



ACIP

Dale County High School

Dale 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?

Dale County High School is a growing 4A school. Current enrollment numbers are around 477. The school serves the surrounding small towns of Newton, Pinckard, Grimes, Napier Field, Midland City (where it is located) and rural areas. In addition, we have students attending Dale County High School from Ozark, Headland, Daleville, and Dothan. Our demographics reflect some diversity. Currently, our student body is composed of 320 Caucasian students, 136 African-Americans, 16 Hispanics, 3 Asians and one American Indian. We educate 2 ELL students. Nineteen percent of our enrollment (51 students) qualifies for and receives special education services; this includes forty gifted students. Fifty-one students are receiving intervention under RTI (Response to Instruction). Our population is significantly transient. Since the beginning of the 2018-19 school year, our guidance office has already processed 61 enrollments and withdrawals. Consequently, our teachers must be highly adaptable as they work to plan strategies to reach all of our students.

Many DCHS students are from relatively low socio-economic situations. The free/reduced lunch population currently stands at 71%, according to the most recent CNP documentation. The burden of poverty requires our teachers to be effective motivators for many of our students whose standard of living places them at an additional disadvantage.

The Dale County High School administration, faculty, and staff include two administrators, a guidance counselor, an at-risk coach, an intervention strategist, twenty-five teachers, and a media center specialist. Of the twenty-five teachers, there are four English, three social studies, three math, three science, one foreign language, four career-tech, three special education/inclusion, one health/driver's education, and three physical education certified personnel. The support staff includes one ISS monitor, one ACCESS facilitator, one bookkeeper, one secretary, one instructional aide, one nurse, two custodians, and 4.5 lunchroom workers.

DCHS serves students in grades 9-12. We offer fourteen career clusters and twenty-six electives from which students may choose. Career and technical electives include those grouped under agriculture, family and consumer science, and multimedia. ACCESS distance learning provides additional choices of up to eighteen electives including several foreign language, behavioral sciences, nutrition and wellness, and web design as well as credit recovery and credit advancement. Dual Enrollment at nearby Wallace College provides 61 students in grades 10-12 with the opportunity to earn college credit while satisfying their high-school credit requirements in both academic and technical courses. A work-based learning program allows students the opportunity to seek employment and gain on-the-job skills training during the last two hours of each school day. An average of thirty students are enrolled in this elective. Students who have attained all the required credits for high-school graduation can elect to become mid-year graduates in order to pursue full-time employment or become full-time students. Twenty-four seniors qualify for this opportunity this school year. For students who find traditional school environment and hours incompatible with their schedules, they have the option of choosing to become virtual-school students. Eight DCHS juniors and seniors are currently enrolled in this option. Students who are chronically struggling behaviorally, academically, or with attendance can receive redirection at the Accelerated Learning Center. The in-house RTI program is a resource for DCHS students (outside those receiving special education services) who need assistance managing grades, attendance, organization, and other high-school challenges. The intervention strategist meets with Tier 3 RTI students once a week to ensure they are actively engaging in their learning and to provide tutoring when there is a need.

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.

It is the mission of Dale County High School to provide a comprehensive education that challenges our students to reach their full potential in a safe, nurturing environment.

Our faculty and staff recognize that our daily task is to help each student maximize his/her potential. In addition to providing differentiated instruction and using literacy strategies to help reach students of all learning styles, teachers also employ interactive technology in an attempt to present material in a more engaging way than traditional methods. Many times, teachers are able to utilize technology to instantly assess which students are grasping the concept and which need additional instruction. Technology (via portable Chromebook carts) facilitates students working with other students and teachers sometimes assessing mastery of content through project-based learning.

One means of fulfilling our school-wide purpose is through a faculty-wide goal of creating a positive climate that promotes respect and responsibility. We hope to accomplish this through frequent contact, active listening, offering collaborative opportunities, celebrating accomplishments, and identifying talents and strengths.

Understanding the difficult transition from middle school to high school, Dale County High School applied and was granted the Southern Regional Education Board (SREB) Readiness Course Initiative. This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in various subject areas. This course emphasizes understanding of Math concepts and learning the whys of using certain formulas or methods to solve a problem. These courses offer real world applications and critical thinking skills.

In order to ensure DCHS graduates are able to collaborate with others in a global economy and a digital environment, we continue to work toward the goal of providing every classroom teacher with a classroom lab of thirty Chromebooks. Ten classrooms currently have a portable lab, and this school year, we plan to add three more. Title I money provides funding for such endeavors. This year's allotment is \$119,144. Of that amount, \$28,300 will be spent on technology.

Hands-on learning is a priority. Toward that end, last year the science lab underwent an extensive renovation including new counters and chemical storage cabinets, updated plumbing, and various safeguards such as a fume hood and wash stations. Additionally, essential laboratory tools, including microscopes, were purchased in an amount totaling \$7,000.

Since the ACT with Writing became our accountability assessment two years ago, DCHS has committed money, time, and effort toward preparing our students to maximize their performance. Last year, we contracted with Mastery Prep to provide professional development for teachers on decoding the ACT and an ACT Boot Camp for juniors prior to their March assessment. This year, we will again host an ACT Boot Camp in February before spring testing. We are also using Flex period, a fifty-minute class at the end of the school day, to begin preparing tenth graders for the ACT. Throughout the year, students rotate through nine-weeks-long courses featuring test preparation in English, math, reading, and science. Teachers will employ full-length, individual workbooks, digital slideshows for each lesson, and daily "exit tickets" for progress monitoring.

Above all, DCHS teachers realize the essential role they play in preparing students to become productive citizens in a democratic society. As part of each day's expectations, students continue to hone self-discipline, self-motivation, promptness, and overall accountability as each one continues to mature in character.

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.

Having now received Title I funding for six years, DCHS has been able to afford instructional technology into the classroom more extensively. Fifty percent of DCHS classrooms now have use of portable labs, featuring thirty Chromebooks which foster digitally-based instruction strategies, web-based collaborative opportunities, and online platforms for practicing alternative and standardized assessments.

For the 2018-2019 school year, an additional English teacher has been hired which has allowed for smaller class sizes and a more advantageous teacher/student ratio. This is especially important since the Flex period that had been a yearlong instructional block was utilized instead for a transitioning to high school curriculum for ninth graders and an ACT preparation class for tenth graders.

Last year, an intervention strategist was hired to more fully activate RTI (Response to Instruction) as a means of addressing the needs of struggling students who do not receive special education services. In addition to counseling and tutoring Tier III students, the intervention strategist will serve as an ACT coach. After the eleventh graders take the mock ACT in January, she will meet with each student to go over his/her results, note the strengths, and strategize how to address the weaknesses.

