



ACIP

Fayette County High School

Fayette County Board of Education

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Executive Summary

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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.

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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?

Fayette County High School is located in the county seat of Fayette County, Alabama. According to the 2016 census, the current population is 4,491. This is a decrease of 171 people from 2009. As of 2016, the median household income is \$28,846.00. The estimated per capita income is \$16,163.00. The city of Fayette has experienced a dramatic drop in industry over the last several years. The main employers include DCH Hospital, Ox Bodies, Dal-Tile, Alabama Power, the Fayette County School System, Bevill State Community College, Phifer Inc., and several small local businesses. According to the US Census, an estimated 40% of people employed work outside of the county. Changes in community demographics have led to several challenges at FCHS. These stem mainly from difficulties related to the unemployment rate of 9.6%. Most of the residents, 83.5%, have pursued high school graduation or higher education. The estimated median family income has decreased a total of \$6,769.00 since 2009. With a limited tax base, local funds are not available to supplement state monies for extended technology upgrades and advanced educational pursuits. FCHS educators face difficulties with teaching a poor student population and tight budgets to enhance educational needs. In addition, FCHS continually struggles to have large hiring pools to choose from when selecting teachers. This is due to the rural location of the school, limited salary, and lack of incentives offered in our system.

FCHS is a 9-12 school with a total student population of 406. The racial mix is 72% white, 25% black, 2.7% Hispanic, and .7% Asian. The school population is 52% male and 48% female. For the 2018-2019 school year FCHS has been designated a Title I school based on the 58% free/reduced lunch rate. This is a 5% increase from the previous year. Special services are provided to 43 students. This does not include gifted students as the Fayette County School system does not extend services past grade eight. The FCHS faculty includes two administrators, 32 faculty members, and 12 support personnel. The entire faculty is highly qualified. Faculty degree holdings are DO-2, AA - 1, MS - 17, BS - 12, and RN - 2. The staff includes five paraprofessionals and one ACCESS facilitator. FCHS has a strong partnership with Bevill State Community College, seniors are offered the opportunity to dual enroll in English Composition I and II taught by a professor with a doctoral degree, a science course taught by a member of BSCC's science department, and a math course taught by one of BSCC's math professors for both high school and college credits. Students also are offered the opportunity to take career technical courses such as industrial maintenance, career pathways, MSSC and welding for college credit. FCHS is also a year two A+ College Ready School. For the 2018 - 2019 school year, FCHS is offering eight AP courses. Seniors are allowed the opportunity to complete the Ready to Work Program. In spite of our challenges, the faculty, staff and community continue to strive for excellence.

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.

FCHS Mission Statement

To provide a safe, disciplined learning environment that empowers all students to develop their full potential.

FCHS Vision Statement

To prepare, inspire, and enlighten today's students for tomorrow's challenges whether in a college or career setting.

FCHS Belief Statements

We believe that all students can learn, achieve, and succeed if they are provided with a supportive learning environment.

We believe that for optimal learning, students must be engaged in authentic learning experiences.

We believe the development of character is equal in importance to academic growth and critical to developing responsible citizens.

We believe that education is a partnership among schools, families, and community.

We believe that our school's success identifies our community and is vital to its future.

Fayette County High School is a comprehensive high school, offering opportunities for students in both the academic and the career technical fields. FCHS believes in a collaborative effort that involves parents and the community in supporting students to achieve their life long goals. The school offers approximately 85 different academic, career technical, athletic, dual enrollment, and elective course offerings. Positive behavior banners hang in the hallways and are reinforced through door decorations that focus on positive character traits. The FCHS Student Council is very active in promoting student participation in positive activities such as the annual Thanksgiving canned food drive which donates food items to our local food bank and angel tree Christmas program which provides gifts for families in need. Each spring, the student council organizes an American Red Cross blood drive for students and community members. Other school groups such as HOSA and FBLA organize fundraising efforts for childhood cancer awareness and the March of Dimes. THE Club members serve as hostesses for events such as Parent Conference Day and commencement, allowing female students to practice community interaction and presentation skills.

In an effort to promote continued student learning beyond high school, college information is posted in the hallways, on the school website, announced on social media, and presented through college recruiters. Also, each grade level takes a field trip to a different college each year. The goal is for students to visit a minimum of four colleges before they graduate. Scholarships are also promoted and advertised throughout the school year. Teachers promote college alma maters by wearing college apparel on designated days and by displaying a variety of college posters and signs as well as their diplomas in their classrooms. The counselor plans for students to attend career and job fairs. These sessions, along with a College 101 Program, have given the rural students an opportunity to see what is required to work and further post-secondary educational goals. The addition of a Career Coach has also supported this initiative. Several programs target first generation college participation for lower income students. These include Upward Bound, Upward Bound Math and Science, and the CAMP program. Beville State Community College sponsors the TORCH program which is a competition for area students to showcase their talents and be rewarded for educational achievement in the areas of academics, career technical programs, and performing arts. Study Island is a computer based learning system that provides advanced exposure to technology and tiered learning and remediation for all students. For the 2018-19 school year, FCHS is in year two of the APLUS College Ready Grant. Advanced level classes are offered to freshmen and sophomores. AP courses are offered to juniors and seniors in all academic areas. FCHS offers students an opportunity to participate in

several competitive athletic activities including football, basketball, baseball, golf, tennis, softball, volleyball, and cheerleading. These programs, along with course offerings in fine arts, special tutoring and content related field trips open the possibilities for FCHS students. Students are encouraged to take advantage of one or more of these extracurricular activities that enhance the overall high school experience and aid in preparing the student to transition to their next desired level, whether that be the work force, military, junior college or a university.

FCHS faculty and staff provide leadership in several important ways. The school nurse has implemented a Rural Health Scholars program where students learn about employment in the health field through literature and on-site interaction with health professionals at DCH Hospital. FFA, HOSA, FBLA, and the National Honor Society promote student leadership, competition, and the value of meeting high expectations. The faculty believes students should be exposed to advanced technology and experiences that extend beyond the written curriculum. The faculty also wants students to develop individual interests and determination to better themselves and seek positive personal advancement when they leave Fayette County High School. The faculty values personal commitment, individuality, and determination to succeed as qualities that are necessary for success.

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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.

FCHS is proud to have notable achievements on all levels across the spectrum. In September of 2017, FCHS was ranked as the number 7 standout high school in the state of Alabama by NICHE. FCHS was recognized and listed as one of the 108 "Bronze Medal Schools" in Alabama in the 2015 U.S. News Best High Schools in America report. FCHS saw significant gains in AP qualifying scores with a 50% increase from 12 qualifying scores in 2017 to 24 qualifying scores in 2018. FCHS was represented at both Alabama Boys and Girls State summer programs. One sophomore student represented FCHS at the HOBY Leadership Conference. For FFA, the chapter earned a 100% membership award, a national star chapter award, a superior chapter award, a "Building Our Communities" award, and five state FFA degrees; additionally, students placed third in swine proficiency and first in safe tractor driving at the state level. Collectively, the senior class was offered over 5.2 million dollars in scholarships in 2018. The music department at FCHS displayed excellence in several competitions. The choir had two students make the All-State Choir. The FCHS Concert Band received straight Superior ratings for the eleventh consecutive year at the Alabama Bandmasters Association State Music Performance Assessment. FCHS band students also participated in the 8th Annual Calvacade of Bands and honor bands at five state colleges, the Alabama Bandmasters Association District III All-District Honor Band, and the Alabama Bandmasters Association Alabama All-State Band. Currently, graduates perform with The University of Alabama, Auburn University, The University of Alabama at Birmingham, and The University of North Alabama bands. The athletic department provided a path for five athletes to sign athletic scholarships. The men's tennis team continued to perform well winning the district tournament and ending the season ranked eleventh in the state. The football team finished as class 4-A state runner-up. The golf team also made it to the state tournament.

The faculty strives to continue to improve the number of qualifying scores on AP exams. We had 9 qualifying scores in AP English Language, 5 in AP English Literature, 1 in AP GOV, 3 in AP Computer Science, 3 in AP Biology and 3 in US History. FCHS only had 18.0% of students benchmark on the four content areas of the ACT. Our scores on the Workkeys Assessment have improved to 13 Platinum, 21 Gold, 39 Silver, and 18 Bronze. Over the next three years, Fayette County High School will strive to increase course offerings, pursue student academic growth, and increase school partnerships with the community.

Additional Information

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

The faculty of FCHS is determined to help every student reach his or her potential. They are committed to professional development and goal setting. Teachers have made personal commitments to attend APLUS College Ready professional development training during the summer months to improve their teaching practice. This commitment to learning will assist our students in reaching their goals. Although household income, employment, and local funding have decreased, FCHS continues to achieve on the local and state level. FCHS has made strides in parent communication through the use of social media platforms. Twitter, Instagram, and Facebook are used daily to promote the school. The community is very involved in all aspects of the school, which is evidenced by strong support of our extracurricular and curricular event attendance to include such activities as sporting events, honors night and fine arts competitions. With continued efforts to individualize instruction, set high standards, and provide extended opportunities for students to experience life beyond their immediate environment, Fayette County High School will continue to show improvement and success in all areas.

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Improvement Plan Stakeholder Involvement

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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.

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Improvement Planning Process

Improvement Planning Process

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

The instructional leadership team at Fayette County High School served an integral role in the planning for continuous improvement. The instructional leadership team included a diverse group of stakeholders including school administrators, central office supervisors, faculty, parents, and community members. The instructional leadership team collected the data, reviewed, disaggregated, and analyzed the data to discover strengths, weaknesses, and trends. To accommodate the schedules of our stakeholders, the instructional leadership team held an after school meeting to review the data, identify and discuss strengths, weaknesses, and trends as well as organize ideas and suggestions for setting improvement goals. The instructional leadership team was divided into sub groups and assigned a section of the CIP. The instructional leadership team refined the achievement goals based upon the aforementioned data, which became the focus of the Continuous Improvement Plan. The instructional leadership team held a second after school meeting to finalize and solidify the improvement goals and identify strategies for accomplishing those goals. These improvement strategies are outlined in our CIP and are communicated to our stakeholders through meetings, the school website, and a mid-year meeting is conducted to review and revise continuous improvement plan.

