



ACIP

Springville High School

St. Clair County Board of Education

Mr. Virgil S Winslett, Administrator
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Springville, AL 35146

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Executive Summary

Introduction

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

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

Description of the School

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

Springville High School is located in Springville, Alabama which is approximately 30 miles northeast of Birmingham in St. Clair County. The city has a historic past, seen in its old homes and quaint shops and a dynamic future. In Springville, you will find economic prosperity, a relaxing atmosphere, and community spirit. The average median household income is \$74,000. Currently, 62% of Springville's residents are between ages 18-64. The ethnicity make-up of the community is 93% white and 4 % African-American. Springville High School is located in St. Clair County, one of the oldest and fastest growing counties in Alabama. One of the school's strengths is its location. The area surrounding the school remains primarily rural with rapidly emerging industrial growth. A large percentage of the residents work in services or retail trade. The staff of Springville High School is made up of 39 certified teachers, 2 administrators, 2 guidance counselors, 1 library media specialist, and other support personnel. Over 74% of teachers and administrators have a Master's Degree or higher and 100% of the teachers are highly qualified. Springville High School serves the communities of Argo, Margaret, and Springville. Presently 742 students of varied ethnicity are served by Springville High School. The largest ethnic group is white at 89% with African American being the second largest at 6%. Additionally, the Hispanic ethnic group makes up <2%, Native American <1% Asian, <1% and multi-race <1%. Enrollment has steadily increased yearly by approximately one percent over the past five years. Twenty-nine percent of the Springville High School student body qualifies for free or reduced lunch. The socioeconomic diversity presents unique challenges for our school. Although the school and community have experienced tremendous growth in the last several years, both struggle to maintain the small town atmosphere and values. While we strive to provide all of the advantages of larger schools, we want to make sure that we maintain our sense of values and beliefs that have existed since our school was founded. Our challenge is to provide the students with outstanding educational opportunities afforded in larger schools while maintaining the high level of school pride that is typically associated with smaller, close-knit organizations.

School's Purpose

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

The purpose of Springville High School is to prepare students to be ready for college, career, and life. The mission of Springville High School is to help every student achieve his/her maximum potential, mentally, socially, physically, and morally, to teach the fundamental concepts of American democracy, to make contributions to, and to participate in self-government, and to teach students to respect the rights of others. All are components of this mission. Furthermore, Springville High School aims to provide a curriculum that will prepare students for competent work according to labor demands and include flexible opportunities for students who desire to go directly into vocational school or college. This mission will be carried out in a way that will ensure a safe learning environment. The vision of Springville High School is in line with the St Clair County School System's vision, which is to be recognized as one of Alabama's premiere schools and to be identified as a school where all students: graduate from high school on time, are college and career ready, and are prepared for adult-life. Springville High School's beliefs include the following: given academic and emotional support, all students can and will reach their highest potential; dedicated administrators and teachers are key to student achievement; parent involvement and consistent stakeholder support impacts student success; embracing change and promoting improvement results in success. Springville High School values providing a safe and supporting learning culture in which relationships are built and maintained, providing classroom instruction which is relevant to the 21st century learner, and providing a rigorous curriculum where students become lifelong problem solvers and critical thinkers. Springville High School's mission and vision reflect high expectations for all students no matter their academic level. Although it is easy to write words to express values and beliefs, it is much more difficult to put them into practice. However, through every facet of the Springville High program, excellence and high expectations are demonstrated. For students who excel academically, Springville High offers Dual Enrollment, Pre AP and Advanced Placement courses. Currently there are 6 Dual Enrollment, 11 Pre-AP, and 11 AP courses offered with over 500 enrollments in the various programs. It is evident that students are encouraged by staff to participate in this more rigorous coursework. In addition, students who are less proficient academically are not left behind. Springville High has a highly successful math intervention course in place for students needing that extra push in mathematics. Also, the school uses its resource teachers to go into Language Arts and Mathematics classes to provide more in depth instruction to those students who struggle. These programs are not just for exceptional education students, but rather for any student who is experiencing challenges in the classroom. The school also provides free tutoring sponsored by the Beta Club every Thursday after school. This tutoring provides another avenue for academic improvement at no charge to the student. Last year, we established a mentoring class and a mentoring program. Struggling students are placed in the mentoring class along with peer helpers for tutoring, guidance, and special attention. The mentoring program, "Tiger Time," is implemented by classroom teachers. Eight times per year students go to their homeroom class at progress report times and the end of nine weeks grading periods. During Tiger Time, the school is on a special schedule to allow for the full implementation of the program. Teachers look over the grades of each student in his or her homeroom and meet individually with those students falling below a 70 average for encouragement as well as those above average for positive reinforcement. The programs for both academically successful and academically challenged students show the high level of commitment that Springville High School has to the individual needs of all students. All staff are 100% committed and involved in every aspect of helping the students experience success on a daily basis. Ultimately the success rate of Springville High students reflects the dedication of all stakeholders to the school's mission.