Pertaining to the ACT, teachers were trained during the 2017-2018 school year on "Decoding the ACT," which was a one-day course explaining how the ACT is measured and scored as well as providing insider information on test-taking strategies. Mastery Prep also provided an ACT Boot Camp for juniors, which was an intense, one-day training for students teaching them how to analyze questions, identify distracting answer choices, maximize time allowed, and discern which items offer the best probability of accuracy for each test-taker. Regarding scholastic achievements, data analysis of last spring's ACT with writing shows improvement in all four sub-tests as well as the composite score. In 2017, the composite score for DCHS juniors was a 17.4. In 2018, the composite score for DCHS juniors was an 18. (The statewide composite is 18.1; the national composite is 20.8.) As far as attempting to identify a trend in assessment results, none are readily apparent. However, this previous year was only the second year of the spring administration of the ACT being the statewide accountability measure.

With reading being one of the two most frequently tested subjects on standardized assessments, DCHS is continuing to place heightened emphasis on reading. Reading-across-the-curriculum is implemented in grades 9-11, an initiative spanning core and elective courses. Teachers are supportive of this program and are working closely with the media center specialist in order to schedule opportunities for students to visit the library. Administration is supporting the program with a bigger budget this year, as well. Library is receiving an additional \$3,000 in Title I money for the 2018-19 school year. At present, nearly two-thirds of the student population is actively reading beyond what they must read for class. An important statistic is "twenty minutes a day." If we can activate students' interest in reading enough for them to read at least twenty minutes a day beyond class requirements, they will read an additional 1.8 million words a year - enough to make significant improvements in reading scores.

Additional Information

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

With the 2017-2018 school year being the second year that the ACT with Writing has been the accountability measure for Alabama high schools, we will be able to see improvements and setbacks over two years. Because DCHS is a 9-12 school, only the ACT with Writing determines our success or failure on the state report card.

In an effort to help ninth-graders adapt to high school more successfully, DCHS freshmen will spend their FLEX block in an additional literacy/math curriculum for the entire year. SREB (Southern Regional Education Board) has designed a literacy course designed to ensure that ninth graders are developing the literacy skills essential for success in post-high school education and/or in the job field. All ninth-grade core teachers attended a three-day training seminar this past summer. Each lesson reflects College and Career Readiness Standards and includes an instructional task, skill clusters, and an LDC module. Ninth graders were grouped into four levels at the beginning of the year using their math scores on the Performance Series. The two lowest-performing groups are in semester-long classes; one semester is math, and the other is reading literacy. The top two performing groups are in nine-week classes, alternating classes in math, math literacy, history literacy, and reading/English literacy.

This year's course offerings include several new electives: creative writing, novel studies, speech, art literacy, personal finance, horticulture, poultry science, and vocal ensemble. These additions to the master schedule reflect students' special interests and talents in hopes of eliciting from them heightened motivation and effort.

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.

Efforts to enlist parental involvement include ninth-grade orientation, Title I meetings, Open House, teacher workdays at least every other month when parent conferences can be scheduled at parent convenience, athletic booster-club meetings, and band parent events. Additional outreach efforts include administrators' REMIND app, SchoolCast, and the digital sign installed on front campus which notifies passerby of upcoming school events.

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

Our stakeholders include our administration, faculty and staff, our newly-elected local school members, our students and their parents, and members of the community at large. We have surveyed faculty, students, and parents for their input about DCHS. The last few questions on the survey solicit respondents' opinions regarding the school's pros and cons, and the ACIP team compiles a list of these to pass along to the administration and the school's Building Leadership Team. Strengths and weaknesses include the areas of academic progress, curriculum, culture, discipline, communications, and capital needs. As far as the development of the ACIP, the draft of the plan is written by a team comprised of the administration, school counselor, the at-risk coach, and two other faculty members. Once a final draft is complete, multiple copies are distributed to administration, department heads, and other stakeholders. The finished product reflects a compilation of all these perspectives with student success as the ultimate goal.

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

Copies of the ACIP will be located in the Federal Programs Coordinator's office, the school office, the media center, and the guidance office. The plan will also be posted on the Dale County High School website. If, after viewing the plan, a parent expresses additional interest or concern, he or she can express his/her concern to the school or contact the appropriate person at the district office in Ozark. His/her concerns will be documented in writing and forwarded to the SDE Federal Programs Coordinator.

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	Please see the data we have on ACT, Discipline data, WIDA, Graduation Rate, Attendance Rate.	DCHS Data Summary Sheet 2017-2018

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

In data analysis of student assessment, we will look exclusively at the ACT with writing 2018 Administration. On the ACT with writing, which tested our present twelfth-graders, all areas ranked above our previous years' levels of performance.

The percentage of students meeting benchmark on the English sub-test exceeded state average by 9%.

The average ACT score in the English sub-test exceeded the state average by 0.1%. The average ACT score in the Science sub-test emulated the state average.

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

There are no positive trends.

Which area(s) indicate the overall highest performance?

The English sub-test average ACT score increased from 16.4 to 17.8 which showed the overall highest positive performance achievement of 1.4 points. The percentage of students who met college readiness benchmarks in this sub-test increased 16% from the previous year.

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

Looking at average ACT scores as categorized according to race/ethnicity, our Caucasian student group scored 1 point above the previous years data and the two or more races student group scored 2 points above the previous years data .

By gender, females scored an average of 19.2 in English (0.8 points above state average), 18.4 in Science (0.1 points above state average), and 18.6 in the total composite (0.2 points above state average).

Between which subgroups is the achievement gap closing?

There are no instances of achievement gap closing.

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

With standardized tests changing, it makes it difficult for us to chart consistencies from data sources.

Areas in Need of Improvement

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

The percentage of students scoring benchmark on the mathematics sub-test is significantly lower than the other sub-test with only 9% meeting benchmark, which is also consistent with the state statistics.

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

The amount of students that benchmarked on the mathematics and the reading sub-test dropped 2% and 11% respectively.

Which area(s) indicate the overall lowest performance?

The percentage of students scoring benchmark on the mathematics sub-test is significantly lower than the other sub-test with only 9% meeting benchmark, which is also consistent with the state statistics.

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

There are no trends toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater among the Black/African American subgroup. Their average ACT composite score is 15.1, which is 2.9 points below our school average, and 3.0 below the state average.