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

The instructional leadership team was comprised of administrators, faculty, parents, student and community members. Faculty members consisted of classroom teachers in each core academic subject areas as well as career-technical and fine arts subjects. Parents and community members were also involved in the Instructional Leadership Team and served an instrumental role in the planning process. Each member of the team was involved in the development of the continuous improvement plan through reviewing the data, identifying strengths, weaknesses, trends, and determining goals and strategies for continuous improvement.

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

The final continuous improvement plan is shared with the Fayette County Board of Education for their approval. The final CIP is shared with school faculty members through faculty/departmental meetings, professional development opportunities, and online communication tools including email and the school's website. The CIP is made available to additional stakeholders through the school's website and in several onsite school locations including the front office.

Student Performance Diagnostic

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Introduction

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

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Attachments include data from ACT Aspire, Periodics, PreACT, and ACT for the Class of 2019, Class of 2020, and Class of 2021. Also attached is the ACT 5 year trend report for subgroups.	Class of 2021 Class of 2020 Class of 2019

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

The area above the expected level of performance is English in all grades. 9th grade English was at 66% benchmark on the ACT Periodics Assessment. For 10th grade English, 60% of students met the benchmark on the Pre-ACT. 11th grade English ACT composite score was 21, which is 2.1 points over the ACT benchmark. 65% of 11th graders met the benchmark on the English portion of the ACT. Advanced Placement English Language had the most qualifying scores, with 9 students scoring a (3) or higher. This represents 17% of students taking the course.

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

In evaluating growth over one school year, taken from ACT Periodics, PreACT, and the ACT, FCHS shows a positive trend in multiple content areas. 9th grade gained 3% points in English and 9% points in math in the number of students meeting benchmark. 10th grade students gained 27% points in English, 2.8% points in math, and 8.6 % points in reading in the number of students meeting benchmark. 11th grade students gained 9% points in math in the number of students meeting benchmark. CRI's Patient Care Tech went from 0% passing to 14/14 students passing the exam.

Which area(s) indicate the overall highest performance?

The ACT Periodics, PreACT and ACT indicate that English is the highest overall performance content area. The ACT English composite was 2.1 points over the benchmark with 66% of students meeting the benchmark. Also, of all AP exams administered in the past two years, English Language had the most qualifying scores. A total of 17 % of students taking the course scored qualifying score of 3 or higher. AP qualifying scores increased 50%.

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

2017-18 ACT Data shows female students on a standard diploma track scored only 0.4 composite points lower than female students on the advanced diploma track.

Between which subgroups is the achievement gap closing?

Achievement gaps remain consistent in the racial subgroups throughout the past five years, with black students scoring approximately 3 composite points lower than their white peers.

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

ACT Periodic Assessment data is consistent with data from ACT and PreACT.

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Areas in Need of Improvement

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

In 9th grade, only 16% of students benchmarked in science on the ACT Periodics. In 10th grade, math is the area below expected performance. Only 19.8 % of students met the PreACT benchmark score. In 11th grade, only 25% of students met the benchmark for science and reading on the ACT.

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

From the 8th grade ASPIRE to 9th grade Interim 3, the Class of 2021 reading showed a 7% decline in reading ACT Periodics. From 9th grade Interim 3 to 10th grade PreACT, the Class of 2020 showed a 16.3% decline in science. From the 10th grade Interim 3 to the 11th grade ACT, the Class of 2019 showed a 25% decline in science.

Which area(s) indicate the overall lowest performance?

The content areas of science, math and reading remain the lowest in overall performance.

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

Male students on a standard diploma track scored 3 composite points lower on the ACT than female students on the standard diploma track.

Between which subgroups is the achievement gap becoming greater?

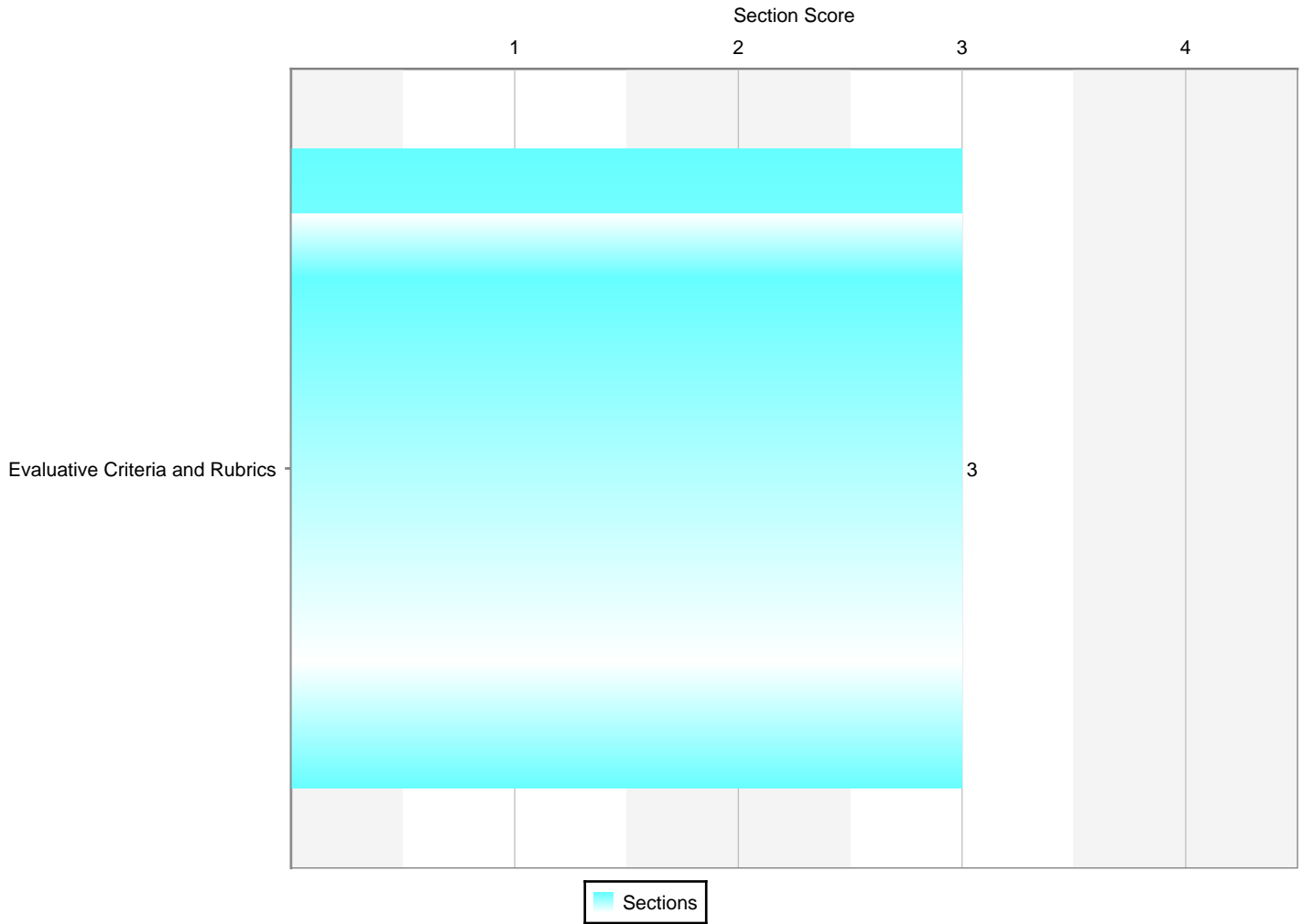
After reviewing the 5 year trends from ACT data, the achievement gap between white and black students remains consistent at approximately 3 composite points on the ACT.

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

ACT Periodics, PreACT, and ACT all produce similar date results.

Report Summary

Scores By Section



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ACIP Assurances

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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.

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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	Members of the Instructional Leadership Team Jeremy Madden-Principal Jennifer Sanford-Assistant Principal Heather Whitley-Counselor Stacy Allen-Math Teacher LeeAnn Nolen-History Teacher Dan Gonzalez-Science Teacher Julie Moore-English Teacher Wendy Canterbury-Library/Media Specialist Brent Traylor-Fine Arts Teacher Brad Cox-Agriscience Teacher Shelley Junkin-Parent Milborn Savage-Parent Sue Tucker-Attendance Officer Mary Raines- Deputy Superintendent Kim Williams- Curriculum/Technology Coordinator Julie Chaffin-Chief Financial Officer	Instructional Leadership Team agenda and sign in

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jim Burkhalter, Superintendent of Education for Fayette County School District 103 First Avenue NW, Fayette, AL 35555 205 932 4611 ext. 222	Non-discrimination Policy

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

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

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2018-2019 ACIP Plan

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Overview

Plan Name

2018-2019 ACIP Plan

Plan Description

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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
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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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.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See Attachment	Stakeholder Feedback Diagnostic Climate and Culture Survey Middle High Climate and Culture Teacher Survey Climate and Culture Parent Survey Title 1 Parent Survey Middle High Student Inventory Teacher Inventory

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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Areas of Notable Achievement

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

The highest level of satisfaction came from the Teacher Climate and Culture Survey. On this survey, 100% of teachers felt students were learning. 100% of teachers require students to work with others. 100% of teachers said their interactions with other teachers were collaborative and supportive.

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

On the Parent Climate and Culture Survey, parents noted that they felt supported (48%), respected (60%) and helped (49%) when having interactions at the school.

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

The Title 1 Survey reported that 69% of parents felt welcomed at FCHS.

Areas in Need of Improvement

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

The Climate and Culture Student Survey indicates that only 27% of students feel encouraged at school.

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

The student inventory survey reported that only 32% receive praise for accomplishments.

What are the implications for these stakeholder perceptions?

If students are not encouraged or praised at school, parents will feel FCHS is not invested in their child's overall well-being.