Notable Achievements and Areas of Improvement

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

Over the past three years Springville High School has been a leader in academics and extra curricular activities. Because the staff has set high expectations for success in all areas of student life, Springville High School stakeholders have come to believe that just meeting the standard is not enough. To achieve real success, you must excel above the norm. Below are listed some areas that are examples of the achievement and successes over the past four years:

- Maintain 450 MacBook Airs for student use
- 4 Desktop computer labs
- 1 Mobile HP lab
- Totally wireless internet infrastructure in the school
- Healthy Students Federal Grant
- Weekend Backpack Program that provides students with a backpack over the weekend stocked with snacks and food
- APEX online curriculum to provide credit recovery
- Higher Ed Collaboration with Jeff State through Dual Enrollment Program
- ACCESS program which provides students opportunities online to take classes we currently do not offer such as foreign languages like German, Latin, etc.
- Career Tech school with programs in all career clusters provides opportunity for all students interested including an award-winning culinary program.
- Fire Science Program
- JROTC program available for all students
- APlus College Ready Grant through fall 2018 which provides classroom funding and training stipends for PreAP/AP teachers
- APlus College Ready Partner School Program which provides matching funds to continue teacher support and classroom enhancement for the Advanced Placement Program
- Added 11 Advanced Placement courses
- Added 11 Pre-AP courses
- Created inclusion for Exceptional Education teachers to co-teach core classes
- Added an official journalism course complete with a state of the art online school newspaper called The Roar as well as a weekly news broadcast called The Jungle. The news broadcast is being broadcast throughout the whole school on classroom televisions.
- Our various athletic programs have been very successful over the past three years. During the 2016-17 school year, 7 sports advanced to their respective state playoffs including both girls and boys soccer teams, baseball, softball, tennis, golf, swimming and track. Our girls softball team won the state championship for the fourth consecutive year in spring 2018. We also had a state championship in a swim individual competition.
- Our marching band, the Mighty Band from Tiger Land, has also received its share of accolades and awards including superior ratings at all their band competitions.

Over the next three years, we plan to improve the following:

- Reading instruction and increased proficiency in all subgroups, with an emphasis for At-Risk students in all subject areas. We have begun to fully implement a teacher/student mentoring program called "Tiger Time."
- Parental involvement needs to be strengthened. Several initiatives have been implemented to attempt to increase involvement. This includes more "open house" type events and more attempts at communication through technology like our school website, Schoolcast, a

school Facebook, page and a Twitter.

Additional Information

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

Springville High School is preparing tomorrow's leaders today. This slogan captures the student-centered philosophy of the school as well as the entire school district. Springville High School has its focus on preparing its students to meet the challenges of the 21st century. However, that is a tall task that contains many components. In the preceding pages there was much said about academics and how they were tied to the mission and vision of Springville High School. However, there is so much more to success for a school than just academics. The next few paragraphs will outline some of those things that are also important in establishing the institution of Springville High School.

Our Visual Arts department hosts a yearly art show, which has received accolades from the Springville Arts Council. We have also had several students receive scholarship money for their talents. Our Choral program continues to grow as well.

Another important organization in our school is our Beta Club. Boasting over 100 members, this club performs many types of community services while maintaining academic excellence. They are involved in various holiday food drives and work tirelessly in gift gathering Christmas programs such as Operation Christmas Child and Care Packages for Soldiers. They also are very active on campus. They help conduct New Student and Freshman orientation as well as providing free tutoring on a weekly basis to those students who need extra help.

Another crucial outreach arm of Springville High School is the Key Club with its 149 members. In the last three years the Key Club has raised over \$20,000 for charities including Children's Hospital of Alabama, Kiwanis Reading is Fundamental Program, Autism Society of Alabama, and several others. Key Club has played a crucial role in many school and community projects including a community disaster preparedness drill, St. Clair Sav-A-Life Banquet, concession stand workers for SHS sporting events, and much more. The SHS Key Club has won many awards at the state Key Club convention such as 1st place in fundraising, scrapbook, talent, best individual service project, and major emphasis projects focusing on children.