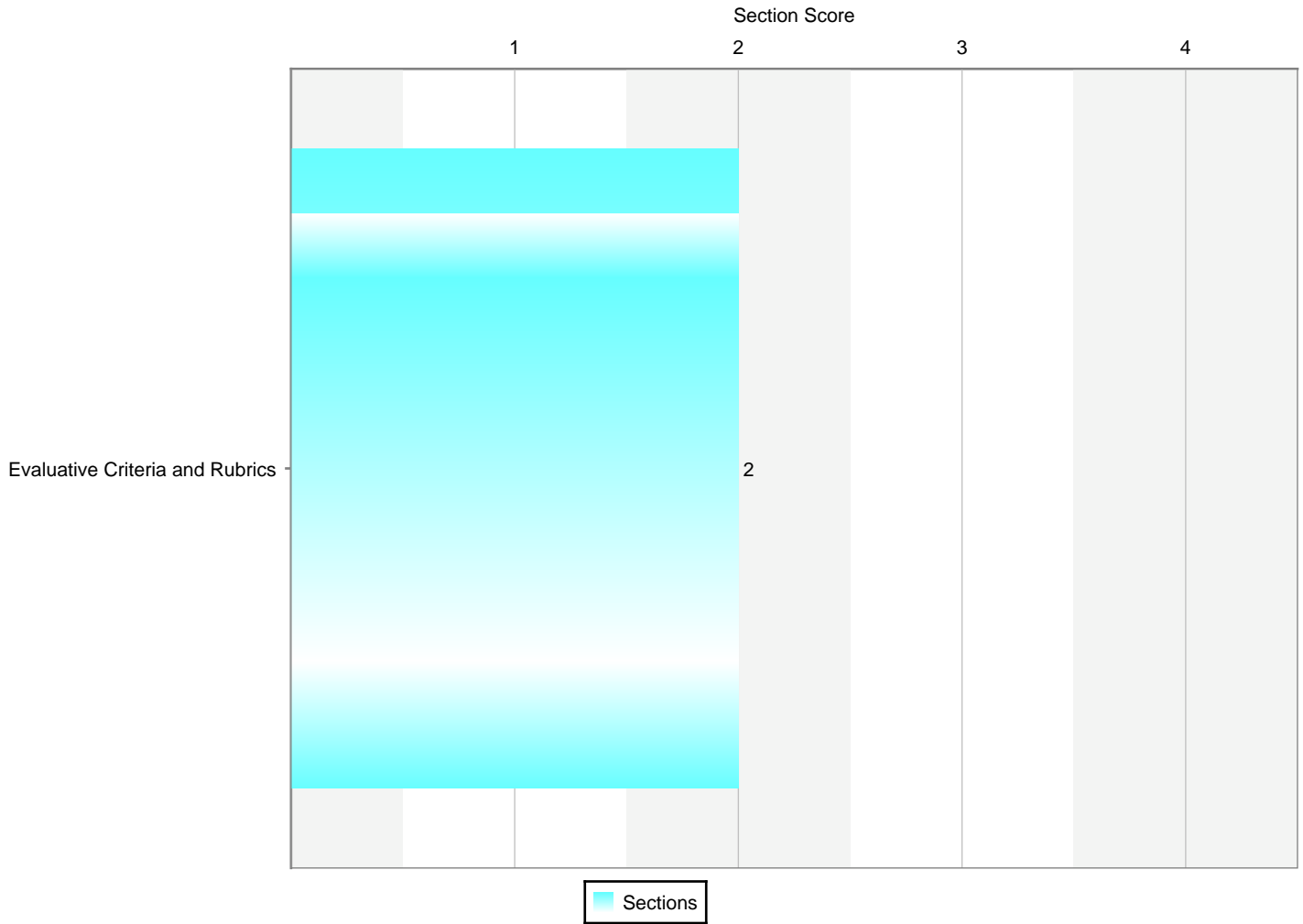
The achievement gap between the male and female subgroup in the English sub-test is 2.5 points difference.

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

With standardized tests changing, it makes it difficult for us to chart consistencies from data sources.

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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The ACIP will be approved by the school board members at the October Board Meeting.	

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	Ben Baker Dale County Schools Superintendent	DCBOE Policy 5.01

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	Beverly Lampkin Dale County Schools Special Education Coordinator	Non Discriminatory Policy 2018-2019

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	We have two Title I parent meetings per semester in addition to various forms of outreach through social media, the school's digital sign, open houses, orientations, athletic events, awards day recognition, and special events.	LEA Parental Involvement Plan 2018-2019

ACIP

Dale County High School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	School-Parent Compact including principal's signature	Parent_Teacher_Student Compact 2018

ACIP 2018-2019

Overview

Plan Name

ACIP 2018-2019

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	Student ACT scores will increase in the area of Reading to 18.5	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$35774
2	Student ACT scores will increase in the area of Mathematics to 17.5	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$35774
3	Increase the percentage of ninth grade students passing English Language Arts	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$3177

Goal 1: Student ACT scores will increase in the area of Reading to 18.5

Measurable Objective 1:

25% of Eleventh grade students will demonstrate student proficiency (pass rate) in Reading by 05/01/2019 as measured by the annual Spring administration of ACT.

Strategy 1:

Implementation of ACT curriculum - Eleventh grade curriculum will feature new emphasis on ACT preparation as provided through MasteryPrep resources. This will include hosting ACT Boot Camp, implementing 10th grade ACT Prep Class, utilizing Ready for High School curriculum with the 9th grade, employing an Intervention Coach to analyze and counsel 10th grade students before and after ACT Mock Exam, and hiring additional personnel with Title 1 funds.

Category: Develop/Implement Learning Supports

Research Cited: ACT Summative Assessment Technical Bulletin #1. ACT (2018) Bottoms, Gene, ed. Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through Twelve. (no p.d.)

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers (9th-12th) will incorporate the use of daily "Elements" - ACT Bell Ringers. Core teachers will incorporate the use of MasteryPrep resource kits four to five times per week featuring full-length manuals, digital slideshows for each lesson, and test-taking strategies. Additionally, 10th grade curriculum will include a Flex block of "ACT Prep class" each day for the school year.	Academic Support Program	08/10/2018	05/24/2019	\$35774	Title I Part A	Administration, all Teachers, and Intervention Coach

Goal 2: Student ACT scores will increase in the area of Mathematics to 17.5

Measurable Objective 1:

A 3% increase of Eleventh grade students will demonstrate student proficiency (pass rate) in Mathematics by 05/01/2019 as measured by the annual Spring administration of ACT.

Strategy 1:

Instructional Support - Eleventh grade curriculum will feature new emphasis on ACT preparation as provided through MasteryPrep resources. This will include hosting ACT Boot Camp, implementing 10th grade ACT Prep Class, utilizing Ready for High School curriculum with the 9th grade, employing an Intervention Coach to analyze and counsel 10th grade students before and after ACT Mock Exam, hiring additional personnel with Title 1 funds. Additionally, math teachers have been provided with a common planning time to better facilitate complementary instructional strategies. They have implemented an ACT tutorial after school once a week and ACT review every other Friday.

