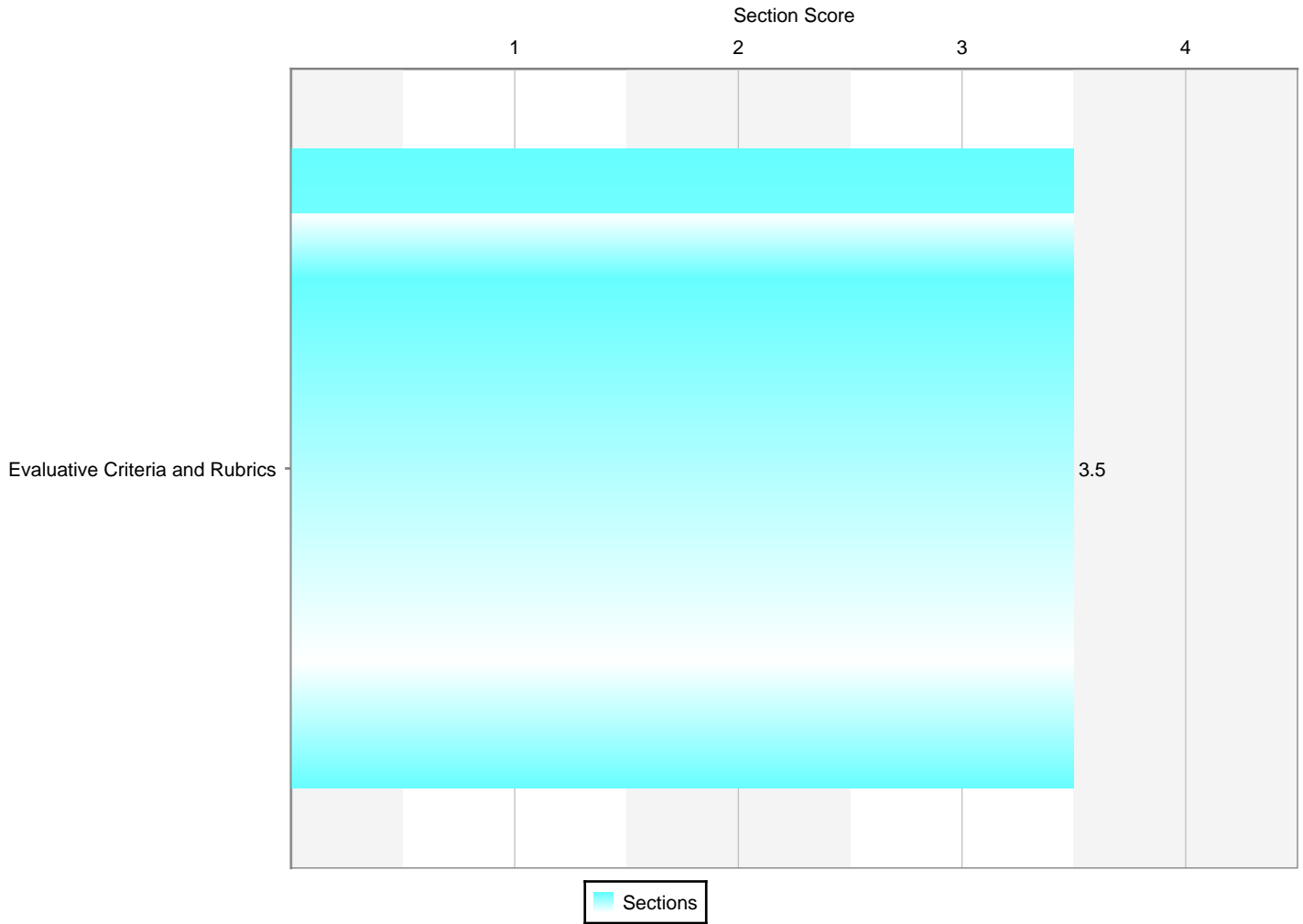
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Signature Page	Signature Page

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	Non-Discriminatory Policy	Assurance 2

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	Ferrell Runge, Principal 105 High School Rd Vinemont, AL 35179 256-734-0571	Signature Page

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Non-Title I school.	

2014-15 Continuous Improvement Plan

Overview

Plan Name

2014-15 Continuous Improvement Plan

Plan Description

2014-15 CIP

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	All students at Vinemont High School will become proficient in mathematics.	Objectives: 2 Strategies: 3 Activities: 4	Academic	$0
2	All faculty at Vinemont High School will become proficient in professional learning teams.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	All students at Vinemont High School will become proficient in reading.	Objectives: 2 Strategies: 3 Activities: 4	Academic	$0
4	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 3 Activities: 4	Academic	$0

Goal 1: All students at Vinemont High School will become proficient in mathematics.

Measurable Objective 1:

25% of Tenth grade students will demonstrate a proficiency on state assessment in Mathematics by 10/31/2014 as measured by the PLAN.