The SHS Student Council has really grown and has become more active over the past three years. They strive to strengthen school spirit and culture. They have taken an active role in organizing many different activities throughout the school to do just that including a competition between grades during Homecoming week.

We have a community fishing team called the Springville Anglers that several of our students participate. Many of them have won fishing competitions.

SHS is very involved with the Youth Leadership Development Program, which is a collaboration between Jefferson State Community College, Lawson State Community College and several other higher education institutions. This is our 8th year with the program. Each year SHS is allowed to choose 2 juniors and 4 seniors to participate based on character traits, leadership potential, and grades. During the years of our participation, our students have been awarded thousands of dollars in scholarship money.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

A diverse group of parents and community members were chosen by the ACIP team and Principal, to provide input and sign off on the ACIP. This includes parents of children in the Special Education Program, Honors Programs, and Athletics. Community members include alumni of SHS, members who are actively involved in the community, and who are invited in the future of our school. Stakeholders were reached by email or phone by the ACIP Chairperson. There was one scheduled meeting from 8-3 during a school day. Substitutes were provided for the classroom teachers serving on the committee to allow their attendance.

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

The ACIP chairperson and principal chose stakeholders who represents special education, athletics, AP students, alumni, and parents of current students, as well as long-established community members. One teacher from each core subject was also selected to be on the committee. Stakeholders were provided surveys for feedback, were informed of their roles and were asked for input. Current students, parents, and school faculty were given access to surveys to provide feedback. These surveys were made available through email, school Facebook and Twitter accounts, and school website. The actual committee members all took part in writing each section of the ACIP with the classroom teachers strongly focusing on the goals for the year.

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

The final ACIP for 2018-19 will be shared during a scheduled faculty meeting, published on the school's website, emailed to the faculty and a hard copy will be made available in the school office and library. Stakeholders will be able to continue to give input and receive updates on the ACIP throughout the year.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2018-19 Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and 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?

Springville High School currently offers 11 Advanced Placement courses. Our students achieved 121 qualifying scores on the 2017-18 AP exams. Among those qualifying scores, our students achieved 17 perfect 5's. These scores are the equivalent to a minimum of 398 collegiate hours earned, which includes several 4 hour college science courses. When the word minimum is used here, it means that many of our students scored high enough on the exams to earn 6-8 collegiate hours in a subject sequence like ENG 101/102 or BIO 101/102. The following is a breakdown of per hour tuition fees for 3 colleges in Alabama and the tuition savings from the achieved qualifying scores.

\$347-UAB= 398 collegiate hours X \$347 = \$138,106

\$324-JSU= 398 collegiate hours X \$324 = \$128,952

\$160-Jeff State=398 collegiate hours X \$160 = \$63,680

The 2017-18 school year was Springville High School's third consecutive year to offer Advanced Placement course. The following is a breakdown of our students' qualifying AP scores over the past three years.

Year 1= 34 qualifying scores

Year 2= 70 qualifying scores 51% increase from year 1

Year 3 = 120 qualifying scores 71% increase from year 2

Our teachers have been attending on-going training to teach these courses. It is not just the AP teachers who make the difference. It has been everyone working together and includes all of our teachers who have gone above and beyond and have attended trainings to benefit non-AP students and AP students alike!!

Our Dual- Enrollment Program has also increased exponentially with almost double the enrollment for the 2018-19 school year compared to the enrollment during the proceeding school years.

Springville High School administered the ACT ASPIRE to the sophomores (current juniors) in the Spring of 2017. Our students scored higher than the national average in every category with mathematics and writing only missing the national averages by 1%. In addition, our ACT ASPIRE scores were higher in all subject at the district level.

Currently, we do not have the schoolwide educator report available to us from the Spring 2018 ACT testing. However, spring 2017 was the fourth year for Springville High School to administer the ACT test to all juniors. The graduating class of 2017 scored higher than the state average in all sub-tests for the fourth consecutive year.

Over the past nine years, we have have been actively finding ways to keep our students in school so that we can raise our graduation rate. Our rates have improved several percentage points since we began our steps toward improvement. Our students are our top priority and we are doing everything we can to keep them in school and receive a high school diploma. Sometimes it is a case by case basis in which we have to be

creative and innovative to keep students in school. A lot of times for these cases, our career technical school plays a big role in helping us plan work-study. We also work very closely with our Juvenile Probation Office to help those students who have problems with absenteeism.