Category: Develop/Implement Learning Supports

Research Cited: ACT MasteryPrep program (info@masteryprep.com) , Southern Regional Education Board (SREB) Ready For High School (www.sreb.org)

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers (9th-12th) will incorporate the use of daily "Elements" - ACT Bell Ringers. Core teachers will incorporate the use of MasteryPrep resource kits four to five times per week featuring full-length manuals, digital slideshows for each lesson, and test-taking strategies. Additionally, 10th grade curriculum will include a Flex block of "ACT Prep class" each day for the school year. Ninth grade curriculum will include a Flex block of "SREB Ready For High School" activities each day.	Academic Support Program	08/10/2018	05/24/2019	\$35774	Title I Part A	Administration , all Teachers, and Intervention Coach

Goal 3: Increase the percentage of ninth grade students passing English Language Arts

Measurable Objective 1:

98% of Ninth grade students will demonstrate student proficiency (pass rate) in English Language Arts by 05/24/2019 as measured by the end of semester passing rate.

Strategy 1:

Instructional Support - Ninth grade students will attain proficiency in English Language Arts through the implementation of "SREB - Ready For High School" Literacy activities during their Flex block at the end of the day on a rotating basis throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: SREB: Literacy Across the Curriculum (www.sreb.org)

Activity - SREB: Ready For High School curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read and analyze text, learn vocabulary from text, determine sequence of events, summarize ideas from reading passages, develop stances on ideas, and hone other literacy skills.	Academic Support Program	08/10/2018	05/24/2019	\$3177	Title I Part A	Administration and ninth grade core teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support	All teachers (9th-12th) will incorporate the use of daily "Elements" - ACT Bell Ringers. Core teachers will incorporate the use of MasteryPrep resource kits four to five times per week featuring full-length manuals, digital slideshows for each lesson, and test-taking strategies. Additionally, 10th grade curriculum will include a Flex block of "ACT Prep class" each day for the school year.	Academic Support Program	08/10/2018	05/24/2019	\$35774	Administration, all Teachers, and Intervention Coach
Instructional Support	All teachers (9th-12th) will incorporate the use of daily "Elements" - ACT Bell Ringers. Core teachers will incorporate the use of MasteryPrep resource kits four to five times per week featuring full-length manuals, digital slideshows for each lesson, and test-taking strategies. Additionally, 10th grade curriculum will include a Flex block of "ACT Prep class" each day for the school year. Ninth grade curriculum will include a Flex block of "SREB Ready For High School" activities each day.	Academic Support Program	08/10/2018	05/24/2019	\$35774	Administration, all Teachers, and Intervention Coach
SREB: Ready For High School curriculum	Students will read and analyze text, learn vocabulary from text, determine sequence of events, summarize ideas from reading passages, develop stances on ideas, and hone other literacy skills.	Academic Support Program	08/10/2018	05/24/2019	\$3177	Administration and ninth grade core teachers
Total					\$74725	

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 Diagnostic Data Summary 2018-2019

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

When asked about expectations for students at DCHS, both teachers (91%) and students (79%) agree that learning is a top priority.

When asked about their feelings while in the midst of trying to complete responsibilities at school, both teachers and students respond with such positive attributes as "patient" (52% of teachers), "calm" (63% of students), and "having enough time for the task" (48% of teachers and 59% of students).

When asked which phrases best describe each individual's perceptions of the teachers at DCHS, responses were positive: teachers chose "caring" (82%) to describe themselves and their colleagues; students agreed to some extent (53%). Students also chose "honest" (57%); teachers chose "real" (55%).

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

Students perceive that teachers at their school are honest (57%) and caring (53%).

Forty-three percent of students reported that their school is challenging.

Parents describe interactions with teachers at their child's school as "helpful" (69%), "respectful" (56%), and "supportive" (53%).

Teachers describe their interaction with colleagues as "respectful" (76%), "supportive" (76%), and "collaborative" (76%).

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

The level of expectation is relatively high for students and teachers. Teachers and students also recognize positive social traits such as teachers caring about students' success (82% of teachers) and being honest with students and each other (57% of students). Dale County teachers also reported that interactions with colleagues are "positive" and "real."

Areas in Need of Improvement

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

As far as the method of instruction most prevalent at DCHS, 58% of students and 73% of parents perceive that the majority of classroom time is spent "listening to the teacher."

Regarding the level of difficulty of subject matter presented to students in the DCHS curriculum, only 22% of students and 25% of parents rated the level as "challenging."

Students (59%) report feeling "tired" at school.

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

The lack of sleep and being tired (59% of students reported) among students can have a negative impact on the school-learning environment.

What are the implications for these stakeholder perceptions?

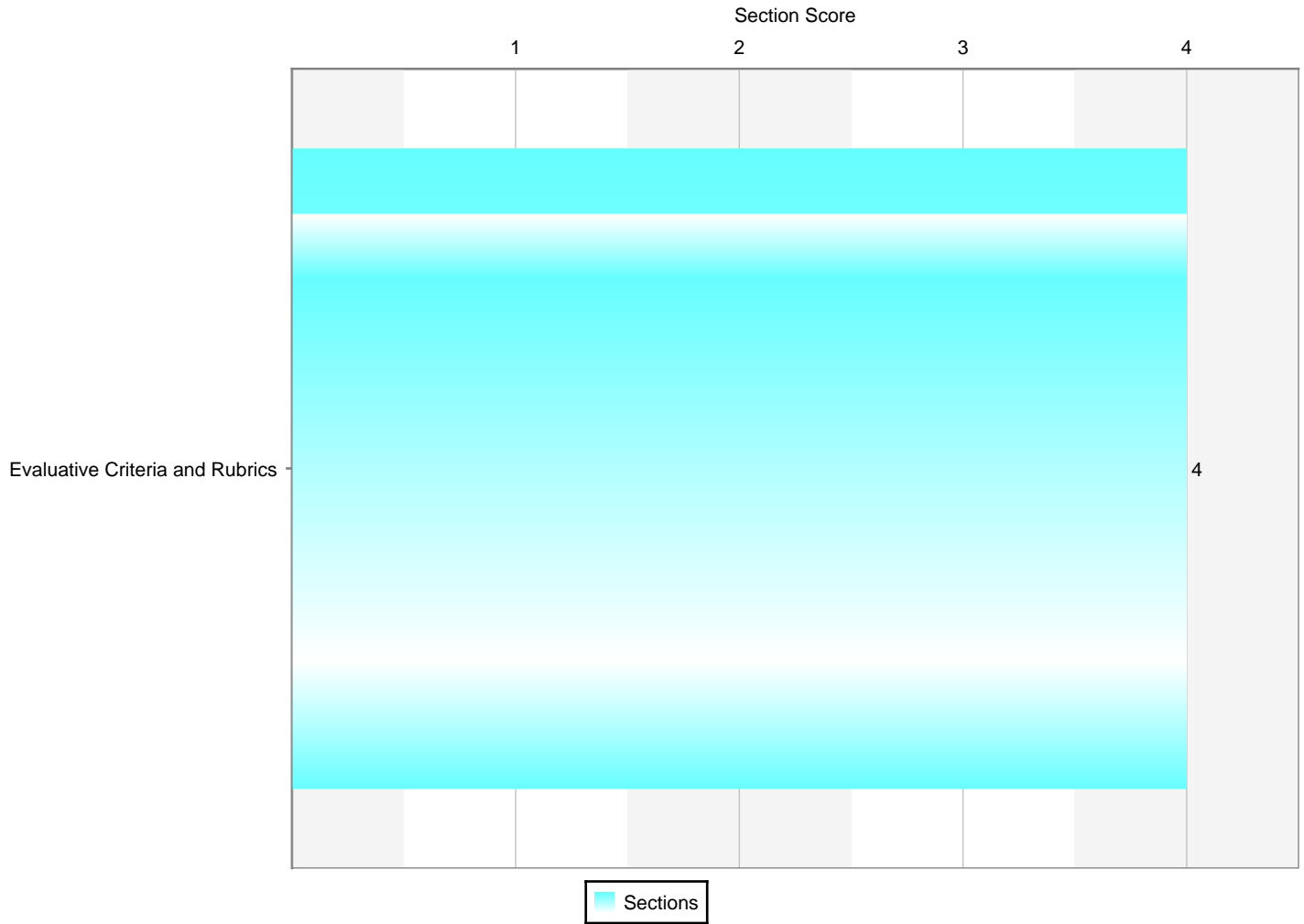
Stakeholders indicate students suffer from being tired at school. This could have a negative impact on the school learning environment.

