ACIP

Vinemont High School

Cullman County Board of Education

Mr. Ferrell Runge, Principal
P.O. Box 189
Vinemont, AL 35179

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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 336 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 4 years the high school has experienced a change in both the principal and assistant principal, made AYP for 4 consecutive years, and moved the school improvement status to clear. The school is made up of 93% Caucasian students and 6% Hispanic students. American Indian, Asian, and multi-race students each comprise less that 1% of the population. This shows an increase in minority students from the previous year, in which 98% of the student population was identified as Caucasian. Of our 336 students, 43.31%, a reduction from 55.29% from the 2014-2015 school year, are free/reduced lunch status, which still 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 and FastTrack for Industry programs. 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.

In 2015, U.S. News and World Report named Vinemont High School a Bronze Medal School. 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.

The success of the inSPIRESS 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 16, 2015 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 11, 2015, which involved members of the leadership team as well as central office staff and a parent. A final meeting to review the CIP was held on August 31, 2015. Parent representatives were notified by email of the meetings. Meetings were scheduled at various times of the day and plans were shared with 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 September 29, 2015 to present ACIP information publicly to teachers, parents, community members, and business partners in the school library. Stakeholders will receive progress updates via the school website, Facebook page, and automated phone calls.

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		Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?

47 of 91 (52%) of students met English benchmark standards on PLAN. Science scores were highest in the county on PLAN.

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

In the 2014-2015 school year, 26% of students scored at or above benchmark on the Reading portion of the ACT, compared to 25% the previous school year.

Which area(s) indicate the overall highest performance?

61% or 49 of 80 students earned a Workkeys Silver Certificate in 2014-2015.

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

In 2014-2015, the average ACT score for Hispanic/Latino students was 16.0, compared to 15.3 in 2013-2014.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between Hispanic/Latino students, whose average ACT score was 16.0, and Caucasian students, whose average ACT score was 17.5.

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

These findings are consistent with classroom grades and data collected for STAR Reading and STAR Mathematics Assessments.

Areas in Need of Improvement

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

PLAN scores in both English and Math decreased from the 2013-2014 school year to the 2014-2015 school year. Only 14 out of 91 students met the Math benchmark.

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

Benchmark percentages for English on the PLAN fell from 68% during the 2013-2014 school year to 52% during the 2014-2015 school year. Benchmark percentages for Math on the PLAN fell from 17% during the 2013-2014 school year to 15% during the 2014-2015 school year.

Which area(s) indicate the overall lowest performance?

Only 15% of students met the college readiness benchmark on the ACT in Math in 2014-2015.

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

Average ACT scores for Caucasian students decreased from 18.1 in 2013-2014 to 17.5 in 2014-2015. Average ACT scores for students identified as Multi-race decreased from 19.6 in 2013-2014 to 19.3 in 2014-2015.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between Caucasian students, whose average ACT scores were 18.1 in 2013-2014 and 17.5 in 2014-2015, and Multi-race students, whose average ACT scores were 19.6 in 2013-2014 and 19.3 in 2014-2015.