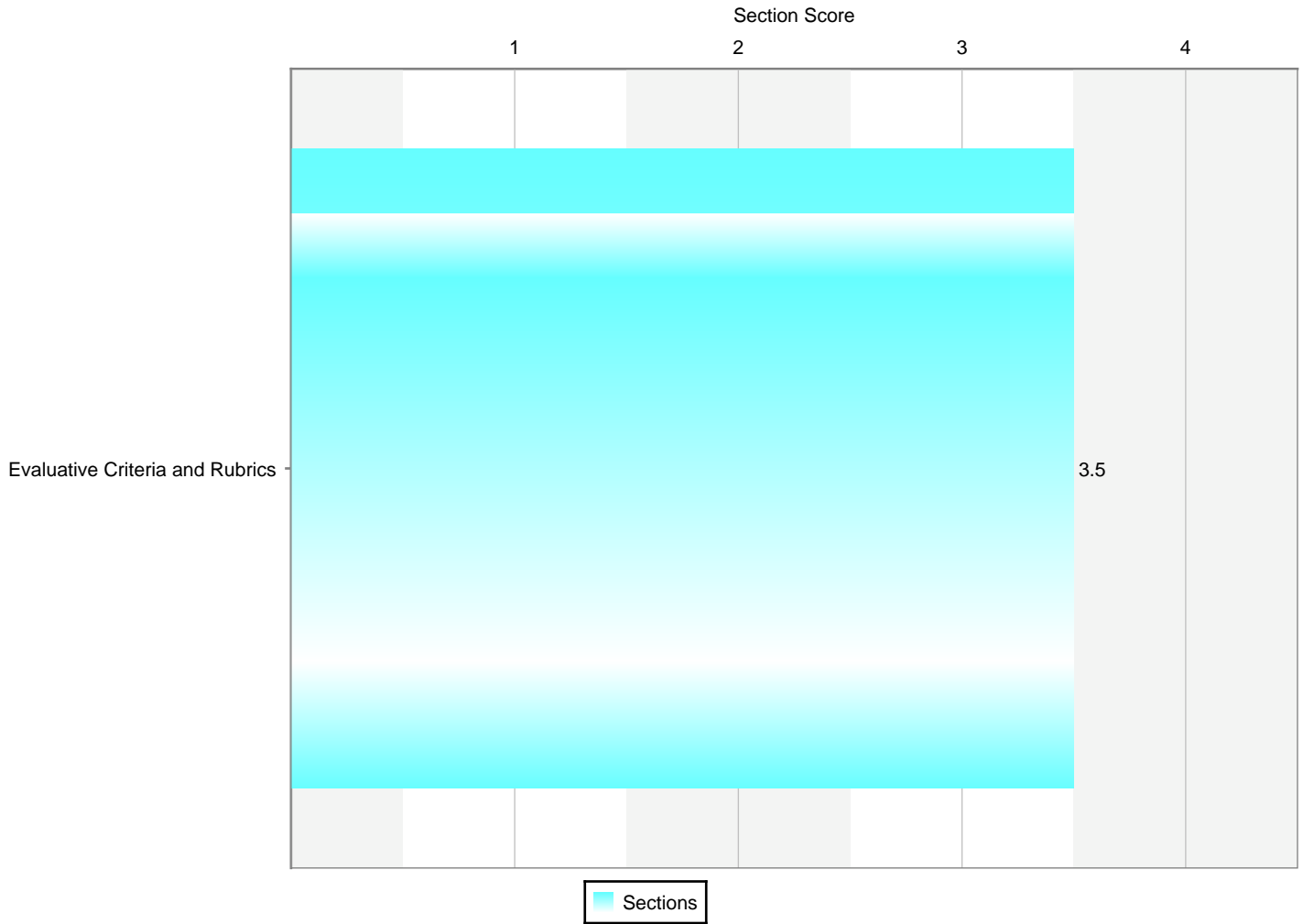
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The student Climate and Culture survey and the Student Inventory both reported students did not feel encouraged at school.

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Report Summary

Scores By Section



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Title I Schoolwide Diagnostic

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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).

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

How was the comprehensive needs assessment conducted?

Data was gathered from the ACT, ACT Periodic assessment, PACT, SIR data, and parent surveys. After this data was gathered, the Instructional Leadership Team reviewed the data. The data was then shared with all faculty members. The goals were then set to address the weaknesses that were identified.

What were the results of the comprehensive needs assessment?

Junior ACT data indicated that, though improvement was achieved, the average score did not meet the benchmark in three of four areas; English (20.1%), math (18.8%), reading (18.3%), and science (19.1%). On the PACT, only 12.8% of the sophomore students benchmarked in all four areas; math (16.8%), science (17.8%), English (16.3%), reading (18.6). Freshman ACT Periodics scores indicated the following for benchmark; English 66%, math 29%, reading 28% and science 16%.

What conclusions were drawn from the results?

English for grades 9 - 11 was at or above benchmark. Science, math and reading were below benchmark in grades 9 - 11. The lowest scores came from the freshmen science scores on the ACT Periodics (16%).

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

Analyzing Perception:

Parents did not feel teachers were interested in their child's thinking. Parents felt that there was too much teacher talk. Parents felt that there were also too many assessments. Parents felt that they did not know how to volunteer at the school.

Parents felt they were supported, respected, and helped when interacting at school. Parents responded that their children were able to explain their school work and what they were being asked to do in class.

Student Achievement:

English for grades 9-11 was at or above benchmark. Science, math, and reading were below benchmark on ACT style assessments.

Percentages that Bench-marked:

Class of 2021: English 66% math 29% reading 28% science 16%

Class of 2020: math 19.8% science 24.7% English 60% reading 39.6%

Class of 2019: math 31 % science 25% English 66% reading 25%

Students received the following achievements on the 2018 WorkKeys Assessment:

13 Platinum

21 Gold

SY 2018-2019

39 Silver

18 Bronze

School Programs/Process:

The AP Program showed success by having a 50% improvement rate. Scores doubled by going from 12 to 24 qualifying scores. Patient Care Tech improved from 0 to 14 students receiving their certification. They also received stackable credentials in CPR. A total of 26 students passed the landscape management credentials and 12 students received credentials in Microsoft Office Systems Management.

Demographic Data:

58% of students are on free and reduced lunch. 43% of students receive special education services. 25% of the student population is black and impoverished. All of these factors contribute to academic and social struggles of the school.

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

FCHS CIP goals are based on data from the entire student population. Special recognition is placed on gaps that are evident on the ACT Periodics and the ACT. Trends are also identified in data to help pinpoint any special school population that is struggling. The school improvement plan and formative data are revisited regularly to ensure that student needs are met.

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

The FCHS goals are based on current and past data including formative and summative assessments such as the ACT Periodics, PACT, ACT, ACT Workkeys and AP exams.

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

FCHS CIP goals are based on data from the entire student population. Special recognition is placed on gaps that are evident on the ACT style tests. The instructional coach identifies trends in data to help pinpoint any special school population that is struggling. The instructional coach meets with all students, teachers, and parents to review data. The school improvement plan and formative data are revisited regularly to ensure that student needs are met. Fee waivers are available to free reduced lunch students taking ACT and AP exams. IPAD minis are provided for EL students and special needs students.

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:

Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

25% of Ninth and Tenth grade students will demonstrate a proficiency level of 149 on the Quality Core end-of course assessments in Mathematics by 05/22/2015 as measured by Quality Core end-of-course assessments .

Strategy1:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.

Category:

Research Cited: ALSDE

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased.	Academic Support Program	08/14/2014	05/22/2015	\$7715 - Title I Schoolwide	Principal

Strategy2:

Professional Learning - All 9 - 12 grade math teachers will receive professional development training during the 2014-2015 school year.

Category:

Research Cited: AMSTI, Principal, Study Island

Activity - Quality Core Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teacher will attend Quality Core training throughout the year.	Professional Learning	08/14/2013	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/22/2014	05/22/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Goal 2:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to improve parent participation. by 06/03/2019 as measured by parent attendance at school events and by results from the end of year parent surveys..

Strategy1:

Opportunity for Parent Participation - FCHS will host an array of parent nights, orientations, and conference as opportunities for increased parental involvement.

Category: Develop/Implement Learning Supports

Research Cited: Parent Involvement

Activity - Title I Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host parent nights with topics such as ACT Data Interpretation, FAFSA, Advanced Placement Courses, ACCESS Courses, INOW Parent Portal	Parent Involvement	08/08/2018	06/03/2019	\$1037 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselor, ACCESS Facilitator, Media Specialist, Classroom Teachers

Activity - Senior Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relay information on financial aid, scholarships, admission requirements, schedules and senior expenses.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors,

Activity - Ninth Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures. Parents and students will be allowed to ask questions and tour the school.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Guidance Counselor and Principal

Measurable Objective 2:

achieve college and career readiness through expanding our dual enrollment, career tech, and AP opportunities by 06/03/2019 as measured by college credits earned, credentialing, and AP qualifying scores..

Strategy1:

Expand Opportunities for AP and Dual Enrollment - FCHS will promote the Dual Enrollment opportunities provided through Bevill State and AP courses through A+ College Ready.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready

Activity - Dual Enrollment Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host a dual enrollment informational meeting with Bevill State Community College to discuss opportunities.	Academic Support Program	05/01/2018	08/30/2019	\$0 - No Funding Required	Principal, Bevill State Representative

Activity - Teachers Attend AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend AP summer institute, fall training, and mock exam reading.	Professional Learning	06/04/2018	06/03/2019	\$2053 - Title I Schoolwide	AP Teachers

Activity - Expand AP Course Offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will partner with A+ College Ready to offer AP Calculus for the 2018-2019 school year.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	AP Calculus Teacher

Strategy2:

Expand Opportunities for Career/Workforce - Students will graduate high school with the skills needed to enter the work force and be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Implement the Ready to Work Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive classroom instruction in addition to real world job experiences through Bevill State Community College MSSC course. Students will attend orientation, classes, job shadowing, and possibly apprenticeship at local business. An FCHS faculty member will attend training and serve as the school representative for the program.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	FCHS Faculty Member, Bevill State Staff, Principal, and Workforce Supervisors.