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

Students reporting that they feel tired at school could partly reflect a lack of active engagement. This would be the case if their perceptions of spending a lot of class time "listening to the teacher" (students' perception 58%; parents' perception 73%) is accurate. Incidentally, teacher responses do not reflect that a lot of class time is delegated to students' listening to them lecture (30%).

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

We gathered information from various instruments such as Chalkable (student averages and attendance data), ACT, the pre-ACT, and WorkKeys to determine strengths and weaknesses. From these, goals were determined with benchmarks and strategies.

At the beginning of the school year, all certified personnel met in an afternoon meeting for a round-table discussion on perceived accomplishments and needs. We used an AdvancEd tool of self-assessment to gauge teacher perceptions of the curriculum, instructional design, and assessment practices.

What were the results of the comprehensive needs assessment?

The needs assessment revealed that DCHS is proactive in trying to address weaknesses revealed on the students' ACT performance. This is exemplified by the acquisition of ACT Boot Camp and other MasteryPrep curriculum. As far as meeting students' diverse needs, we feel we are doing this through the fourteen career clusters as well as ACCESS classes and the opportunity for dual enrollment at Wallace College. In meeting the needs of struggling learners, the at-risk coach works to identify those struggling academically and with attendance while an intervention strategist is, again, funded through Title I this year. She is the RTI chairperson and also functions as an ACT coach in preparing tenth- and eleventh-grade students for that assessment.

The needs assessment revealed that some teachers feel frustrated and find difficulty in motivating disengaged learners. Even the implementation of hands-on, interactive technology does not fully engage the most disinterested students. Some teachers reported being frustrated with the unpredictability of WiFi. Ninth-grade teachers report concerns with ninth grade students' lack of readiness for high school.

What conclusions were drawn from the results?

One conclusion drawn was that DCHS teachers will continue to monitor their "fails" with technology so that the district office technology personnel can attempt to track weaknesses. Academically, DCHS will continue to work toward better preparing underclassmen to maximize performance on the ACT. Each teacher, core and elective, will daily utilize Elements (from MasteryPrep ACT curriculum). Regarding ninth graders, ninth-grade teachers will continue to collaborate using SREB Literacy "Ready for High School." The administration will increase presence on the ninth-grade hall and in ninth-grade classrooms in an effort to prevent behavioral disruptions before they become problematic. Ninth-grade students need more vivid reminders of behavior/consequences than the rest of the population.

Another conclusion is that our RTI program is effectively and fully engaged in reaching the at-risk students who exhibit problems in academics, behavior, and attendance. This program is an asset to our students!

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

Impacting student achievement, parental involvement, and extracurricular participation is socio-economic status. Demographic data from 2017-18 revealed that our students are children of poverty (71% qualify for free and reduced lunch).

The ACIP annual survey made available to core teachers, parents, and students revealed that the majority of responses were far more positive than negative. Students reported feeling that teachers are caring and honest in their interactions with students.

They also indicated that they felt learning is a priority at DCHS and that expectations are sufficient to help them succeed. Parents' responses reveal that they appreciate DCHS as a safe learning environment with fair expectations for their children.

They did not indicate that they believe their children are able to connect what they learn at school with their everyday lives, and they do not feel they are well informed about their children's grades. Teachers find that students seem tired and unmotivated. Students also report feeling tired and sleepy at school.

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

One of the goals for 2018-19 is to raise the raise students' scores on the ACT on the Reading and Math subtests. This goal is, in part, a reflection of the needs assessment which reflected teachers wanting to prepare our students to improve their performance on this assessment. The strategies related to that goal -- namely, the MasteryPrep curriculum -- is meant to train them in maximizing use of time, eliminating distractions, discerning which questions might be applicable to certain shortcuts, heightening knowledge base in each content area, and other test-taking strategies.

Another goal, raising the percentage of ninth-graders passing English 9 from 95.2% to 98%, reflects administration's initiative regarding the SREB Literacy "Ready for High School."

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

The goals are a reflection of students' needs as revealed by the collected data from various sources: the ACT, pre-ACT, student attendance and academic data as indicated by Chalkable, the DCHS graduation rate, and teacher/parent/student perceptions as revealed by school climate and culture surveys.

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

The goals address the needs of the whole school population because all students (other than AAA students) are required to take the ACT. Therefore, strategies intended to better prepare students for heightened success on the ACT are beneficial.

The goal addressing the percentage rate of ninth graders passing English 9 does not address the need of the whole school population, other than all students have to successfully progress through English 9.

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

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

Goal 1:

Student ACT scores will increase in the area of Reading to 18.5

Measurable Objective 1:

25% of Eleventh grade students will demonstrate student proficiency (pass rate) in Reading by 05/01/2019 as measured by the annual Spring administration of ACT.

Strategy1:

Implementation of ACT curriculum - Eleventh grade curriculum will feature new emphasis on ACT preparation as provided through MasteryPrep resources. This will include hosting ACT Boot Camp, implementing 10th grade ACT Prep Class, utilizing Ready for High School curriculum with the 9th grade, employing an Intervention Coach to analyze and counsel 10th grade students before and after ACT Mock Exam, and hiring additional personnel with Title 1 funds.

Category: Develop/Implement Learning Supports

Research Cited: ACT Summative Assessment Technical Bulletin #1. ACT (2018) Bottoms, Gene, ed. Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through Twelve. (no p.d.)