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

These findings are consistent with data collected for STAR Reading and STAR Mathematics Assessments.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
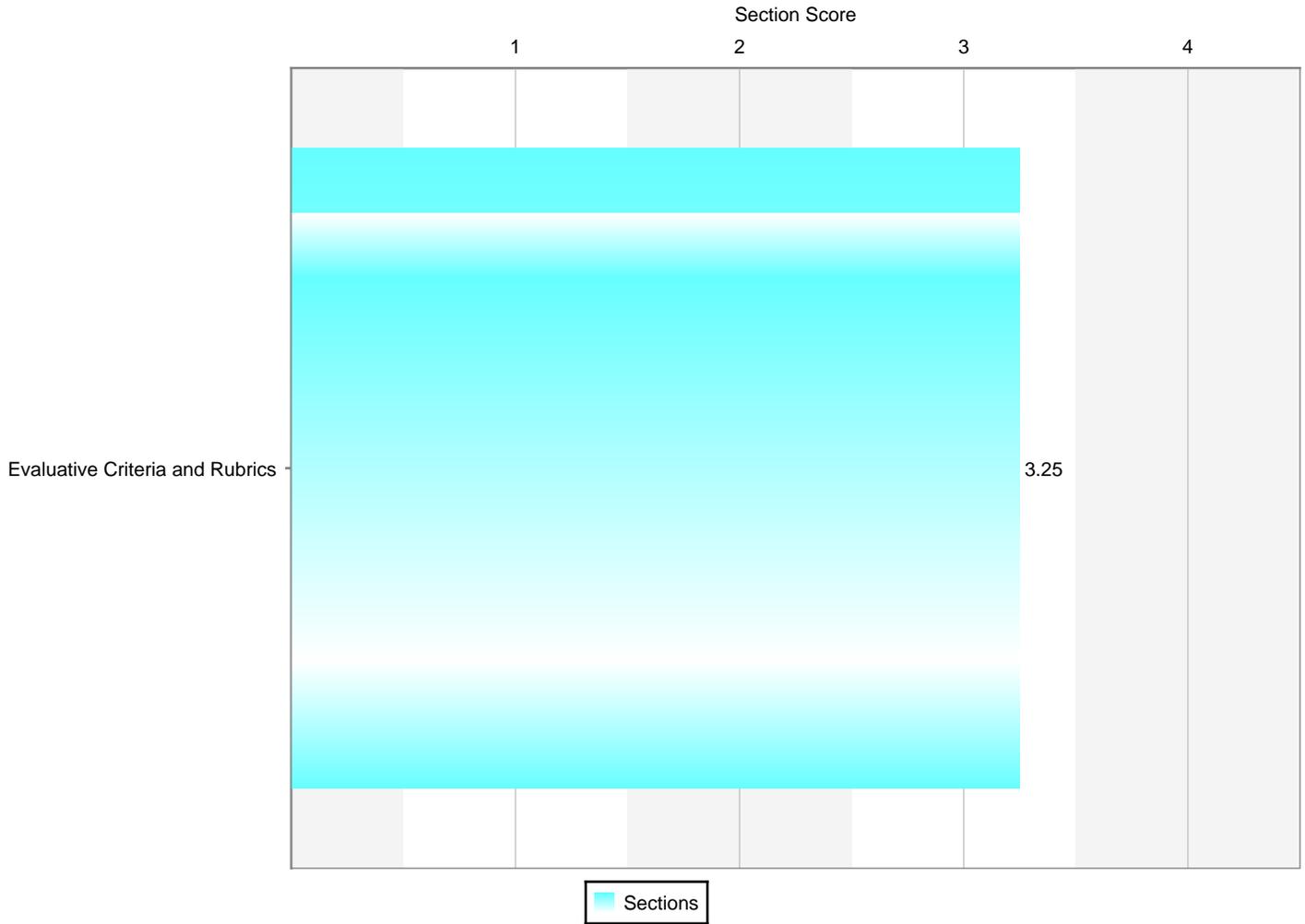
Sections

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

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

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 Road Vinemont, AL 35179 256-734-0571	Assurance 3 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

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	

2015-2016 ACIP

Overview

Plan Name

2015-2016 ACIP

Plan Description

2015-2016

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	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 3 Activities: 4	Academic	$0
2	Vinemont High School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
3	All teachers will participate in monthly professional development.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
4	The school will improve communications to all stakeholders.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	Students will graduate College and Career ready.	Objectives: 2 Strategies: 2 Activities: 4	Academic	$0

Goal 1: Adequate Progress in Language Acquisition

Measurable Objective 1:

55% 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 21% in English Language Arts by 05/26/2016 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

2014-2015 school year.