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

At Springville High School, the graduation rate has shown a positive trend since 2010. Graduation rate was 82% in 2010 and 89% in 2017. That is a graduation rate increase of 7% over the past 7 years. To date, the 2018 rate has not been reported. We are expecting the same trend when the rate is released.

Since we began to administer the ACT to all juniors, we have seen a positive trend over the past four years. We feel that our ACT scores will only go higher with the increased rigor our Advanced Placement classes have added. We increased our scores on the science and mathematics sub-tests. Our goal composite average increased to 20.2. The class of 2017 scored higher than the state average in all sub-tests for the fourth consecutive year. At the present time, we have been unable to obtain the ACT school-wide testing report for the spring 2018 ACT administration.

The 2017-18 school year was Springville High School's third consecutive year to offer Advanced Placement courses. The following is a breakdown of our students' qualifying AP scores over the past three years.

Year 1= 34 qualifying scores

Year 2= 70 qualifying scores 51% increase from year 1

Year 3 = 120 qualifying scores 71% increase from year 2

Which area(s) indicate the overall highest performance?

The highest level of performance is our Advanced Placement Program. During the 2014-15 school year, SHS only offered one AP course. At the end of that school year, there were only four qualifying scores. That same year, SHS applied to become a cohort with A Plus College Ready Program. The application was successful and SHS was accepted into the program. Becoming part of the program allowed SHS to offer seven AP courses during the 2015-16 school year. Thirty-four qualifying scores were achieved during the 2015-16 school year. During 2016-17, SHS was able to add two more AP courses bringing the total to nine AP courses offered. SHS students achieved 70 qualifying scores which more than doubled the previous year's scores. For the 2017-18 school year, SHS added two additional AP courses allowing us to offer eleven AP courses. The same year enrollment increased from 195 to 310. SHS students achieved 121 qualifying scores for the 2017-18 school year.

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

When analyzing Pre-ACT English sub-test scores, our students as a whole were only 0.7 points away from meeting the college readiness benchmark. The scores on the English sub-test indicate our students are closer to meeting this college readiness benchmark than other Pre-ACT sub-tests.

Among ethnic groups, the Hispanic/Latino ethnic group met or exceeded the college readiness benchmark on the science, English, and reading sub-tests of the Pre-ACT. The Hispanic/Latino ethnic group is the only ethnic group to achieve this status

Among gender groups, females exceeded the college readiness benchmark on the English Pre-ACT sub-test. The male population did not meet or exceed any college readiness benchmark on any Pre-ACT sub-test.

Between which subgroups is the achievement gap closing?

According to the scores reported on the Pre-ACT, the achievement gap is definitely closing between the male and female gender groups. There was a 0.6 difference between males and females on the average composite scores on the Pre-ACT test. The difference on the composite scores is with the females scoring higher than the males. However, only one-tenth of a point separated the male and females on the math Pre-ACT sub-test with the males scoring higher than the females.

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

The other data we had to evaluate at this time is the College Board Advanced Placement School Summary. According to the College Board report, our data is inconclusive as the males had the higher mean score with 2.57 to the females 2.38.

In addition, whereas, the Hispanic/Latino group had the highest scores on three of the Pre-ACT sub-tests, the Asian subgroup had the highest scores on the AP exams.

Areas in Need of Improvement

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

Our Pre-ACT score report from spring 2018 shows that our students scored below the college readiness benchmark on the math, science, reading, and English sub-tests.

According to the AP Five-Year School Score Summary report, the national average percent of total AP students achieving qualifying scores of 3 or higher was 61.3 percent. The percent of total AP students with qualifying scores of 3 or higher for SHS was 49.6 percent. This is 11.7 percent less than the national average.

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

According to the 2018 AP School Score Summary, our average mean score on the English Language and Composition exam dropped from 2.66 to 2.57 as compared to the 2017 score report.

The reading sub-test scores on the Pre-ACT report show that our students scored a 20.6, which is 1.4 below the college readiness benchmark. This is a negative trend and it is consistent with the reading sub-test decline on the previous years ACT reading sub-test scores.

Which area(s) indicate the overall lowest performance?

Springville High School's scores on the Pre-ACT test from spring 2018 indicate the overall lowest performance. The average score on all sub-tests were below the college readiness benchmark. The two sub-tests with the biggest score gap are math and science. Our students scored 19.3 on the science sub-test, and the benchmark is 23. This is the lowest performance on a Pre-ACT sub-test with a gap of 3.7 points. The next lowest gap is the math sub-test. Our students scored 18.7 on the math sub-test, and the benchmark is 22.