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers (9th-12th) will incorporate the use of daily "Elements" - ACT Bell Ringers. Core teachers will incorporate the use of MasteryPrep resource kits four to five times per week featuring full-length manuals, digital slideshows for each lesson, and test-taking strategies. Additionally, 10th grade curriculum will include a Flex block of "ACT Prep class" each day for the school year.	Academic Support Program	08/10/2018	05/24/2019	\$35774 - Title I Part A	Administration, all Teachers, and Intervention Coach

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

Goal 1:

Student ACT scores will increase in the area of Mathematics to 17.5

Measurable Objective 1:

A 3% increase of Eleventh grade students will demonstrate student proficiency (pass rate) in Mathematics by 05/01/2019 as measured by the annual Spring administration of ACT.

Strategy1:

Instructional Support - Eleventh grade curriculum will feature new emphasis on ACT preparation as provided through MasteryPrep resources. This will include hosting ACT Boot Camp, implementing 10th grade ACT Prep Class, utilizing Ready for High School curriculum with the 9th grade, employing an Intervention Coach to analyze and counsel 10th grade students before and after ACT Mock Exam, hiring additional personnel with Title 1 funds. Additionally, math teachers have been provided with a common planning time to better facilitate complementary instructional strategies. They have implemented an ACT tutorial after school once a week and ACT review every other Friday.

Category: Develop/Implement Learning Supports

Research Cited: ACT MasteryPrep program (info@masteryprep.com) , Southern Regional Education Board (SREB) Ready For High School (www.sreb.org)

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers (9th-12th) will incorporate the use of daily "Elements" - ACT Bell Ringers. Core teachers will incorporate the use of MasteryPrep resource kits four to five times per week featuring full-length manuals, digital slideshows for each lesson, and test-taking strategies. Additionally, 10th grade curriculum will include a Flex block of "ACT Prep class" each day for the school year. Ninth grade curriculum will include a Flex block of "SREB Ready For High School" activities each day.	Academic Support Program	08/10/2018	05/24/2019	\$35774 - Title I Part A	Administration, all Teachers, and Intervention Coach

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

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

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

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

Goal 1:

Student ACT scores will increase in the area of Reading to 18.5

Measurable Objective 1:

25% of Eleventh grade students will demonstrate student proficiency (pass rate) in Reading by 05/01/2019 as measured by the annual Spring administration of ACT.

Strategy1:

Implementation of ACT curriculum - Eleventh grade curriculum will feature new emphasis on ACT preparation as provided through MasteryPrep resources. This will include hosting ACT Boot Camp, implementing 10th grade ACT Prep Class, utilizing Ready for High School curriculum with the 9th grade, employing an Intervention Coach to analyze and counsel 10th grade students before and after ACT Mock Exam, and hiring additional personnel with Title 1 funds.

Category: Develop/Implement Learning Supports

Research Cited: ACT Summative Assessment Technical Bulletin #1. ACT (2018) Bottoms, Gene, ed. Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through Twelve. (no p.d.)

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers (9th-12th) will incorporate the use of daily "Elements" - ACT Bell Ringers. Core teachers will incorporate the use of MasteryPrep resource kits four to five times per week featuring full-length manuals, digital slideshows for each lesson, and test-taking strategies. Additionally, 10th grade curriculum will include a Flex block of "ACT Prep class" each day for the school year.	Academic Support Program	08/10/2018	05/24/2019	\$35774 - Title I Part A	Administration, all Teachers, and Intervention Coach

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

Goal 1:

Increase the percentage of ninth grade students passing English Language Arts

Measurable Objective 1:

98% of Ninth grade students will demonstrate student proficiency (pass rate) in English Language Arts by 05/24/2019 as measured by the end of semester passing rate.

Strategy1:

Instructional Support - Ninth grade students will attain proficiency in English Language Arts through the implementation of "SREB - Ready For High School" Literacy activities during their Flex block at the end of the day on a rotating basis throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: SREB: Literacy Across the Curriculum (www.sreb.org)

Activity - SREB: Ready For High School curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read and analyze text, learn vocabulary from text, determine sequence of events, summarize ideas from reading passages, develop stances on ideas, and hone other literacy skills.	Academic Support Program	08/10/2018	05/24/2019	\$3177 - Title I Part A	Administration and ninth grade core teachers

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

At the beginning of the school year during Open House, the guidance counselor presents to parents a short PowerPoint that explains the process for students to receive their user name and password in order to access their INow account. Parents learn during this presentation the timeline for progress reports and report cards. (They can also access this information on the school website and through their child's student planner.) Additionally, once parents make the rounds to the individual classroom teachers, each teacher explains his/her process for assessing mastery and posting the grades in INow.

Additionally, Advisement (held during FLEX block every Wednesday) provides an additional opportunity for character lessons and other non-academic concerns.

Regarding standardized assessment, seniors receive their WorkKeys results during spring, before graduation, since those results are meaningful to future employers. The ACT mails individual results directly along with a guide on interpreting the results and some test-taking strategies.

Providing this information in a language parents can understand: Currently, we have only two ELL students, but should the need arise, we could use our Spanish teacher to provide translation if the parents are Spanish-speaking. Otherwise, we would utilize Google Translate.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

Only qualified, certified candidates are interviewed for open positions. Employment opportunities are specifically advertised to meet the identified need of the school. The following strategies are in place to attract and maintain qualified faculty:

- * Secure official annual HQ status for all teachers.
- * Ensure assignments are made based on HQ status, certification, and experienced with students and their areas of academic need.
- * Educate Alabama orientation annually. Communicate district level initiatives for be coming HQ.

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

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

The teacher turnover rate for the 2018-2019 school year was 12.5%. There was no turnover with administration.

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

Doctorates - 1

Specialist (6 year) - 1

Masters - 14

Bachelors - 16

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

12.5% is not a high turnover rate

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

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

Teachers are provided with professional development opportunities through the Alabama State Department of Education, specifically through the Troy University System (Southeast Alabama Regional In-Service Center). A professional development on the effects of poverty on students' academic achievement was required of all staff members. With the addition of the Intervention coach to our faculty, she is able to provide test scores from the ACT Mock test given twice a year, along with specific data per student, class, and standard for each content area. Additionally, the Career Coach and the At-Risk Coach both provide training, advice, and support to fellow teachers.

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

Professional development for principals includes summer training, mid-year training as this year's Teacher Effectiveness Training, and monthly meetings at the district office. Professional development for teachers includes meetings during the summer for ninth-grade teachers, specifically, on readying ninth-grade students for high school. The district office hosts training for other staff and paraprofessionals. Parents who are willing to take an active role in school initiatives are invited to such events as Open House, LEA annual meetings for Title I, and various extracurricular booster club meetings.

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

Each teacher new to the DCHS staff is assigned a mentor teacher from within his/her same department. The new teacher is given a "mentoree manual" to serve as an orientation guide. Additionally, new teachers are trained at a day-long event at district office. Administration is responsible for evaluating the effectiveness of the in-house mentoring program and ensuring that new teachers have scheduled times to meet with their mentor teachers.