ACIP

Fayette County High School

Activity - Career Tech Credentialing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will continue to partner with Beville State Community College with the intent to provide students with workforce training in the areas of welding, industrial maintenance, and career pathways.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Career Tech Teacher, Beville State Staff, Principal, Career Tech Supervisor

Activity - Health Science Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health science courses are offered to students in grades 10-12. After successful completion of course sequence, students are allowed the opportunity to earn patient care tech credentialing.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Health Science Teacher, Principal

Measurable Objective 3:

collaborate to increase student growth on the ACT by 06/03/2019 as measured by an increase from 18% to 25% of students that benchmark on all four ACT subject areas .

Strategy1:

Truancy Officer - FCHS will employ an attendance officer. The attendance officer will enforce truancy laws and communicate with teachers, parents, and administration to ensure students are in school.

Category: Align Fiscal Resources

Research Cited: Balfanz, R., and Byrnes, V., The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Run daily INOW reports of absentees, conference with students, make parents phone calls, enforce truancy steps to follow Fayette County Board of Education truancy rules.	Behavioral Support Program	08/09/2018	05/23/2019	\$18402 - Title I Schoolwide	Principal, Attendance Officer

Strategy2:

Remedial Courses - Remedial Courses will be added to the master schedule in order to remediate specific math and reading skills.

Category: Develop/Implement Learning Supports

Research Cited: Time on Task

Activity - Remedial Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remedial Math and Reading Courses will be added to the master schedule. Teachers of these courses will incorporate the use of online and classroom resources in the remedial class to improve student weaknesses.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Principal, Classroom teachers

Strategy3:

Computer Based Remediation - Several types of computer based remediation will be used to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research based programs

Activity - ACT Online Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Online Prep will be used by 11th graders to target and improve areas on the ACT.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Graduation Coach, Classroom teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use study island assignments to target specific standards to improvement achievement.	Academic Support Program	09/03/2018	06/03/2019	\$0 - District Funding	Classroom teachers, Graduation Coach, Media Specialist

Strategy4:

Instructional Coach - FCCHS will use Title Funds to employ an Instructional Coach. The instructional coach will analyze data, work one-on-one with teachers regarding best practices, identify target standards, work to close instructional gaps. Set target goals for teachers and students. Have one on one conference with students to identify strengths and weaknesses. Assign extra practice for students to close their learning gaps.

Category: Align Fiscal Resources

Research Cited: Cohen, D.K., & Hill, H. (2001). Learning policy: When state education reform works. New Haven, CT: Yale University Press.

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet with teachers and students one on one to identify target goals and standards to close instructional gaps	Academic Support Program	08/09/2018	05/23/2019	\$31698 - Title I Schoolwide	Principal

Strategy5:

Increase Instructional Time - FCCHS will move from a traditional seven period day to an alternative block schedule.

Category: Develop/Implement Student and School Culture Program

Research Cited: Time on Task

Activity - Alternative Block Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCCHS moved to an alternative block schedule (A/B day) to allow more time in each class period (85 minutes).	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal

Activity - Double block AP Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in AP courses are scheduled additional time to cover more rigorous content.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal and AP Teachers

Activity - Double block math courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were identified based on summative assessments and teacher recommendations who would benefit from daily extra instruction in math.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Math department

Goal 3:

Increase the number of students scoring at a proficient level on the English Quality Core end-of-course assessments by 5/22/15

Measurable Objective 1:

60% of Tenth grade students will demonstrate a proficiency level of 153 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/22/2015 as measured by the End of Course Assessment.

Strategy1:

Professional Learning - Teachers will attend Study Island Professional Development training. Implementation of content learned from training will impact student achievement.

Category:

Research Cited: Edmentum

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Study Island Software into the classroom instruction and intervention.	Professional Learning	08/14/2014	05/19/2017	\$0 - No Funding Required	All certified faculty members

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI strategic teaching strategies, incorporating a variety of instructional methods.

Category:

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning	08/19/2013	05/19/2017	\$0 - No Funding Required	All classroom teachers

Activity - ARI Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning	08/14/2014	05/19/2017	\$0 - No Funding Required	All classroom teachers

Goal 4:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/31/2018 as measured by Classroom/student observation, decreased usage of paper and hard copy materials, Speak Up surveys, Transformation 2020 surveys, and Educate Alabama data.

Strategy1:

School Website - Teachers and webmaster will update school website to maintain a positive avenue of communication between school and parents. New website is ADA Compliant. Website is updated weekly with news, events, and announcements.

Category: Other - Communication

Research Cited: Parent Involvement

Activity - Teacher Training for Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on proper use and navigation of the new school website.	Professional Learning	08/09/2018	05/23/2019	\$0 - District Funding	Media Specialist, Administration, Teachers

Strategy2:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Category:

Research Cited: NETS-S 2, CCRS Literacy Standards: PLAN2020

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island Software as academic support for curriculum standards using Chromebooks, and other available technology	Academic Support Program	08/09/2018	05/23/2019	\$0 - District Funding	Principal, Classroom Teachers, Media Specialist

ACIP

Fayette County High School

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Google Classroom to actively engage learners through activities, lessons, assessments, multimedia content, and projects.	Technology	08/09/2018	05/23/2019	\$0 - No Funding Required	Classroom Teachers, Media Specialist, Instructional Coach, Technology Coordinator

Strategy3:

Increase Technology - Increase the number of technology devices and purchase software

Category:

Research Cited: ALSDE

Activity - Increase Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of technology devices and purchase software.	Technology	08/01/2017	05/23/2019	\$8790 - Title I Schoolwide	Principal, Media Specialist

Goal 5:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Science by 06/01/2016 as measured by all teachers attending workshops and training on Alabama's College and Career Ready Standards..

Strategy1:

Professional Development - All classroom teachers will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists and state department trainers in the areas of career preparedness, and College and Career Ready Standards implementation.

Category:

Research Cited: Alabama State Department of Education

Activity - CCRS Implementation Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Professional Learning	08/14/2014	05/19/2017	\$1000 - Other	CCRS Implementation Team Members and Curriculum Coordinator

Goal 6:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/31/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the Blackboard Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Category: Other - Parent Communication

Research Cited:

Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/01/2017	05/23/2019	\$0 - No Funding Required	Network Administrator

Activity - Web Hosting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator

Activity - Phone Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator Principals

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/01/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Alabama Supercomputer - Continue to support online access through Alabama Supercomputer

Category:

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastructure Needs (2012). Retrieved from www.setda.org

Activity - Wireless Access Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology	08/01/2017	05/23/2019	\$0 - No Funding Required	Technology coordinator, Network Administrator

Activity - Monitor Broadband Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator

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:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to improve parent participation. by 06/03/2019 as measured by parent attendance at school events and by results from the end of year parent surveys..

Strategy1:

Opportunity for Parent Participation - FCHS will host an array of parent nights, orientations, and conference as opportunities for increased parental involvement.

Category: Develop/Implement Learning Supports

Research Cited: Parent Involvement

Activity - Title I Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host parent nights with topics such as ACT Data Interpretation, FAFSA, Advanced Placement Courses, ACCESS Courses, INOW Parent Portal	Parent Involvement	08/08/2018	06/03/2019	\$1037 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselor, ACCESS Facilitator, Media Specialist, Classroom Teachers

ACIP

Fayette County High School

Activity - Ninth Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures. Parents and students will be allowed to ask questions and tour the school.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Guidance Counselor and Principal

Activity - Senior Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relay information on financial aid, scholarships, admission requirements, schedules and senior expenses.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors,

Measurable Objective 2:

collaborate to increase student growth on the ACT by 06/03/2019 as measured by an increase from 18% to 25% of students that benchmark on all four ACT subject areas .

Strategy1:

Instructional Coach - FCHS will use Title Funds to employ an Instructional Coach. The instructional coach will analyze data, work one-on-one with teachers regarding best practices, identify target standards, work to close instructional gaps. Set target goals for teachers and students. Have one on one conference with students to identify strengths and weaknesses. Assign extra practice for students to close their learning gaps.

Category: Align Fiscal Resources

Research Cited: Cohen, D.K., & Hill, H. (2001). Learning policy: When state education reform works. New Haven, CT: Yale University Press.

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet with teachers and students one on one to identify target goals and standards to close instructional gaps	Academic Support Program	08/09/2018	05/23/2019	\$31698 - Title I Schoolwide	Principal

Strategy2:

Remedial Courses - Remedial Courses will be added to the master schedule in order to remediate specific math and reading skills.

Category: Develop/Implement Learning Supports

Research Cited: Time on Task

Activity - Remedial Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remedial Math and Reading Courses will be added to the master schedule. Teachers of these courses will incorporate the use of online and classroom resources in the remedial class to improve student weaknesses.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Principal, Classroom teachers

Strategy3:

Truancy Officer - FCHS will employ an attendance officer. The attendance officer will enforce truancy laws and communicate with teachers, parents, and administration to ensure students are in school.

Category: Align Fiscal Resources

Research Cited: Balfanz, R., and Byrnes, V., The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Run daily INOW reports of absentees, conference with students, make parents phone calls, enforce truancy steps to follow Fayette County Board of Education truancy rules.	Behavioral Support Program	08/09/2018	05/23/2019	\$18402 - Title I Schoolwide	Principal, Attendance Officer

Strategy4:

Increase Instructional Time - FCHS will move from a traditional seven period day to an alternative block schedule.

Category: Develop/Implement Student and School Culture Program

Research Cited: Time on Task

Activity - Alternative Block Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS moved to an alternative block schedule (A/B day) to allow more time in each class period (85 minutes).	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal

Activity - Double block AP Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in AP courses are scheduled additional time to cover more rigorous content.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal and AP Teachers

Activity - Double block math courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were identified based on summative assessments and teacher recommendations who would benefit from daily extra instruction in math.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Math department

Strategy5:

Computer Based Remediation - Several types of computer based remediation will be used to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research based programs

ACIP

Fayette County High School

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use study island assignments to target specific standards to improvement achievement.	Academic Support Program	09/03/2018	06/03/2019	\$0 - District Funding	Classroom teachers, Graduation Coach, Media Specialist

Activity - ACT Online Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Online Prep will be used by 11th graders to target and improve areas on the ACT.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Graduation Coach, Classroom teachers

Measurable Objective 3:

achieve college and career readiness through expanding our dual enrollment, career tech, and AP opportunities by 06/03/2019 as measured by college credits earned, credentialing, and AP qualifying scores..