(shared) Strategy 1:

Content Strategic Lessons - All math teachers will use strategic teaching in the classroom daily.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ strategic teaching strategies daily in the classroom.	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	100% of all math teachers.

(shared) Strategy 2:

Emphasis on Daily Objective - All math teachers will post the daily objective.

Activity - Revisit Daily Objective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will post the daily objective and revisit it throughout the class to assess student understanding of the objective for re-teaching purposes.	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	100% of all math teachers.

(shared) Strategy 3:

STAR Math Assessment - The STAR Math Assessment will be administered to all students three times during the 2013-2014 school year.

Research Cited: Renaissance Learning

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from STAR math assessment will be reviewed and students will be grouped according to their scaled scores for class instructional planning.	Direct Instruction	08/13/2014	05/29/2015	$0	District Funding	100% of all math teachers.

Activity - Screen and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 9 - 12 will be screened for urgent intervention and intervention for tier 2 and tier 3 instruction by the SST.	Academic Support Program	08/13/2014	05/29/2015	$0	State Funds	%100 of all math teachers.

Measurable Objective 2:

80% of Ninth grade students will demonstrate a proficiency score of 150 or higher in Mathematics by 05/23/2014 as measured by Quality Core Assessments.

(shared) Strategy 1:

Content Strategic Lessons - All math teachers will use strategic teaching in the classroom daily.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ strategic teaching strategies daily in the classroom.	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	100% of all math teachers.

(shared) Strategy 2:

Emphasis on Daily Objective - All math teachers will post the daily objective.

Activity - Revisit Daily Objective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will post the daily objective and revisit it throughout the class to assess student understanding of the objective for re-teaching purposes.	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	100% of all math teachers.

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Research Cited: Renaissance Learning

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from STAR math assessment will be reviewed and students will be grouped according to their scaled scores for class instructional planning.	Direct Instruction	08/13/2014	05/29/2015	$0	District Funding	100% of all math teachers.

Activity - Screen and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 9 - 12 will be screened for urgent intervention and intervention for tier 2 and tier 3 instruction by the SST.	Academic Support Program	08/13/2014	05/29/2015	$0	State Funds	%100 of all math teachers.

Goal 2: All faculty at Vinemont High School will become proficient in professional learning teams.

Measurable Objective 1:

collaborate to implement professional learning teams by 05/29/2015 as measured by rubrics of Learning Forward standards .

Strategy 1:

Advisor/Advisee Program - Teachers will work in collaborative teams to advance through learning tools from SimpleK12.

Research Cited: High Schools That Work

Activity - PLT Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the learning components for successful implementation of the Advisor/Advisee Program during PLT meetings.	Professional Learning	08/13/2014	05/29/2015	$0	No Funding Required	Administration.

Goal 3: All students at Vinemont High School will become proficient in reading.

Measurable Objective 1:

45% of Ninth and Tenth grade students will demonstrate a proficiency on the state assessement in Reading by 10/31/2013 as measured by the PLAN.

(shared) Strategy 1:

Content Strategic Lessons - All reading teachers will use strategic teaching in the classroom daily.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ strategic teaching strategies daily in the classroom.	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	100% of all reading teachers.

(shared) Strategy 2:

Emphasis on Daily Objective - All teachers will post the daily objective.

Activity - Revisit Daily Objective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post the daily objective and revisit it throughout the class to assess student understanding of the objective for re-teaching purposes.	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	100% of all teachers.

(shared) Strategy 3:

STAR Reading Assessment - The STAR Reading Assessment will be administered to all students three times during the 2013-2014 school year.

Research Cited: Renaissance Learning

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Data from STAR reading assessment will be reviewed and students will be grouped according to their scaled scores for class instructional planning.	Direct Instruction	08/13/2014	05/29/2015	$0	District Funding	100% of all teachers.

Activity - Screen and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 9 - 12 will be screened for urgent intervention and intervention for tier 3 and tier 2 instruction by the SST	Academic Support Program	08/13/2014	05/29/2015	$0	State Funds	$100 of all teachers.

Measurable Objective 2:

80% of Ninth grade students will demonstrate a proficiency score of 160 or higher in Reading by 05/23/2014 as measured by Quality Core Assessments..

(shared) Strategy 1:

Content Strategic Lessons - All reading teachers will use strategic teaching in the classroom daily.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ strategic teaching strategies daily in the classroom.	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	100% of all reading teachers.

(shared) Strategy 2:

Emphasis on Daily Objective - All teachers will post the daily objective.

Activity - Revisit Daily Objective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post the daily objective and revisit it throughout the class to assess student understanding of the objective for re-teaching purposes.	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	100% of all teachers.

(shared) Strategy 3:

STAR Reading Assessment - The STAR Reading Assessment will be administered to all students three times during the 2013-2014 school year.