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

For administrators, district office ensures "sustained and ongoing" professional development by requiring them to attend monthly, quarterly, and annual training. District office also requires similar training for all support staff. Teacher training is "sustained and ongoing" through their compulsory participation at professional development prior to each new school year and then at intervals throughout the school year. Quarterly teacher work days provide opportunity for such training. Additionally, most teachers serve on various committees that promote academic advancement, and monthly/quarterly meetings ensure additional training and collaboration therein.

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

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

Goal 1:

Increase the percentage of ninth grade students passing English Language Arts

Measurable Objective 1:

98% of Ninth grade students will demonstrate student proficiency (pass rate) in English Language Arts by 05/24/2019 as measured by the end of semester passing rate.

Strategy1:

Instructional Support - Ninth grade students will attain proficiency in English Language Arts through the implementation of "SREB - Ready For High School" Literacy activities during their Flex block at the end of the day on a rotating basis throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: SREB: Literacy Across the Curriculum (www.sreb.org)

Activity - SREB: Ready For High School curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read and analyze text, learn vocabulary from text, determine sequence of events, summarize ideas from reading passages, develop stances on ideas, and hone other literacy skills.	Academic Support Program	08/10/2018	05/24/2019	\$3177 - Title I Part A	Administration and ninth grade core teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Almost all core teachers serve on various committees that ultimately make decisions regarding the use of results of statewide academic assessments. The ACIP team receives and analyzes data from such assessments and shares the findings with the teaching staff. The results are used to determine the next year's goals and strategies. Student progress and success are the guiding principles behind all such decisions. Within departments, teachers meet to discuss strengths and weaknesses revealed by subject and then strategize solutions for improving weaknesses. Teachers collaborate to determine how instruction can be modified to reach more students for the purpose of mastery learning.

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

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

Statewide achievement assessments as well as universal screeners are used to assess students' strengths and weaknesses so that deficiencies can be identified and addressed. Performance Series is Dale County High School's universal screener for ninth grade. All freshmen will take the Performance Series online tests (math and reading) twice. Tenth grade will use the PreACT, and eleventh grade, the ACT with writing. These scores will be used by their subject matter teachers as well as the RTI committee to identify struggling students. Those students are then monitored for their performance in their core classes. Those who are failing to thrive (have a 65 or lower average or demonstrate behavioral/attendance issues) are then categorized as Tier II students. Follow up is done with progress monitoring and observations; teachers provide additional instruction in the classroom, and students who still do not show improvement are placed on RTI Tier III status. An intervention strategist then pulls them out at least once a week to work individually with them.

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

The assistance is timely because the RTI team meets once a month to identify struggling students based on grade averages, teacher observations, and results from such assessments as the Performance Series, which DCHS uses as the universal screener, PreACT, and the ACT. Core teachers provide work samples and other documentation to help with progress monitoring.

The assistance is effective because there are multiple levels of assistance that are provided to struggling students. Not only does the teacher provide additional instruction in the classroom, but the at-risk coach also meets with students whose attendance and/or behavior (and sometimes family situation) is a detriment to their success. The RTI team sets aside time to meet with the parents of struggling learners (who are not special education students), and an intervention strategist also pulls Tier III students once a week for intensive, individual counseling and instruction.

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

Students who are identified by the RTI team as Tier III level learners will attend an "extended day" program provided by the school through Title I funds. The time for individual guidance and instruction will be provided during the 2018-2019 by Patty Adams, a retired English teacher who is well-versed in meeting the needs of struggling learners. This program of "Intervention Strategist" will begin in October and will extend through May 2019.

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

Students will receive the additional support they need to be successful in the regular classroom through the "extended day" program with a highly-qualified teacher acting as an "intervention strategist." She will be on hand to work not only with struggling learners but also with learners who are challenged by migrant conditions, English-as-a-second-language situations, economic conditions to include homelessness, and family trauma. Our foreign language teacher is available with her planning aligned with the student's ACCESS time to translate, provide assistance with homework and assessments, and communicates with their teachers to make sure they are successful. Additionally, the at-risk coach at DCHS works closely with the guidance counselor to assist students whose family situations are a source of stress for them which is significant enough as to hamper school success. Teachers are the front-line of this endeavor since they are able to watch closely for signs of struggle as students function in the classroom.

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

The school identifies students with disabilities by carefully examining school records from incoming eighth-graders and transfer students. The RTI team also works hand-in-hand with teachers in reviewing data from our universal screener and assessments in order to identify students who have "fallen through the cracks." Students who are exhibiting problems associated with disabilities, economic challenges, family/home situations, etc will then have access to special monitoring and assistance provided by the RTI team, the at-risk coach, the guidance counselor, and the intervention strategist.

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

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

Dale County High School is receiving \$119,144.16 in Title I funds this year, as of October 1, 2018. These funds are used to help pay teacher salaries and benefits, furnish classroom supplies which cost more than teachers' instructional money affords, acquire instructional technology, foster effective communication between the school and the home, etc. Title II, Title VI, CNP, Perkins (Career Tech), ASAP, Special Education, the exit program, mentoring program, local maintenance (Career Tech); counseling; ALC (Accelerated Learning Center); Dual Enrollment (Wallace College, Enterprise Community College, Career Center classes at Carroll High School) are all examples of state, federal, and local programs that work to the ultimate benefit of all students by providing them additional learning resources.

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

We do not receive an allocation from Head Start. Adult education is coordinated through a program in Ozark or at Wallace College. Vocational and technical education course are taught at DCHS by our Career Tech department and in collaboration with Wallace College, and Enterprise Community College. This year we continue to use the Prevention Project to keep students in school until graduation. At our Accelerated Learning Center, students are offered counseling services along with the opportunity to recover credit and continue their academic programs. The CNP program meets all local, state, and federal guidelines. Dale County High School implements a Universal Breakfast Program that provides a free breakfast for all students. There are no housing programs that are directly affiliated with our school or district.

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

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

Dale County High School teachers serve on various committees to ensure implementation and subsequent effectiveness of school-wide (and district-wide) initiatives. Such committees include the ACIP Team, the RTI Team, Freshman Academy, Data Team, and Leadership Team. These committees look at data on student achievement, enrollment, discipline, student comments, and parent & stake holder surveys.

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

Dale County High School uses the ACIP/Data team to evaluate standardized assessments data which is incorporated into the ACIP. Departmental meetings are also held so that core teachers have opportunities to examine strengths and weaknesses to better address them through instruction. Efforts are then made to enhance the rigor of instruction to better reflect the complexity of items appearing on standardized assessments.

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

On the PreACT that our 10th graders took and ACT that the 11th graders took, we will look at a summary of the results as well as individual student reports. We specifically look at individual students whose test results were under a cumulative score of 18 or below.