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

According to the 2017 AP School Summary report, the male subgroup mean score on AP exams was 2.28 and the females 2.19. For the 2018 school year, this gap widened with the males scoring an average mean of 2.57 and the females 2.38. This gap between the male and female subgroups increased from 0.09 to 0.19 since 2017.

The same reports mentioned previously in this section indicate a trend in decreasing performance between the free/reduced lunch subgroup and the non-free/reduced lunch subgroup. In 2017, the average mean score for free/reduced lunch students was 2.05 and the average mean score for non-free/reduced lunch students was 2.24. In 2018, the average mean score for free/reduced lunch students was 2.20 and the average mean score for non-free/reduced lunch students was 2.49. This gap between subgroups increased from 0.19 to 0.29 since
SY 2018-2019

2017.

Between which subgroups is the achievement gap becoming greater?

According to the data available to us at this time, records indicate that the biggest achievement gap between subgroups is between the advanced placement scores among free/reduced lunch students and non-free/reduced lunch students. This gap increased by .10 from 2017 to 2018.

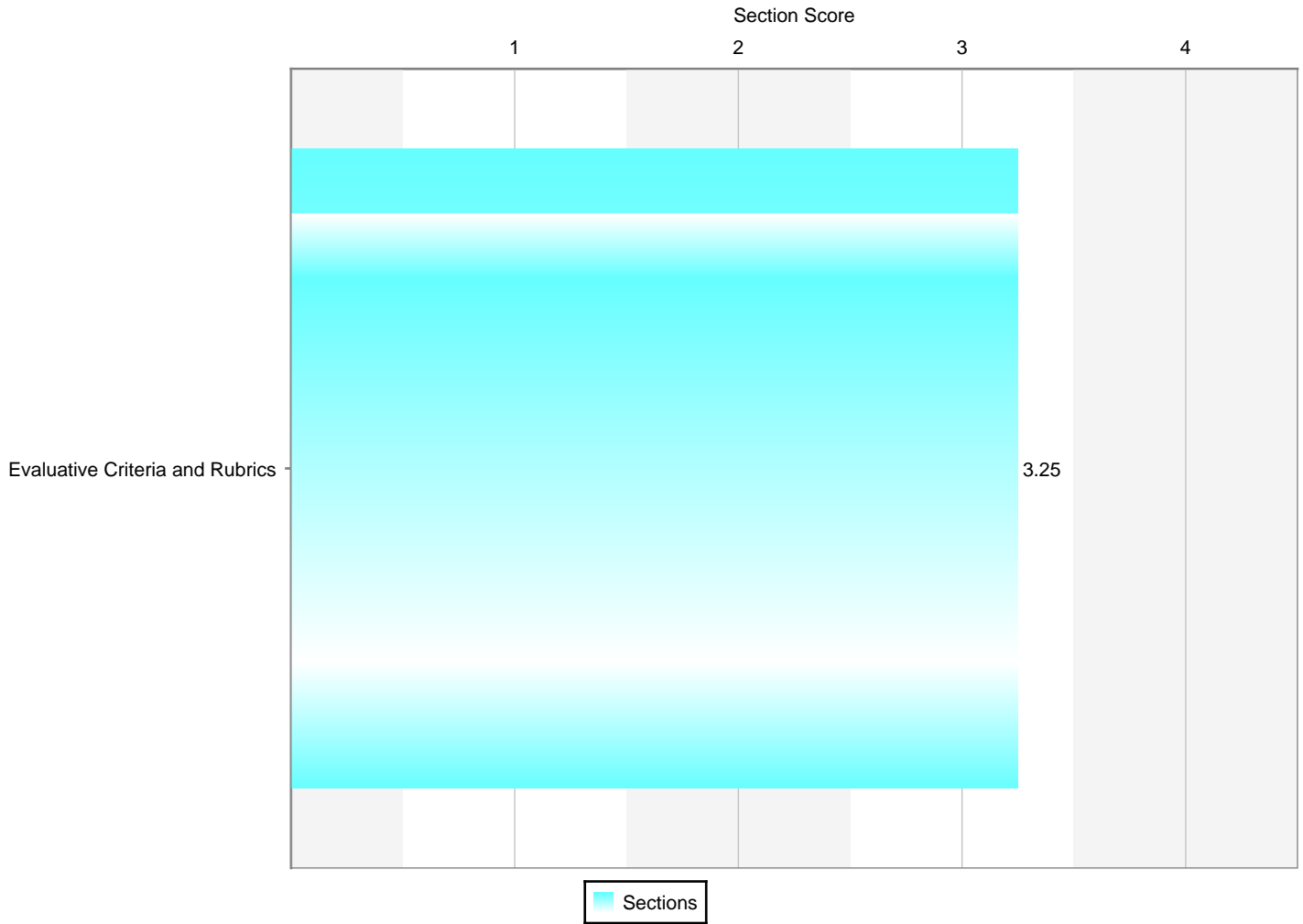
Presently, we do not have access to the 2018 ACT school-wide report. This report is supposed to be released to us some time in October after this document is due.