Category:

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	08/12/2015	10/01/2015	$0	No Funding Required	EL Teacher and Classroom Teachers with ELL students

Strategy 2:

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

Category:

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

EL teacher and classroom teacher will determine accommodations 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.	Other	08/12/2015	05/26/2016	$0	No Funding Required	EL Teacher, Classroom Teachers and Administration

Strategy 3:

Implement SDAIE-Core EL Program - 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 AMAO-C Reading and Math goals.

Category:

Research Cited: Specially Designed Academic Instruction in English

Activity - SDAIE Strategies	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. Core EL Program-SDAIE.	Professional Learning	08/06/2015	05/26/2016	$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 Teachers and Classroom Teachers to support implementation of SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	$0	No Funding Required	EL Coach, Classroom Teacher, and Administration

Goal 2: Vinemont High School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.

Measurable Objective 1:

demonstrate a proficiency by implementing the Teacher Advisor Program at Vinemont High School to increase the number of students who feel they are supported by an adult by 4% from 74.68% to 78.68 by 05/25/2016 as measured by surveys.

Strategy 1:

Teacher Advisor Program - Implement the Teacher Advisor Program using the guidelines in the manual created by the District Leadership/Steering Committee.

Category:

Research Cited: Comprehensive Counseling and Guidance Model for Alabama Public Schools

Activity - PRIDE Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will use the Teacher Advisor Manual as a guide for implementation and assign all students to an adult advisor. Advisor/advisee meetings will be held twice every nine weeks.	Other - PRIDE Advisor/Advisee Program	09/02/2015	05/04/2016	$0	No Funding Required	Leadership Team, PRIDE Coordinator

Activity - PRIDE Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate Teacher Advisor Program using pre and post student surveys.	Other	09/02/2015	05/04/2016	$0	No Funding Required	Leadership Team, Teachers

Goal 3: All teachers will participate in monthly professional development.

Measurable Objective 1:

collaborate to improve student performance by 05/26/2016 as measured by peer observation forms and student grades.

Strategy 1:

Professional Learning Community (PLC) Teams - PLC teams will conduct monthly lunch meetings to schedule and discuss peer observations. These observations may be implemented through classroom visits or by watching a video of another teacher's lesson. The observing teacher will use the school's peer observation form, which focuses on the use of content literacy strategies, digital resources, and differentiated instruction. Team members will discuss the strategies they observed and ways to implement these strategies in their own classrooms.

Category:

Research Cited: DuFour, R., DuFour, R., & Eaker, R. (2008). Revisiting professional learning communities at work: New insights for improving schools. Bloomington, IN: Solution Tree.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will conduct peer observations at least once per 9 weeks.	Professional Learning	08/12/2015	05/26/2016	$0	No Funding Required	All teachers

Strategy 2:

Instructional Technology PD - The instructional technology coach conducted professional development on digital resources in September 2015. Teachers will use digital resources, which may include Discovery Education, Compass Learning, and icurio, in their classrooms. Evidence will include lesson plans or peer observation forms used during PLC team observations.

Category:

Research Cited: Hubble, E.R., Kuhn, M., Pitler, H. (2012). Using technology with classroom instruction that works (2nd ed.). Denver, CO: McRel.

Activity - Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement digital resources (Discovery Education, Compass Learning, and/or icurio) at least once per month in the classroom.	Professional Learning	08/12/2015	05/26/2016	$0	No Funding Required	All teachers

Goal 4: The school will improve communications to all stakeholders.

Measurable Objective 1:

demonstrate a behavior of better communication using multiple means by 05/26/2016 as measured by parent surveys.

Strategy 1:

Student and Community Outreach - The strategy will be implemented using journalism activities, phone calls, and social media. The Eagle News Network is a twice weekly school news broadcast that includes character education, announcements, and vine videos to promote school spirit and participation. The journalism class, which meets daily during 6th period, creates the ENN. The library media specialist also shares a monthly digital newsletter through the school website and hard copies, which are available in the office. Teachers call, email, or request an automatic call to parents if a student fails a major assignment. The guidance counselor uses Facebook to communicate with parents and students.