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

Every summer, department heads and the RTI Team meet to evaluate curriculum and programs to determine their effectiveness, revising whenever necessary. Such decisions are based upon student achievement data, teacher perceptions, guidance provided from the district level, and stakeholder feedback.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	26.5

Provide the number of classroom teachers.

26.5

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1292882.41

Total

1,292,882.41

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	95932.81

Total

95,932.81

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	77942.04

Total

77,942.04

Counselor

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

Provide the number of Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	66691.41

Total

66,691.41

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57343.06

Total

57,343.06

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9150.0

Total

9,150.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2745.0

Total

2,745.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	16350.0

Total

16,350.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2932.0

Total

2,932.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	120360.91

Provide a brief explanation and breakdown of expenses.

Salary & Benefits - \$35,725.39

Parental Involvement - \$1,216.75

Other - \$83,418.77

Title II

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

Provide a brief explanation and a breakdown of expenses.

Distributed by Central Office

Title III

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

Provide a brief explanation and a breakdown of expenses.

Distributed by Central Office

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Distributed by Central Office

Title V

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

Provide a brief explanation and a breakdown of expenses.

Distributed by Central Office

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.

Distributed by Central Office

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.

Distributed by Central Office

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

Provide a brief explanation and breakdown of expenses.

Distributed by Central Office

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.

Distributed by Central Office

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

Distributed by Central Office

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Two meetings have been held to apprise parents and other community stakeholders of DCHS's participation in Title I. These meetings were held September 10th in the evening and September 26 in the morning in hopes of having more parental participation. A PowerPoint presentation was utilized to explain all elements of how Title I budget is allocated. These meetings were advertised through various digital means.

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

1) Two parent meetings were offered at two different times of day and on two different days of the month. The first meeting was held in the evening on September 10. A second meeting was held in the morning on September 26. Transportation, child care, and home visits were not offered.

2) Parents are invited to participate in Title I planning through various means. However, very few respond. Therefore, a few are tactfully compelled to participate. If parents have suggestions, there is a suggestion box in the office, and/or they can email school administration via the school website.

(3) Student planners (which include a full copy of the DCHS student handbook) are purchased with Title I funds. Each DCHS student is furnished with one copy free of charge at the beginning of the school year. Numerous handouts are provided to students throughout the year notifying parents of grades, activities, meetings, surveys, etc.

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

Through social media outlets, SchoolCast, the school website, and the digital sign on front campus, parents are informed of programs provided through Title I. Additionally, each teacher has his/her own page on the school website, providing information on curriculum as well as detailed weekly lesson plans.

Regarding information being provided in a language parents understand, DCHS has a Spanish-speaking teacher who can translate when needed. In addition to this, a translating app can be utilized to reach parents who speak a language other than English and Spanish.

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

According to the School-Parent Compact, DCHS pledges to utilize high-quality curriculum and instruction provided by highly qualified teachers in a supportive and effective learning environment. When students exhibit signs of academic struggling, they can be referred to the RTI (Response to Instruction) team for evaluation, and if the need is apparent, be assigned to Tier I, Tier II, or Tier III intervention. An intervention strategist is funded through Title I in order to provide counseling, monitoring, and tutoring to struggling students as identified through the RTI intervention program.

Additionally, an annual survey soliciting parental perception of the school climate, quality of instruction, and overall effectiveness is given each fall. The ACIP team then uses those results to gauge strengths and weaknesses which then factor into the goals and strategies of the current year's ACIP.

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

Administration will ensure that a digital copy of the ACIP will be available on the school website after it gains final approval this year. If parents are dissatisfied with any elements of the ACIP, they can address their concerns with school administration in a scheduled conference, through email, or through a phone call. Additionally, the concerned parent would want to attend the next Title I meeting in order to ask questions and present complaints. (Two meetings are held each semester.)

Again, parents are notified of such meetings (as well as open houses and orientation events) through the school website, the digital marquee, SchoolCast, and Reminds.

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

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

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

DCHS attempts to involve parents by operating an open-door policy -- within the realm of student safety and security. Parents may schedule conferences by calling or emailing, and whomever they wish to see will make arrangements to accommodate the parent's schedule to the extent that it is possible within the school day or immediately thereafter.

Parents are reminded through SchoolCasts, the Remind app, and the school website of all school events. They are encouraged to attend

Title I meetings, open house, orientation, academic awards day, Beta Club induction, and various other club and athletic events.

Relating specifically to academics, parents receive progress reports in the middle of each nine weeks, and report cards are sent at the end of each nine-week grading period. At all times, parents can access grades by logging in to the iNOW Parent Portal.

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

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

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

As previously noted, we use all school events to extend to parents the opportunity to visit the school, be visible to their children, interact with teachers, and positively participate in campus life.

Through faculty meetings (for faculty/staff) and such presentations as Title I meetings, we inform school staff, board members, parents, and community stakeholders of the school's mission and goals for each school year. Additionally, these data-driven goals appear on each year's ACIP which can be accessed through the school website.

Ninth-grade parents' participation is invited even before their children enroll at Dale County High School. Each April, parents of incoming freshmen are invited to a parents' orientation -- an event to which they can bring their children, meet teachers and administrators, tour the campus, visit the classrooms, and hear a presentation on school goals, procedures, and expectations. The guidance counselor presents information on the various career clusters and available electives so that they can best assist their children in choosing the most viable options for them on their four-year plans.

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

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

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

DCHS attempts to extend to parents information on available federal programs through Title I meetings, which are held two times per semester. Also, at the beginning of each school year, every student receives an application for free/reduced lunch. All students are encouraged to submit the lunch application even if they think they are not eligible.

When parents attend such events as orientation and open house, school staff presents information on how to sign up for Reminds, how to access the iNOW parent portal, what types of notifications they can expect to see on the school website, and which social media platforms

DCHS uses to communicate school news. If parents are unable to attend these first-of-the-year events, students are given take-home packets at the beginning of each school year that serve to inform them on these opportunities.

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

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

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

Currently, DCCHS has a very small percentage of students who indicate that the language spoken at home is any other than English. Nevertheless, we are prepared to accommodate other language needs. Among the school staff is a teacher who is fluent in Spanish. We also have full access to additional interpretive services through digital platforms and central office (if needed).

The campus is fully handicap accessible, and support staff is on hand to assist in accessibility. *Advance notice is suggested if a person needs the school to provide transportation to the stadium's spectator area for Friday night games.

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

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

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

In addition to the accommodations and services outlined in Item 6, school staff (along with central office assistance when necessary) will endeavor to provide whatever reasonable support is requested.

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

As previously noted, DCCHS has on staff a Spanish-speaking teacher who can serve as an interpreter for families who home language is Spanish. For those who speak other languages, we can use a language app or enlist the help of a central office which has wider access to interpreters. We can arrange for school information to be printed for non-English speakers in the language in which they are most fluent. For students or their families with disabilities, the school is handicap accessible, and we can arrange for what other accommodations are necessary to the extent to which they are reasonable.