Strategy1:

Expand Opportunities for AP and Dual Enrollment - FCHS will promote the Dual Enrollment opportunities provided through Beville State and AP courses through A+ College Ready.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready

Activity - Expand AP Course Offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will partner with A+ College Ready to offer AP Calculus for the 2018-2019 school year.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	AP Calculus Teacher

Activity - Dual Enrollment Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host a dual enrollment informational meeting with Beville State Community College to discuss opportunities.	Academic Support Program	05/01/2018	08/30/2019	\$0 - No Funding Required	Principal, Beville State Representative

Activity - Teachers Attend AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend AP summer institute, fall training, and mock exam reading.	Professional Learning	06/04/2018	06/03/2019	\$2053 - Title I Schoolwide	AP Teachers

Strategy2:

Expand Opportunities for Career/Workforce - Students will graduate high school with the skills needed to enter the work force and be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

ACIP

Fayette County High School

Activity - Career Tech Credentialing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will continue to partner with Beville State Community College with the intent to provide students with workforce training in the areas of welding, industrial maintenance, and career pathways.	Career Preparation/ Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Career Tech Teacher, Beville State Staff, Principal, Career Tech Supervisor

Activity - Health Science Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health science courses are offered to students in grades 10-12. After successful completion of course sequence, students are allowed the opportunity to earn patient care tech credentialing.	Career Preparation/ Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Health Science Teacher, Principal

Activity - Implement the Ready to Work Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive classroom instruction in addition to real world job experiences through Beville State Community College MSSC course. Students will attend orientation, classes, job shadowing, and possibly apprenticeship at local business. An FCHS faculty member will attend training and serve as the school representative for the program.	Career Preparation/ Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	FCHS Faculty Member, Beville State Staff, Principal, and Workforce Supervisors.

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/31/2018 as measured by Classroom/student observation, decreased usage of paper and hard copy materials, Speak Up surveys, Transformation 2020 surveys, and Educate Alabama data.

Strategy1:

Increase Technology - Increase the number of technology devices and purchase software

Category:

Research Cited: ALSDE

Activity - Increase Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of technology devices and purchase software.	Technology	08/01/2017	05/23/2019	\$8790 - Title I Schoolwide	Principal, Media Specialist

Strategy2:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Category:

Research Cited: NETS-S 2, CCRS Literacy Standards: PLAN2020

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Google Classroom to actively engage learners through activities, lessons, assessments, multimedia content, and projects.	Technology	08/09/2018	05/23/2019	\$0 - No Funding Required	Classroom Teachers, Media Specialist, Instructional Coach, Technology Coordinator

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island Software as academic support for curriculum standards using Chromebooks, and other available technology	Academic Support Program	08/09/2018	05/23/2019	\$0 - District Funding	Principal, Classroom Teachers, Media Specialist

Strategy3:

School Website - Teachers and webmaster will update school website to maintain a positive avenue of communication between school and parents. New website is ADA Compliant. Website is updated weekly with news, events, and announcements.

Category: Other - Communication

Research Cited: Parent Involvement

Activity - Teacher Training for Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on proper use and navigation of the new school website.	Professional Learning	08/09/2018	05/23/2019	\$0 - District Funding	Media Specialist, Administration, Teachers

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/01/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Alabama Supercomputer - Continue to support online access through Alabama Supercomputer

Category:

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastructure Needs (2012). Retrieved from www.setda.org

Activity - Monitor Broadband Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator

Activity - Wireless Access Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology	08/01/2017	05/23/2019	\$0 - No Funding Required	Technology coordinator, Network Administrator

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/31/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the Blackboard Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Category: Other - Parent Communication

Research Cited:

Activity - Phone Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator Principals

Activity - Web Hosting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator

Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/01/2017	05/23/2019	\$0 - No Funding Required	Network Administrator

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/31/2018 as measured by Classroom/student observation, decreased usage of paper and hard copy materials, Speak Up surveys, Transformation 2020 surveys, and Educate Alabama data.

Strategy1:

School Website - Teachers and webmaster will update school website to maintain a positive avenue of communication between school and parents. New website is ADA Compliant. Website is updated weekly with news, events, and announcements.

Category: Other - Communication

Research Cited: Parent Involvement

Activity - Teacher Training for Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on proper use and navigation of the new school website.	Professional Learning	08/09/2018	05/23/2019	\$0 - District Funding	Media Specialist, Administration, Teachers

Strategy2:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Category:

Research Cited: NETS-S 2, CCRS Literacy Standards: PLAN2020

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Google Classroom to actively engage learners through activities, lessons, assessments, multimedia content, and projects.	Technology	08/09/2018	05/23/2019	\$0 - No Funding Required	Classroom Teachers, Media Specialist, Instructional Coach, Technology Coordinator

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island Software as academic support for curriculum standards using Chromebooks, and other available technology	Academic Support Program	08/09/2018	05/23/2019	\$0 - District Funding	Principal, Classroom Teachers, Media Specialist

Strategy3:

Increase Technology - Increase the number of technology devices and purchase software

Category:

Research Cited: ALSDE

Activity - Increase Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of technology devices and purchase software.	Technology	08/01/2017	05/23/2019	\$8790 - Title I Schoolwide	Principal, Media Specialist

Goal 2:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/01/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Alabama Supercomputer - Continue to support online access through Alabama Supercomputer

Category:

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastructure Needs (2012). Retrieved from www.setda.org

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Fayette County High School

Activity - Wireless Access Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology	08/01/2017	05/23/2019	\$0 - No Funding Required	Technology coordinator, Network Administrator

Activity - Monitor Broadband Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/31/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the Blackboard Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Category: Other - Parent Communication

Research Cited:

Activity - Phone Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator Principals

Activity - Web Hosting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator

Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/01/2017	05/23/2019	\$0 - No Funding Required	Network Administrator

Goal 3:

SY 2018-2019

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All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to improve parent participation. by 06/03/2019 as measured by parent attendance at school events and by results from the end of year parent surveys..

Strategy1:

Opportunity for Parent Participation - FCHS will host an array of parent nights, orientations, and conference as opportunities for increased parental involvement.

Category: Develop/Implement Learning Supports

Research Cited: Parent Involvement

Activity - Title I Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host parent nights with topics such as ACT Data Interpretation, FAFSA, Advanced Placement Courses, ACCESS Courses, INOW Parent Portal	Parent Involvement	08/08/2018	06/03/2019	\$1037 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselor, ACCESS Facilitator, Media Specialist, Classroom Teachers

Activity - Senior Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relay information on financial aid, scholarships, admission requirements, schedules and senior expenses.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors,

Activity - Ninth Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures. Parents and students will be allowed to ask questions and tour the school.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Guidance Counselor and Principal

Measurable Objective 2:

achieve college and career readiness through expanding our dual enrollment, career tech, and AP opportunities by 06/03/2019 as measured by college credits earned, credentialing, and AP qualifying scores..

Strategy1:

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Fayette County High School

Expand Opportunities for Career/Workforce - Students will graduate high school with the skills needed to enter the work force and be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Implement the Ready to Work Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive classroom instruction in addition to real world job experiences through Beville State Community College MSSC course. Students will attend orientation, classes, job shadowing, and possibly apprenticeship at local business. An FCHS faculty member will attend training and serve as the school representative for the program.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	FCHS Faculty Member, Beville State Staff, Principal, and Workforce Supervisors.

Activity - Health Science Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health science courses are offered to students in grades 10-12. After successful completion of course sequence, students are allowed the opportunity to earn patient care tech credentialing.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Health Science Teacher, Principal

Activity - Career Tech Credentialing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will continue to partner with Beville State Community College with the intent to provide students with workforce training in the areas of welding, industrial maintenance, and career pathways.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Career Tech Teacher, Beville State Staff, Principal, Career Tech Supervisor

Strategy2:

Expand Opportunities for AP and Dual Enrollment - FCHS will promote the Dual Enrollment opportunities provided through Beville State and AP courses through A+ College Ready.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready

Activity - Dual Enrollment Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host a dual enrollment informational meeting with Beville State Community College to discuss opportunities.	Academic Support Program	05/01/2018	08/30/2019	\$0 - No Funding Required	Principal, Beville State Representative

Activity - Teachers Attend AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend AP summer institute, fall training, and mock exam reading.	Professional Learning	06/04/2018	06/03/2019	\$2053 - Title I Schoolwide	AP Teachers

Activity - Expand AP Course Offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will partner with A+ College Ready to offer AP Calculus for the 2018-2019 school year.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	AP Calculus Teacher

Measurable Objective 3:

collaborate to increase student growth on the ACT by 06/03/2019 as measured by an increase from 18% to 25% of students that benchmark on all four ACT subject areas .

Strategy1:

Instructional Coach - FCHS will use Title Funds to employ an Instructional Coach. The instructional coach will analyze data, work one-on-one with teachers regarding best practices, identify target standards, work to close instructional gaps. Set target goals for teachers and students. Have one on one conference with students to identify strengths and weaknesses. Assign extra practice for students to close their learning gaps.

Category: Align Fiscal Resources

Research Cited: Cohen, D.K., & Hill, H. (2001). Learning policy: When state education reform works. New Haven, CT: Yale University Press.

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet with teachers and students one on one to identify target goals and standards to close instructional gaps	Academic Support Program	08/09/2018	05/23/2019	\$31698 - Title I Schoolwide	Principal

Strategy2:

Increase Instructional Time - FCHS will move from a traditional seven period day to an alternative block schedule.