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

We currently do not have any other current data available to decide whether or not these findings are consistent.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		2018-19 Team Signatures

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

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	Virgil Winslett, Principal (205) 467-7833 Jeff Smith, Vice Principal (205) 467-7833	Equal Opportunity

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		2018-19 with Parent Engagement and School Parent Compact

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

2018-19 ACIP Goals

Overview

Plan Name

2018-19 ACIP Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will have an identified adult mentor to encourage/support them with academic, personal, and social goals.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	All students at Springville High School will have an opportunity to enroll in Advanced Placement or Dual Enrollment classes as Juniors and Seniors, with guidance based upon prerequisite course grades and test scores.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	To fully implement Response to Instruction procedures to ensure success of our students	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	To communicate with stakeholders regularly the events, activities and news related to our school	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
5	Using Technology to Engage and Empower Students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Students at Springville High School will integrate technology into their learning to research and solve problems, create products, communicate, and collaborate.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	According to the 2017-18 PreACT Educator Report for SHS, our students scored 20.6 on the reading sub-test. SHS will work to increase literacy among SHS students to ensure they meet college readiness benchmark of 22 on the reading PreACT subtest.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
8	SHS students scored 18.7 on the PreACT math subtest in spring 2018, which is below benchmark. Math teachers will collaborate to help students meet college benchmark (22) on the math subtest of the PreACT.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students will have an identified adult mentor to encourage/support them with academic, personal, and social goals.

Measurable Objective 1:

increase student growth and reduce the current number (96) of courses failed by students by providing support through small group and one on one interactions by 05/24/2019 as measured by a 10% decrease in courses failed by students.

Strategy 1:

Mentoring - Faculty members will be trained on a new mentoring program in which all students will be assigned to a teacher. Teachers will be given instruction on what to cover with students during designated mentoring time.

Category: Other - Academic/Social Intervention

Research Cited: Youth Mental Health First Aid USA states that "studies show that the greatest protective factor that contributes to the resiliency of students/teens is feeling close to at least ONE adult. (Youth Mental Health First Aid USA, page 19)

Activity - Tiger Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with assigned students for 30 minutes twice a grading period. Teachers are to look at grades/behavior patterns of mentees, in order to provide encouragement and support of the individual. Teachers are to report back to the counselors any concerns regarding grades/behavior. Counselors will follow up with one-to-one meetings with any identified student.	Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	All certified staff member of SHS will have assigned students. In addition, counselors and administrators will provide support to teachers and follow-up with at-risk students.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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There will be organized and scheduled meetings for data analysis between administrators, teachers, and students that is ongoing. The analysis will include evidence of regular program evaluations and results of these evaluations will drive the decisions on whether to continue use of programs, activities, and/or practices.	Policy and Process, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators and teachers
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Activity - Subgroups - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be organized and scheduled data analysis of the achievement gap in the special education and poverty subgroups. The special education teachers will meet weekly with administrators to look at student success and plan accordingly.	Policy and Process, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administration and special education teachers

Goal 2: All students at Springville High School will have an opportunity to enroll in Advanced Placement or Dual Enrollment classes as Juniors and Seniors, with guidance based upon prerequisite course grades and test scores.

Measurable Objective 1:

achieve college and career readiness by increasing or maintaining our current enrollment of students (31%) in one or more Advanced Placement, Dual Enrollment, or ACCESS courses by 05/24/2019 as measured by the number of students enrolled in each program.

Strategy 1:

Recruitment - The administration, counselors, AP Coordinator, and AP teachers will recruit students to take Advanced Placement, Dual Enrollment and/or ACCESS courses. Guidance will be provided to students interested in any of these programs by considering how students have achieved in recommended prerequisite courses and test scores.