Category:

Research Cited: Carter, N.J., Dyches, T.T., Prater, M.A. (2012). A teacher's guide to communicating with parents: Practical strategies for developing successful relationships. Upper Saddle River, NJ: Pearson Education.

Activity - Journalism Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Journalism class will produce the Eagle News Network school broadcast twice per week and the digital Eagle PRIDE Newsletter once per month.	Community Engagement	08/12/2015	05/26/2016	$0	No Funding Required	Library Media Specialist

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will engage parents using multiple forms of communication, including school website, automated calls, email, and social media, throughout the school year.	Community Engagement	08/12/2015	05/26/2016	$0	No Funding Required	Faculty

Goal 5: Students will graduate College and Career ready.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in college or career readiness standards in Mathematics by 05/26/2016 as measured by benchmark on state assessments and/or College Career Readiness Indicators..

(shared) Strategy 1:

RTI - Identify Tier II and III students based on STAR testing and classroom grades to complete Compass Learning modules for standards in which they are deficient.

This will provide intervention for the identified students.

Category:

Research Cited: Response to instruction : Alabama's core support for all students, standards resources support (2009).

http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf.

Activity - RTI Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI team will develop an action plan to address the needs of all students, which will include providing a remediation class two days per week for Tier II and III students.	Academic Support Program	09/02/2015	05/26/2016	$0	No Funding Required	RTI Team

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet by grade level to analyze data four times a year	Other	08/12/2015	05/26/2016	$0	District Funding	All teachers will participate.

(shared) Strategy 2:

Student Engagement - Teachers will implement content literacy strategies and digital resources.

Category:

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Content Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use content literacy strategies daily in the classroom.	Direct Instruction	08/12/2015	05/26/2016	$0	No Funding Required	100% of Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use digital resources (Discovery Education, Compass Learning, and/or icurio) at least once per month in the classroom.	Direct Instruction	08/12/2015	05/26/2016	$0	No Funding Required	100% of Teachers

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in college or career readiness standards in Reading by 05/26/2016 as measured by state assessments and /or College Career Readiness Indicators.

(shared) Strategy 1:

RTI - Identify Tier II and III students based on STAR testing and classroom grades to complete Compass Learning modules for standards in which they are deficient.

This will provide intervention for the identified students.

Category:

Research Cited: Response to instruction : Alabama's core support for all students, standards resources support (2009).

http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf.

Activity - RTI Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

RTI team will develop an action plan to address the needs of all students, which will include providing a remediation class two days per week for Tier II and III students.	Academic Support Program	09/02/2015	05/26/2016	$0	No Funding Required	RTI Team

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet by grade level to analyze data four times a year	Other	08/12/2015	05/26/2016	$0	District Funding	All teachers will participate.

(shared) Strategy 2:

Student Engagement - Teachers will implement content literacy strategies and digital resources.

Category:

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Content Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use content literacy strategies daily in the classroom.	Direct Instruction	08/12/2015	05/26/2016	$0	No Funding Required	100% of Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use digital resources (Discovery Education, Compass Learning, and/or icurio) at least once per month in the classroom.	Direct Instruction	08/12/2015	05/26/2016	$0	No Funding Required	100% of 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
Parent Communication	The school will engage parents using multiple forms of communication, including school website, automated calls, email, and social media, throughout the school year.	Community Engagement	08/12/2015	05/26/2016	$0	Faculty
RTI Action Plan	RTI team will develop an action plan to address the needs of all students, which will include providing a remediation class two days per week for Tier II and III students.	Academic Support Program	09/02/2015	05/26/2016	$0	RTI Team
Digital Resources	Teachers will implement digital resources (Discovery Education, Compass Learning, and/or icurio) at least once per month in the classroom.	Professional Learning	08/12/2015	05/26/2016	$0	All teachers
PRIDE Meetings	The Leadership Team will use the Teacher Advisor Manual as a guide for implementation and assign all students to an adult advisor. Advisor/advisee meetings will be held twice every nine weeks.	Other - PRIDE Advisor/Advisee Program	09/02/2015	05/04/2016	$0	Leadership Team, PRIDE Coordinator
Digital Resources	Teachers will use digital resources (Discovery Education, Compass Learning, and/or icurio) at least once per month in the classroom.	Direct Instruction	08/12/2015	05/26/2016	$0	100% of 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	08/12/2015	10/01/2015	$0	EL Teacher and Classroom Teachers with ELL students
PRIDE Evaluation	Evaluate Teacher Advisor Program using pre and post student surveys.	Other	09/02/2015	05/04/2016	$0	Leadership Team, Teachers
Teacher Collaboration for Goal Setting	EL teacher and classroom teacher will determine accommodations 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.	Other	08/12/2015	05/26/2016	$0	EL Teacher, Classroom Teachers and Administration
Content Literacy Strategies	Teachers will use content literacy strategies daily in the classroom.	Direct Instruction	08/12/2015	05/26/2016	$0	100% of Teachers
Peer Observations	PLC teams will conduct peer observations at least once per 9 weeks.	Professional Learning	08/12/2015	05/26/2016	$0	All teachers
Journalism Class	The Journalism class will produce the Eagle News Network school broadcast twice per week and the digital Eagle PRIDE Newsletter once per month.	Community Engagement	08/12/2015	05/26/2016	$0	Library Media Specialist

EL Coach	EL Coach will meet with EL Teachers and Classroom Teachers to support implementation of SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	$0	EL Coach, Classroom Teacher, and Administration
SDAIE Strategies	EL teacher will distribute green EL folders to all faculty members and provide information about the EL program. Core EL Program-SDAIE.	Professional Learning	08/06/2015	05/26/2016	$0	EL teacher, Classroom teacher and administration
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	Teachers will meet by grade level to analyze data four times a year	Other	08/12/2015	05/26/2016	$0	All teachers will participate.
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		VMH Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

Areas of Notable Achievement

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

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

4.3 Safe, clean, healthy environment

3.6 Teachers implement instructional process (expectations, assessments, modify instruction)

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

1.1 School reviews, revises, and communicates a school purpose

2.1 Governing body establishes policies and support practices

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

3.2 Curriculum, instruction, assessments monitored (data and practice)

1.1 School reviews, revises, and communicates a school purpose

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

Survey indicator 3.9, one adult advocate, increased from 1.43 in 2013-2014 to 3 in 2014-2015 on the staff survey.

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

VHS rated high on parent survey indicator 3.6: Teachers implement instructional process (expectations, assessments, modify instruction).
These findings are consistent with ELEOT averages, in which we rated 3.26 on C-4: Is provided support and assistance to understand content and accomplish tasks.

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:

3.2 Curriculum, instruction, and assessment monitored (data and practice)

3.5 Teachers in collaborative learning communities

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

2.1 Governing body establishes policies and support practices

4.3 Safe, clean, and healthy environment

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

3.12 Learning support services for all students

3.8 Engage families in meaningful ways

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

Survey indicator 3.8, engage families in meaningful ways, decreased from 2.3 in 2013-2014 to 2 in 2014-2015.

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

The school must be diligent in maintaining open and regular teacher-teacher and teacher-parent communication.

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

Parents reported low ratings on survey indicator 3.12: Learning support services for all students. This is consistent with ELEOT averages, in which we scored 1.37 on A-1: Has differentiated learning opportunities and activities that meet his/her needs.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.5