Category: Develop/Implement Student and School Culture Program

Research Cited: Time on Task

Activity - Alternative Block Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS moved to an alternative block schedule (A/B day) to allow more time in each class period (85 minutes).	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal

Activity - Double block AP Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in AP courses are scheduled additional time to cover more rigorous content.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal and AP Teachers

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Fayette County High School

Activity - Double block math courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were identified based on summative assessments and teacher recommendations who would benefit from daily extra instruction in math.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Math department

Strategy3:

Truancy Officer - FCHS will employ an attendance officer. The attendance officer will enforce truancy laws and communicate with teachers, parents, and administration to ensure students are in school.

Category: Align Fiscal Resources

Research Cited: Balfanz, R., and Byrnes, V., The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Run daily INOW reports of absentees, conference with students, make parents phone calls, enforce truancy steps to follow Fayette County Board of Education truancy rules.	Behavioral Support Program	08/09/2018	05/23/2019	\$18402 - Title I Schoolwide	Principal, Attendance Officer

Strategy4:

Computer Based Remediation - Several types of computer based remediation will be used to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research based programs

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use study island assignments to target specific standards to improvement achievement.	Academic Support Program	09/03/2018	06/03/2019	\$0 - District Funding	Classroom teachers, Graduation Coach, Media Specialist

Activity - ACT Online Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Online Prep will be used by 11th graders to target and improve areas on the ACT.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Graduation Coach, Classroom teachers

Strategy5:

Remedial Courses - Remedial Courses will be added to the master schedule in order to remediate specific math and reading skills.

Category: Develop/Implement Learning Supports

Research Cited: Time on Task

Activity - Remedial Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remedial Math and Reading Courses will be added to the master schedule. Teachers of these courses will incorporate the use of online and classroom resources in the remedial class to improve student weaknesses.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Principal, Classroom teachers

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to increase student growth on the ACT by 06/03/2019 as measured by an increase from 18% to 25% of students that benchmark on all four ACT subject areas .

Strategy1:

Instructional Coach - FCHS will use Title Funds to employ an Instructional Coach. The instructional coach will analyze data, work one-on-one with teachers regarding best practices, identify target standards, work to close instructional gaps. Set target goals for teachers and students. Have one on one conference with students to identify strengths and weaknesses. Assign extra practice for students to close their learning gaps.

Category: Align Fiscal Resources

Research Cited: Cohen, D.K., & Hill, H. (2001). Learning policy: When state education reform works. New Haven, CT: Yale University Press.

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet with teachers and students one on one to identify target goals and standards to close instructional gaps	Academic Support Program	08/09/2018	05/23/2019	\$31698 - Title I Schoolwide	Principal

Strategy2:

Computer Based Remediation - Several types of computer based remediation will be used to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research based programs

Activity - ACT Online Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Online Prep will be used by 11th graders to target and improve areas on the ACT.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Graduation Coach, Classroom teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use study island assignments to target specific standards to improvement achievement.	Academic Support Program	09/03/2018	06/03/2019	\$0 - District Funding	Classroom teachers, Graduation Coach, Media Specialist

Strategy3:

Remedial Courses - Remedial Courses will be added to the master schedule in order to remediate specific math and reading skills.

Category: Develop/Implement Learning Supports

Research Cited: Time on Task

Activity - Remedial Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remedial Math and Reading Courses will be added to the master schedule. Teachers of these courses will incorporate the use of online and classroom resources in the remedial class to improve student weaknesses.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Principal, Classroom teachers

Strategy4:

Increase Instructional Time - FCHS will move from a traditional seven period day to an alternative block schedule.

Category: Develop/Implement Student and School Culture Program

Research Cited: Time on Task

Activity - Double block AP Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in AP courses are scheduled additional time to cover more rigorous content.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal and AP Teachers

Activity - Alternative Block Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS moved to an alternative block schedule (A/B day) to allow more time in each class period (85 minutes).	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal

Activity - Double block math courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were identified based on summative assessments and teacher recommendations who would benefit from daily extra instruction in math.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Math department

Strategy5:

Truancy Officer - FCHS will employ an attendance officer. The attendance officer will enforce truancy laws and communicate with teachers, parents, and administration to ensure students are in school.

Category: Align Fiscal Resources

Research Cited: Balfanz, R., and Byrnes, V., The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools.

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Measurable Objective 2:

achieve college and career readiness through expanding our dual enrollment, career tech, and AP opportunities by 06/03/2019 as measured by college credits earned, credentialing, and AP qualifying scores..

Strategy1:

Expand Opportunities for AP and Dual Enrollment - FCHS will promote the Dual Enrollment opportunities provided through Beville State and AP courses through A+ College Ready.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready

Activity - Teachers Attend AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend AP summer institute, fall training, and mock exam reading.	Professional Learning	06/04/2018	06/03/2019	\$2053 - Title I Schoolwide	AP Teachers

Activity - Expand AP Course Offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will partner with A+ College Ready to offer AP Calculus for the 2018-2019 school year.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	AP Calculus Teacher

Activity - Dual Enrollment Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host a dual enrollment informational meeting with Beville State Community College to discuss opportunities.	Academic Support Program	05/01/2018	08/30/2019	\$0 - No Funding Required	Principal, Beville State Representative

Strategy2:

Expand Opportunities for Career/Workforce - Students will graduate high school with the skills needed to enter the work force and be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

ACIP

Fayette County High School

Activity - Implement the Ready to Work Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive classroom instruction in addition to real world job experiences through Beville State Community College MSSC course. Students will attend orientation, classes, job shadowing, and possibly apprenticeship at local business. An FCHS faculty member will attend training and serve as the school representative for the program.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	FCHS Faculty Member, Beville State Staff, Principal, and Workforce Supervisors.

Activity - Health Science Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health science courses are offered to students in grades 10-12. After successful completion of course sequence, students are allowed the opportunity to earn patient care tech credentialing.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Health Science Teacher, Principal

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FCHS will continue to partner with Beville State Community College with the intent to provide students with workforce training in the areas of welding, industrial maintenance, and career pathways.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Career Tech Teacher, Beville State Staff, Principal, Career Tech Supervisor

Measurable Objective 3:

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Strategy1:

Opportunity for Parent Participation - FCHS will host an array of parent nights, orientations, and conference as opportunities for increased parental involvement.

Category: Develop/Implement Learning Supports

Research Cited: Parent Involvement

Activity - Title I Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host parent nights with topics such as ACT Data Interpretation, FAFSA, Advanced Placement Courses, ACCESS Courses, INOW Parent Portal	Parent Involvement	08/08/2018	06/03/2019	\$1037 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselor, ACCESS Facilitator, Media Specialist, Classroom Teachers

ACIP

Fayette County High School

Activity - Ninth Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures. Parents and students will be allowed to ask questions and tour the school.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Guidance Counselor and Principal

Activity - Senior Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relay information on financial aid, scholarships, admission requirements, schedules and senior expenses.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors,

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/31/2018 as measured by Classroom/student observation, decreased usage of paper and hard copy materials, Speak Up surveys, Transformation 2020 surveys, and Educate Alabama data.

Strategy1:

Increase Technology - Increase the number of technology devices and purchase software

Category:

Research Cited: ALSDE

Activity - Increase Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of technology devices and purchase software.	Technology	08/01/2017	05/23/2019	\$8790 - Title I Schoolwide	Principal, Media Specialist

Strategy2:

School Website - Teachers and webmaster will update school website to maintain a positive avenue of communication between school and parents. New website is ADA Compliant. Website is updated weekly with news, events, and announcements.

Category: Other - Communication

Research Cited: Parent Involvement

ACIP

Fayette County High School

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Teachers will be trained on proper use and navigation of the new school website.	Professional Learning	08/09/2018	05/23/2019	\$0 - District Funding	Media Specialist, Administration, Teachers

Strategy3:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Category:

Research Cited: NETS-S 2, CCRS Literacy Standards: PLAN2020

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Google Classroom to actively engage learners through activities, lessons, assessments, multimedia content, and projects.	Technology	08/09/2018	05/23/2019	\$0 - No Funding Required	Classroom Teachers, Media Specialist, Instructional Coach, Technology Coordinator

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All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/31/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the Blackboard Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Category: Other - Parent Communication

Research Cited:

ACIP

Fayette County High School

Activity - Web Hosting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator

Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/01/2017	05/23/2019	\$0 - No Funding Required	Network Administrator

Activity - Phone Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator Principals

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/01/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Alabama Supercomputer - Continue to support online access through Alabama Supercomputer

Category:

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastructure Needs (2012). Retrieved from www.setda.org

Activity - Wireless Access Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology	08/01/2017	05/23/2019	\$0 - No Funding Required	Technology coordinator, Network Administrator

Activity - Monitor Broadband Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator

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.

FCHS will provide an interpreter and/or will translate academic achievement results into their native language. We provide individual academic assessment results to English learners at parent nights throughout the year. We offer an interpreter to provide information in other language to the parents of English learners. We use TransAct to translate document throughout the year in other languages to ensure parents of English learners understand information that goes home to parents.