Category: Develop/Implement College and Career Ready Standards

Activity - Parent Information Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In the spring semester, SHS will host a junior and a senior parent meeting to provide information about the various programs and to recruit for Advanced Placement, Dual Enrollment, and ACCESS courses.	Recruitment and Retention, Academic Support Program, Parent Involvement	01/01/2019	05/24/2019	\$0	No Funding Required	Counselors, Administration, AP Coordinator, and AP teachers
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Goal 3: To fully implement Response to Instruction procedures to ensure success of our students

Measurable Objective 1:

collaborate to have 80% of SHS students be successful in their classes by achieving a 70 or above averages for each grading period by 05/24/2019 as measured by nine week averages.

Strategy 1:

Tier II Instruction - Teachers will provide Tier II instruction for students who have Ds and Fs on progress reports and report cards.

Category: Develop/Implement Learning Supports

Research Cited: National Association of Special Education Teachers. The Importance of Response to Intervention (RTI) in the Understanding, Assessment, Diagnosis, and Teaching of Students with Learning Disabilities.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will pull students for small group instruction during class three times per week for ten minutes each day.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers and Administration

Strategy 2:

Tier III Instruction - Provide Tier III instruction for students who have spent four weeks in Tier II instruction and have not made improvements.

Category: Develop/Implement Learning Supports

Research Cited: National Association of Special Education Teachers. The Importance of Response to Intervention (RTI) in the Understanding, Assessment, Diagnosis, and Teaching of Students with Learning Disabilities.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pulled from an elective to meet with a certified classroom teacher to receive intervention.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom teachers and administration

Goal 4: To communicate with stakeholders regularly the events, activities and news related to our school

Measurable Objective 1:

collaborate to communicate with all stakeholders regularly by 05/24/2019 as measured by feedback from stakeholders through surveys and responses through various modes of communication.

Strategy 1:

Communication - SHS will work toward building relationships with stakeholders through various modes of communication.

Category: Other - Parent/Family/Community Engagement

Activity - School Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SHS will maintain a teacher/administration-operated school website to communicate with stakeholders various schedules of events and news.	Technology, Community Engagement, Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers are responsible for maintaining their individual pages and/or pages of the clubs they sponsor. Our web design teacher is responsible for maintaining the main page.
Activity - Social Media Platforms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SHS will maintain an administration-operated school Twitter and Facebook page to communicate with stakeholders various schedules of events and news. Various school clubs/organizations also use Instagram and Remind to publicize their events. Parent Involvement	Technology, Community Engagement, Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Administration - Facebook/Twitter Club Sponsors-Instagram
Activity - SchoolCast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

SHS administration will manage our SchoolCast call out system to inform parents/students of various schedules of events and news.	Technology, Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Administration
Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will have at least one Open House night during the school year for parents and stakeholders to visit with faculty and staff and to catch up on the happenings around the school. The Open House night will be advertised well in advance via the modes of communication already listed.	Community Engagement, Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	All Faculty and Staff

Goal 5: Using Technology to Engage and Empower Students

Measurable Objective 1:

demonstrate a behavior in understanding human, cultural, societal issues and personal responsibilities related to technology and practice legal and ethical behavior in and out of the classroom by 05/24/2019 as measured by successful completion of the Common Sense Media toolkit for internet safety instruction.

Strategy 1:

Digital Citizenship - Ninth grade Career Prep teachers will identify, implement and offer a learning module to be completed by all 9th graders each year that teaches and assesses appropriate digital citizenship.

Category: Develop/Implement Learning Supports

Research Cited: Common Sense Media & Boss, S. (2014). Why Media Literacy is Not Just for Kids. San Rafael, CA: The George Lucas Educational Foundation.

Activity - Classroom Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a class discussion on digital citizenship after being presented lessons from Common Sense Media Toolkit. They will also complete some worksheet type activities.	Technology, Policy and Process, Direct Instruction, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	No Funding Required	Ninth grade career prep teachers

Goal 6: Students at Springville High School will integrate technology into their learning to research and solve problems, create products, communicate, and collaborate.

Measurable Objective 1:

demonstrate a proficiency by increasing the total Digital Learning Environment score by 5% from 1.32 to 1.39 by 05/24/2019 as measured by the ELEOT tool during classroom observations.

Strategy 1:

Microsoft Classroom Tools - Microsoft classroom tools will allow opportunities for students, teacher and administrators to build collaborative teams for technology integration. Each student will have the opportunity to work in virtual teams using different Microsoft tools to collaborate with other students to maximize their performance in project based learning activities.