Sections
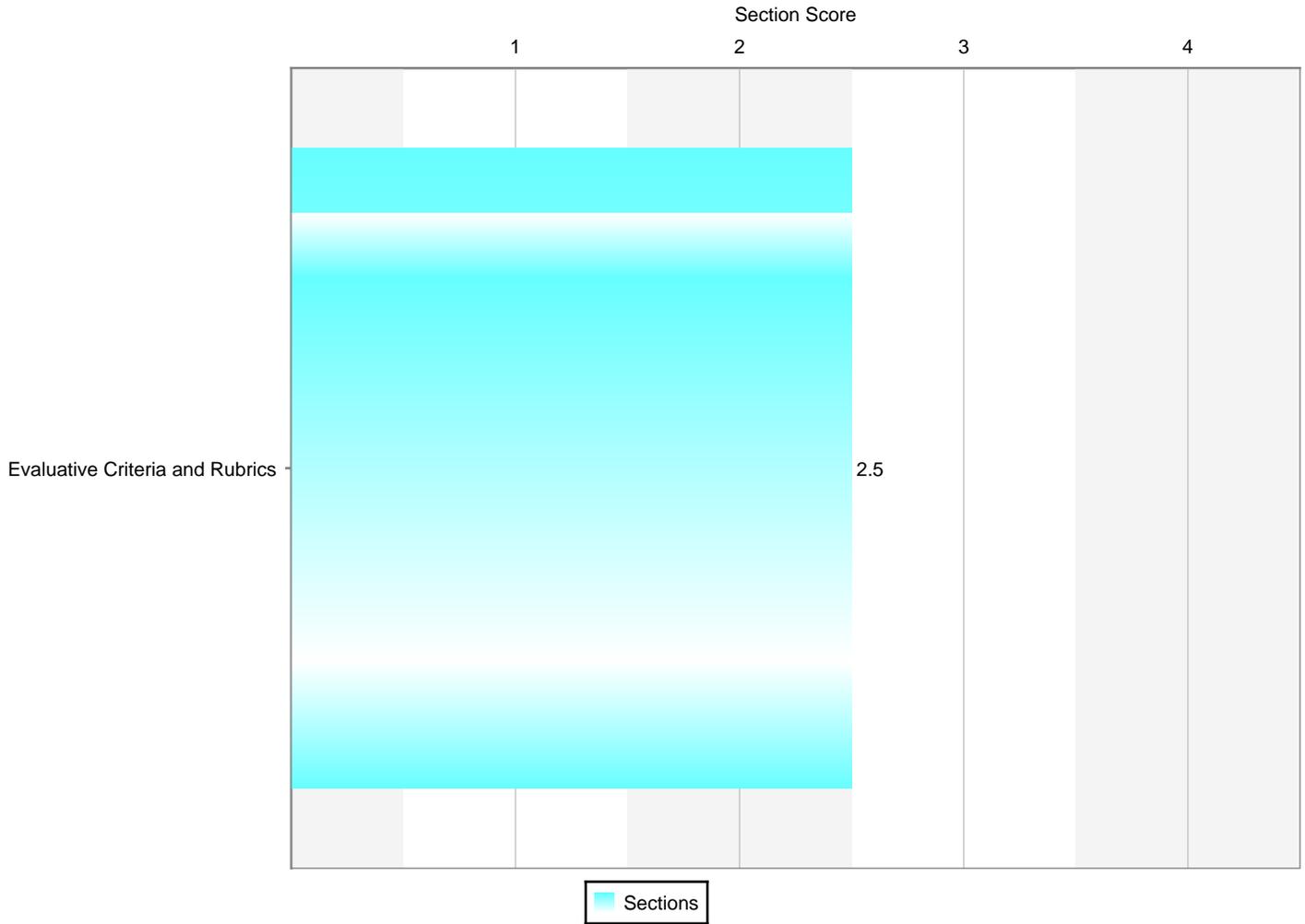
Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	18.68	18.68	974,296.00
Administrator Units	1.00	1.0	99,216.00
Assistant Principal	0.50	.5	30,144.00
Counselor	1.00	1.0	58,813.00
Librarian	1.00	1.0	50,835.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	1,415.00	0	1,461.00
Professional Development	1,415.00	0	1,461.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	18,173.00	0	8,591.00
Library Enhancement	472.00	0	489.00
Totals			1,225,306.00

Title I

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

Provide a brief explanation and breakdown of expenses.

n/a

Label	Question	Value
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	18318.0

Provide a brief explanation and breakdown of expenses

FTE/Salaries/Benefits = 1.22