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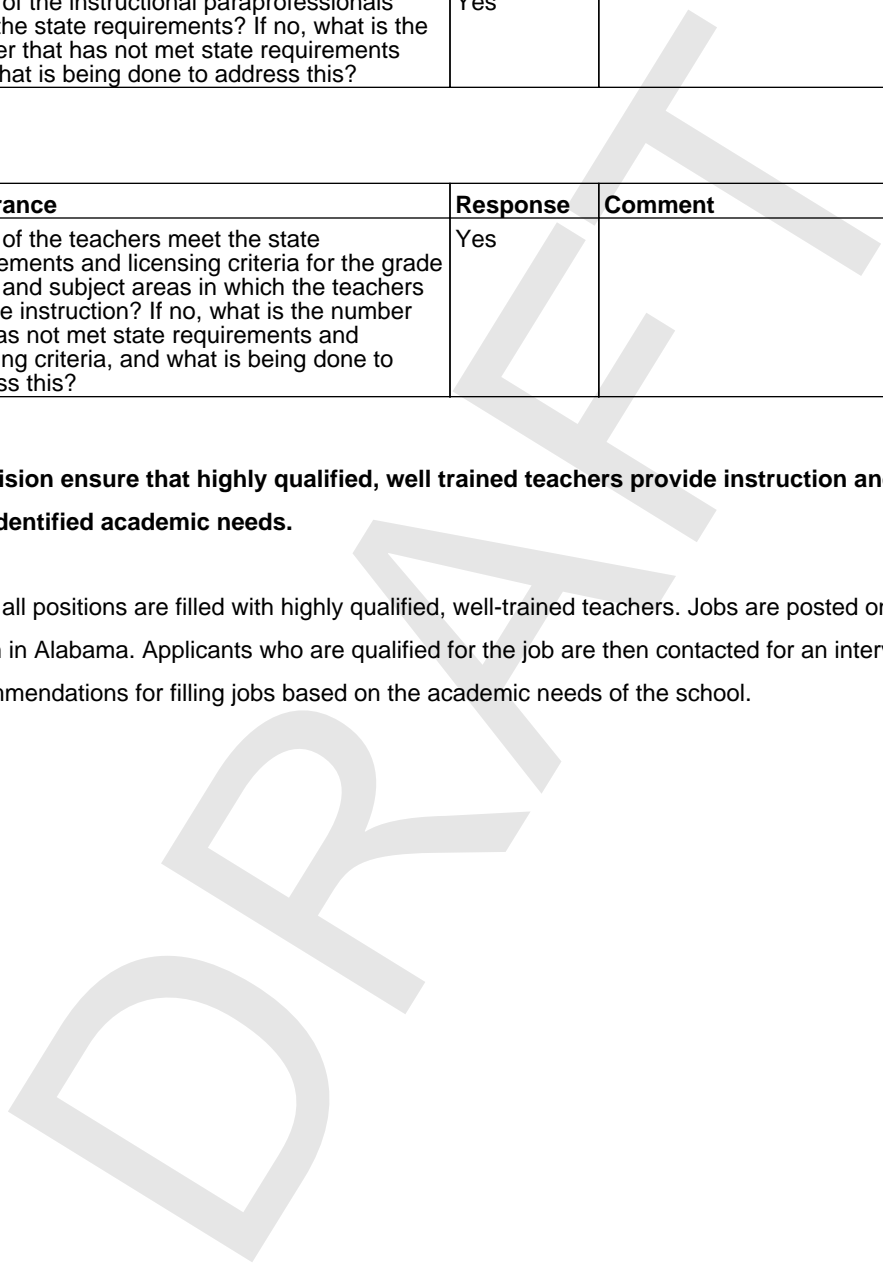
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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.

FCCHS strives to ensure that all positions are filled with highly qualified, well-trained teachers. Jobs are posted on the state's job application site called Teach in Alabama. Applicants who are qualified for the job are then contacted for an interview. The principal holds job interviews and makes recommendations for filling jobs based on the academic needs of the school.



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 2018 - 2019 turnover rate for FCHS was 10 percent (3 out of 30).

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

Faculty degree holdings are DO-2, AA -1, MS - 17, BS - 12, and RN - 2. The staff includes five paraprofessionals and one ACCESS facilitator. In corporation with Beville State Community College, a professor of English composition possessing a doctorate degree teaches one course for seniors, two other Beville State professors teach a math and science course for seniors.

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).

FCHS provides a teacher mentoring program funded by the Fayette County Board of Education for new teachers. There is a teacher evaluation cycle which involves instructional coaching for non-tenured teachers.

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.

We use data from ACT, ACT Periodics, PreACT, ACT Workkeys, AP exams, and teacher evaluation results in offering individualized teacher professional development.

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

Administration and teachers can attend training on INOW, ACT, A+ College Ready E3, AP, AMSTI / Science in Motion and various technology workshops. The school counselor attends workshops on transcripts, the Alabama counselors' conference, ESL training, and ACT. The staff can attend the secretaries' conference. Paraprofessionals attend physical restraint training.

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

New teachers are given an experienced mentors to whom they may ask questions and seek advice as needed. The central office pays for a separate mentor to work with new teachers at FCHS. This mentor, Mrs. Sue Tucker, meets with the new teachers periodically to assess their needs, discuss problem areas such as professionalism, and set times for classroom observations to provide feedback. Mrs. Tucker also schedules times for new teachers to observe other classrooms. Monthly documentation is kept between Mrs. Tucker and the new teacher.

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

The professional development at FCHS is sustained and ongoing. Study Island training is provided by Edmentum. A+ College Ready E3, and AP training is provided each summer with a turn around date in the Fall AP.

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:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/31/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

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Category: Other - Parent Communication

Research Cited:

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ACIP

Fayette County High School

Activity - Web Hosting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems	Technology	05/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator Network Administrator

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 05/01/2019 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Alabama Supercomputer - Continue to support online access through Alabama Supercomputer

Category:

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastructure Needs (2012). Retrieved from www.setda.org

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Activity - Monitor Broadband Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/01/2017	05/31/2019	\$0 - No Funding Required	Technology Coordinator

Goal 2:

All students at Fayette County High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

achieve college and career readiness through expanding our dual enrollment, career tech, and AP opportunities by 06/03/2019 as measured by college credits earned, credentialing, and AP qualifying scores..

Strategy1:

Expand Opportunities for Career/Workforce - Students will graduate high school with the skills needed to enter the work force and be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

ACIP

Fayette County High School

Activity - Health Science Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health science courses are offered to students in grades 10-12. After successful completion of course sequence, students are allowed the opportunity to earn patient care tech credentialing.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Health Science Teacher, Principal

Activity - Implement the Ready to Work Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive classroom instruction in addition to real world job experiences through Beville State Community College MSSC course. Students will attend orientation, classes, job shadowing, and possibly apprenticeship at local business. An FCHS faculty member will attend training and serve as the school representative for the program.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	FCHS Faculty Member, Beville State Staff, Principal, and Workforce Supervisors.

Activity - Career Tech Credentialing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will continue to partner with Beville State Community College with the intent to provide students with workforce training in the areas of welding, industrial maintenance, and career pathways.	Career Preparation/Orientation	08/08/2018	06/03/2019	\$0 - Career and Technical Education Funds	Career Tech Teacher, Beville State Staff, Principal, Career Tech Supervisor

Strategy2:

Expand Opportunities for AP and Dual Enrollment - FCHS will promote the Dual Enrollment opportunities provided through Beville State and AP courses through A+ College Ready.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready

Activity - Dual Enrollment Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host a dual enrollment informational meeting with Beville State Community College to discuss opportunities.	Academic Support Program	05/01/2018	08/30/2019	\$0 - No Funding Required	Principal, Beville State Representative

Activity - Expand AP Course Offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will partner with A+ College Ready to offer AP Calculus for the 2018-2019 school year.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	AP Calculus Teacher

Activity - Teachers Attend AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend AP summer institute, fall training, and mock exam reading.	Professional Learning	06/04/2018	06/03/2019	\$2053 - Title I Schoolwide	AP Teachers

Measurable Objective 2:

collaborate to improve parent participation. by 06/03/2019 as measured by parent attendance at school events and by results from the end of year parent surveys..

Strategy1:

Opportunity for Parent Participation - FCHS will host an array of parent nights, orientations, and conference as opportunities for increased parental involvement.

Category: Develop/Implement Learning Supports

Research Cited: Parent Involvement

Activity - Ninth Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a ninth grade orientation held the week before school begins for parents and students. The principal, counselor, and faculty will review policies, schedules, grades, and procedures. Parents and students will be allowed to ask questions and tour the school.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Guidance Counselor and Principal

Activity - Title I Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS will host parent nights with topics such as ACT Data Interpretation, FAFSA, Advanced Placement Courses, ACCESS Courses, INOW Parent Portal	Parent Involvement	08/08/2018	06/03/2019	\$1037 - Title I Schoolwide	Principal, Assistant Principal, Guidance Counselor, ACCESS Facilitator, Media Specialist, Classroom Teachers

Activity - Senior Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior orientation will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relay information on financial aid, scholarships, admission requirements, schedules and senior expenses.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Counselor, Senior Sponsors,

Measurable Objective 3:

collaborate to increase student growth on the ACT by 06/03/2019 as measured by an increase from 18% to 25% of students that benchmark on all four ACT subject areas .

Strategy1:

Instructional Coach - FCHS will use Title Funds to employ an Instructional Coach. The instructional coach will analyze data, work one-on-one with teachers regarding best practices, identify target standards, work to close instructional gaps. Set target goals for teachers and students. Have one on one conference with students to identify strengths and weaknesses. Assign extra practice for students to close their learning gaps.

ACIP

Fayette County High School

Category: Align Fiscal Resources

Research Cited: Cohen, D.K., & Hill, H. (2001). Learning policy: When state education reform works. New Haven, CT: Yale University Press.

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet with teachers and students one on one to identify target goals and standards to close instructional gaps	Academic Support Program	08/09/2018	05/23/2019	\$31698 - Title I Schoolwide	Principal

Strategy2:

Computer Based Remediation - Several types of computer based remediation will be used to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research based programs

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use study island assignments to target specific standards to improvement achievement.	Academic Support Program	09/03/2018	06/03/2019	\$0 - District Funding	Classroom teachers, Graduation Coach, Media Specialist

Activity - ACT Online Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Online Prep will be used by 11th graders to target and improve areas on the ACT.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Graduation Coach, Classroom teachers

Strategy3:

Truancy Officer - FCHS will employ an attendance officer. The attendance officer will enforce truancy laws and communicate with teachers, parents, and administration to ensure students are in school.

Category: Align Fiscal Resources

Research Cited: Balfanz, R., and Byrnes, V., The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Run daily INOW reports of absentees, conference with students, make parents phone calls, enforce truancy steps to follow Fayette County Board of Education truancy rules.	Behavioral Support Program	08/09/2018	05/23/2019	\$18402 - Title I Schoolwide	Principal, Attendance Officer

Strategy4:

Increase Instructional Time - FCHS will move from a traditional seven period day to an alternative block schedule.