Research Cited: Renaissance Learning

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from STAR reading assessment will be reviewed and students will be grouped according to their scaled scores for class instructional planning.	Direct Instruction	08/13/2014	05/29/2015	$0	District Funding	100% of all teachers.

Activity - Screen and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 9 - 12 will be screened for urgent intervention and intervention for tier 3 and tier 2 instruction by the SST	Academic Support Program	08/13/2014	05/29/2015	$0	State Funds	$100 of all teachers.

Goal 4: Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA) TO MEET AMAO-B: The number of ELL students school wide attaining English Proficiency will be at least 19% in English Language Arts by 05/29/2015 as measured by ACCESS for ELLs.

Strategy 1:

Examine School Wide ELL Data for Student Goals - EL Teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the

2013-2014 school year.

Research Cited: ACCESS for ELLs score reports

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified LEP (Limited English Proficient) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the ELL committee.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	ELL Teacher and Classroom Teachers with EL students

Strategy 2:

Collaborative Instructional Planning - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Research Cited: ACCESS for ELLs score reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness and set instructional goals to address student needs.	Other	08/13/2014	05/29/2015	$0	No Funding Required	EL classroom teachers and EL teacher

Strategy 3:

Develop collaborative relationships among EL and Classroom teachers - EL and Classroom teachers will collaborate to develop instructional strategies to assure

achievement of AMAO-C Reading and Math goals

Research Cited: AMAO-C Adequate Yearly Progress

Activity - Green Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| EL teacher will distribute green EL folders to all faculty members and provide information about the EL program | Professional Learning | 08/08/2014 | 05/29/2015 | $0 | No Funding Required | EL teacher, Classroom teacher and administration |

Activity - EL Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Coach will meet with EL and Classroom teachers to support implementations of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning	08/13/2014	05/29/2015	$0	No Funding Required	EL Coach, Classroom Teacher, and Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Screen and Progress Monitoring	All students in grades 9 - 12 will be screened for urgent intervention and intervention for tier 2 and tier 3 instruction by the SST.	Academic Support Program	08/13/2014	05/29/2015	$0	%100 of all math teachers.
Screen and Progress Monitoring	All students in grades 9 - 12 will be screened for urgent intervention and intervention for tier 3 and tier 2 instruction by the SST	Academic Support Program	08/13/2014	05/29/2015	$0	$100 of all teachers.
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Collaboration for Goal Setting	Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness and set instructional goals to address student needs.	Other	08/13/2014	05/29/2015	$0	EL classroom teachers and EL teacher
EL Coach	EL Coach will meet with EL and Classroom teachers to support implementations of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning	08/13/2014	05/29/2015	$0	EL Coach, Classroom Teacher, and Administration
Strategic Teaching	Teachers will employ strategic teaching strategies daily in the classroom.	Direct Instruction	08/13/2014	05/29/2015	$0	100% of all reading teachers.
Strategic Teaching	Teachers will employ strategic teaching strategies daily in the classroom.	Direct Instruction	08/13/2014	05/29/2015	$0	100% of all math teachers.
PLT Meetings	Monitor the learning components for successful implementation of the Advisor/Advisee Program during PLT meetings.	Professional Learning	08/13/2014	05/29/2015	$0	Administration.
Revisit Daily Objective	All teachers will post the daily objective and revisit it throughout the class to assess student understanding of the objective for re-teaching purposes.	Direct Instruction	08/13/2014	05/29/2015	$0	100% of all teachers.

Green Folders	EL teacher will distribute green EL folders to all faculty members and provide information about the EL program	Professional Learning	08/08/2014	05/29/2015	$0	EL teacher, Classroom teacher and administration
Revisit Daily Objective	All math teachers will post the daily objective and revisit it throughout the class to assess student understanding of the objective for re-teaching purposes.	Direct Instruction	08/13/2014	05/29/2015	$0	100% of all math teachers.
Data Analysis	At the beginning of school, the EL teacher will review and analyze comprehensive data for identified LEP (Limited English Proficient) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the ELL committee.	Academic Support Program	08/13/2014	05/29/2015	$0	ELL Teacher and Classroom Teachers with EL students
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Planning	Data from STAR math assessment will be reviewed and students will be grouped according to their scaled scores for class instructional planning.	Direct Instruction	08/13/2014	05/29/2015	$0	100% of all math teachers.
Instructional Planning	Data from STAR reading assessment will be reviewed and students will be grouped according to their scaled scores for class instructional planning.	Direct Instruction	08/13/2014	05/29/2015	$0	100% of all teachers.
				Total	$0	

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: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	18.24

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	18.24

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	992531.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	98040.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	31356.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	58116.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	50232.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	6739.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   1,237,014.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

n/a

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	0.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

.6 CSR Teacher/Sub/Benefits   35,017.17

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	35017.17

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

n/a

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
2.	Local Funds Provide the total.	0.0