Category: Develop/Implement Student and School Culture Program

Research Cited: Time on Task

ACIP

Fayette County High School

Activity - Alternative Block Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCHS moved to an alternative block schedule (A/B day) to allow more time in each class period (85 minutes).	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal

Activity - Double block AP Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in AP courses are scheduled additional time to cover more rigorous content.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal and AP Teachers

Activity - Double block math courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were identified based on summative assessments and teacher recommendations who would benefit from daily extra instruction in math.	Academic Support Program	08/08/2018	06/03/2019	\$0 - No Funding Required	Principal, Math department

Strategy5:

Remedial Courses - Remedial Courses will be added to the master schedule in order to remediate specific math and reading skills.

Category: Develop/Implement Learning Supports

Research Cited: Time on Task

Activity - Remedial Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remedial Math and Reading Courses will be added to the master schedule. Teachers of these courses will incorporate the use of online and classroom resources in the remedial class to improve student weaknesses.	Academic Support Program	09/03/2018	06/03/2019	\$0 - No Funding Required	Principal, Classroom 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?

Teachers analyze data for the purpose of improving the academic achievement of all students. Teachers analyze formal and informal data daily from their classrooms to gauge students' understanding. Teachers also analyze the data from Study Island, ACT Periodics, PreACT, ACT, ACT Workkeys and AP exams to determine areas of improvement for all students.

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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?

Teachers analyze formal and informal data daily from their classrooms to gauge students' understanding. Teachers also analyze the data from Study Island, ACT Periodics, PreACT, ACT, ACT Workkeys and AP exams to determine areas of improvement for all students. The instructional coach analyzes test data from all sources to identify students at and below benchmark. These results are communicated with the teachers, students, and parents. Goals are set on non proficient standards and remediation is assigned and taught by teachers. Teacher proficiency goals are set through individual teacher meetings with the instructional coach. End of the year teacher meetings are held with the Principal to discuss if goals were met.

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?

Students are referred to RTI when they have a class average of 60 or below at the end of a six-week grading period. At this time, the student is placed on Tier II of the RTI process for six weeks. If the student is unsuccessful after Tier II strategies for the six-week grading period, the student is then placed under Tier III of the RTI process for the following six weeks. When a student is still unsuccessful after the Tier III, the student is then referred for testing for possible special education eligibility.

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.

FCHS provides opportunities to reinforce academic skills beyond the regular school day. With teachers using google classroom, students are able to access materials at any time. Students also have access to study island assignments and ACT Online Prep after school hours. Upward Bound and Upward Bound Math and Science are programs that provide services for first generation college bound students who are on the path to attend and graduate from college.

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.

All eligible students are tested with the WIDA ACCESS Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, the ELL teacher and general education teacher meet to determine appropriate services and placement for each individual student. A variety of services are provided to all students receiving ELL services, such as content area tutoring, pull-out for individual support, and content-based ELL. An ELL teacher will provide services to all ELL students at Fayette County High School. The migrant home liaison provides student tutoring and also serves as an interpreter to communicate with the parents

of ELL students. Parents are provided with the opportunity to receive important school documents in English and Spanish. If the student scores proficient on the WIDA ACCESS test, the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success. All parents and students are provided a questionnaire at the beginning of the year so as to help accommodate those in a homeless situation. At this point in time, FCHS is not the home to any migrant students. FCHS provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The RTI Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, and academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. FCHS ensures that children with disabilities have access to the educational programs, services, and extracurricular activities that are available to non-disabled students. Administrators identify homeless students upon enrollment and provide necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. FCHS may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Fayette County Board of Education. Homeless students have access to all services and programs available to other students at FCHS, Title 1 money, special education, At-Risk, Gifted, and ELL services. FCHS uses community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity. Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, and other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well school supplies and clothing. School administrators work directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to other students at FCHS.

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.

Students from economically disadvantaged families are enrolled in career tech courses at FCHS and dual enrollment career tech courses at Beville St. Community College. Students from economically disadvantaged families have fees waived. FCHS is handicap accessible school. ELL students have IPAD minis for translating purposes. Pregnant students are provided with healthcare plans from the school nurse and accommodated in the classroom.

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

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

The Fayette County Board of Education and FCHS have implemented the following programs. These programs are vital components in the success of the CIP. The objectives of these programs will be met through the efforts of the Fayette County Board of Education, program coordinators, FCHS administration, faculty, staff, parents, and students. These programs aid in the acquisition and mastery of educational goals for every student at FCHS.

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)?

FCHS's Child Nutrition Program provides economically disadvantaged students with free or reduced breakfast and lunch each school day. All of our career technical programs also receive federal funding in order to better prepare our students. FCHS offers the Ready to Work program for seniors.

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

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

The leadership committee at FCHS conducts regular reviews and amendments to our CIP as needed throughout the school year. The plan is always available to the public through our school's website. We encourage and appreciate feedback from our stakeholders to determine what improvements can benefit our school.

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?

Our leadership committee meets to analyze data from assessments such as the ACT, PreACT, ACT Periodics, and AP exams to determine progress in reaching our goals to increase proficiency in academics. We evaluate RTI data as well as student grades to determine our progress in meeting our goal to prepare every student to be college and career ready. New and mentoring teachers are communicated with in order to address concerns or needs of improvement for novice teachers. Teachers complete technology surveys at the end of the year to measure the use of technology in the classroom.

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?

State assessment data and RTI referrals are analyzed by the instructional coach and monitored by the leadership committee throughout the year.

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?

The FCHS leadership committee meets throughout the year to review and revise the CIP plan. A mid-year review by the leadership team and the Board of Education determines if amendments are needed in our plan. A review is also conducted at the end of the year to determine the effectiveness of the plan.

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	0.0

Provide the number of classroom teachers.

0.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1144702.0

Total

1,144,702.00

DRAFT

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	99262.0

Total

99,262.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	32804.0

Total

32,804.00

DRAFT

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	60683.0

Total

60,683.00

DRAFT

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54762.0

Total

54,762.00

DRAFT

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.

0.00

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

Total

0.00

DRAFT

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.

0.00

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

Total

0.00

DRAFT

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	7905.0

Total

7,905.00

DRAFT

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2371.5

Total

2,371.50

DRAFT

EL Teachers

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

Provide the number of EL Teachers.

0.00

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

Total

0.00

DRAFT

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	14125.31

Total

14,125.31

DRAFT

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2533.29

Total

2,533.29

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Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	68098.0

Provide a brief explanation and breakdown of expenses.

Remediation teachers' salaries and benefits totaling \$16,960.97. An attendance officer totaling \$18,401.87 for salaries and benefits. An instructional coach salary and benefits totaling \$31,697.72. Parent involvement for postage and supplies totaling \$1,037.44. These amounts together total \$68,098.00.

DRAFT

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

DRAFT

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.

NA

DRAFT

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	11550.0

Provide a brief explanation and breakdown of expenses.

Supplies - \$7,308.00, software - \$152.00, travel and registration - \$4,090.00 for at total of \$11,550.00.

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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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

DRAFT

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.

NA

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	559714.0

Provide a brief explanation and breakdown of expenses.

FCHS spends their local money in the following areas: salaries/benefits, instructional materials/supplies, utilities, operation/maintenance, travel/training, office supplies, copier maintenance, items for resale, and transfers.

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Parent and Family Engagement

DRAFT

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.

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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))

The annual meeting to inform parents is held during student orientation at the beginning of the school year. This meeting is advertised in the local paper, sent on a mass notification, posted on our website, social media and our school LED sign.

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))

The majority of our parent meetings take place in the evening to accommodate parents' work schedule. Annual meetings that take place are financial aid workshop, ACCESS, ACT Periodic test data review, College Admissions Made Possible and parent-teacher conference day. Parents are invited to participate in our Title I end of the year meeting as well as our Leadership Committee. Money is spent on technology such as classroom sets of chrome books. Some teacher salaries are allocated through Title I funds.

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))

Student information packets are sent home on the first day of school every year. In this packet is included the Title I policy and compact, parents right to know, and school and district policies and procedures. Upon request translated versions are available.

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

The school-parent compact contains all the information about how parents share in the responsibility for student academic achievement. The compact is reviewed and revised at the end of the year Title I parent meeting.

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

Parents are allowed to schedule conferences with the administration and instructional leadership teachers about the CIP. A link concerning the CIP is on the school website to allow for parent feedback. Parents also serve on the committee and they gather parent feedback.

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)

FCHS strives to build parental involvement in a variety of ways. We have parent workshops such as ACCESS, Study Island, FAFSA, Data Nights, INOW Parent Portal, and parent-teacher conference day. We also survey parents on the types of parent nights they would like to see happen at FCHS. These workshops allow for parents to be trained on areas that can assist their child.

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)

Professionalism, specifically parent communication, is evaluated annually under the Educator Effectiveness Evaluation system used by the Fayette County Board of Education. Teachers contact parents for both positive and negative feedback in a timely manner. The secretary and bookkeeper annually attend the secretaries conference that deals with professionalism. All other school staff is evaluated annually in their communications with parents. Reaching out to and communicating with parents is stressed at all faculty meetings especially when teachers are having disciplinary issues with students. The mass notification system is used in communicating special events, deadlines and reminders to parents. FCHS uses social media such as Twitter, Instagram, and Facebook not only to communicate school news but to also celebrate student success. The local newspaper offers parents the opportunity to attend upcoming events and celebrates school and student success. Most teachers use Remind 101 to communicate with parents. New teachers are connecting with mentors.

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)

Computers will be made available for parents when requested. Parent workshops are available throughout the school year. Annual meetings that take place are financial aid workshop, ACCESS, Aspire and Periodic test data review, College Admissions Made Possible, and parent teacher conference day.

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)

Communication with parents takes place via mass notification system, personal phone calls, Remind 101, email, school website announcements, newspaper, radio, mail and social media.

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)

At parent request, teachers will have conferences before and after school as well as during their planning period. Parents are encouraged to participate at school events. Parental involvement nights are held monthly on various academic topics. Data nights are held throughout the year to inform parents of progress.

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))

When requested documents, announcements, and school information will be translated and provided.

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