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

Research Cited: According to findings culled from five meta-analyses, blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means et al, 2009; Means et al., 2013). An analysis of effective technology use for at-risk students found that simply replacing teachers with computer-based instruction typically yields no learning benefits. Rather, blending technology with teachers to support interactive learning, exploration, and creation (instead of “drill and kill” techniques) leads to higher engagement and learning gains (Darling-Hammond, Zielesinski, & Goldman, 2014).

Activity - Instruction Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teachers will be using Microsoft classroom tools to promote student collaboration while demonstrating application of skill mastery.	Technology, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers, school technology contact, and system/regional professional learning support staff

Goal 7: According to the 2017-18 PreACT Educator Report for SHS, our students scored 20.6 on the reading sub-test. SHS will work to increase literacy among SHS students to ensure they meet college readiness benchmark of 22 on the reading PreACT subtest.

Measurable Objective 1:

achieve college and career readiness on the PreACT reading subtest by achieving benchmark score of 22 by 05/24/2019 as measured by PreACT reading subtest scores.

Strategy 1:

Classroom Literacy - Classroom teachers will employ reading intervention strategies and activities in their classrooms that will enhance and improve literacy among their students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Activity - Vocabulary Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase vocabulary in all content classes and provide background knowledge by doing daily/weekly vocabulary exercises related to what is being covered in class.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom teachers

Activity - Classroom Read Alouds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have weekly opportunities to read aloud in class to increase basic reading skills such as word recognition, grammar, and dictation.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom Teachers

Goal 8: SHS students scored 18.7 on the PreACT math subtest in spring 2018, which is below benchmark. Math teachers will collaborate to help students meet college benchmark (22) on the math subtest of the PreACT.

Measurable Objective 1:

achieve college and career readiness on the PreACT math subtest by scoring at least a 22 by 05/24/2019 as measured by PreACT math subtest score.

Strategy 1:

Math Intervention - Teachers will obtain or develop classroom formative math assessments to measure student math skills and will efficiently adjust instruction to meet the needs of a wider range of math learners.

Category: Develop/Implement Learning Supports

Research Cited: Hanover Research. (2014). Best Practices in Math Interventions.

https://www.mbaea.org/media/cms/Best_Practices_in_Math_Intervention_53D80FEED7650.pdf

Activity - Screening/Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Math teachers will create free math computation worksheets to be administered under timed or untimed conditions at sites similar to the following: (1) Intervention Central Math Worksheet Generator http://www.lefthandlogic.com/htmldocs/tools/mathprobe/addsing.php ; (2) Math Worksheets SuperKids.com (3) Math Concepts & Applications (easycbm.com). The student completes mixed problems that sample Algebra, Geometry & Measurement, Data Analysis, Number Operations & Algebra. Items correspond to the NCTM Math Focal Points. (4) MAP 'Classroom Challenges' Formative Assessment Lessons. These MS and HS math lessons are designed to give teachers real-time information about student understanding and mastery of 2 kinds of lessons: Problem Solving and Concept Development (5) MAP Prototype Summative Assessment Tests. These ambitious tests are models for what MS and HS math assessments may look like in the era of the ambitious Common Core State Standards.</p>	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Math and special education teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Students will be pulled from an elective to meet with a certified classroom teacher to receive intervention.	Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom teachers and administration
School Website	SHS will maintain a teacher/administration-operated school website to communicate with stakeholders various schedules of events and news.	Technology, Community Engagement, Parent Involvement	08/08/2018	05/24/2019	\$0	Teachers are responsible for maintaining their individual pages and/or pages of the clubs they sponsor. Our web design teacher is responsible for maintaining the main page.
Vocabulary Review	Teachers will increase vocabulary in all content classes and provide background knowledge by doing daily/weekly vocabulary exercises related to what is being covered in class.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom teachers
Open House	School will have at least one Open House night during the school year for parents and stakeholders to visit with faculty and staff and to catch up on the happenings around the school. The Open House night will be advertised well in advance via the modes of communication already listed.	Community Engagement, Parent Involvement	08/08/2018	05/24/2019	\$0	All Faculty and Staff

Data Analysis	There will be organized and scheduled meetings for data analysis between administrators, teachers, and students that is ongoing. The analysis will include evidence of regular program evaluations and results of these evaluations will drive the decisions on whether to continue use of programs, activities, and/or practices.	Policy and Process, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/08/2018	05/24/2019	\$0	Administrators and teachers
Subgroups - Data Analysis	There will be organized and scheduled data analysis of the achievement gap in the special education and poverty subgroups. The special education teachers will meet weekly with administrators to look at student success and plan accordingly.	Policy and Process, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/08/2018	05/24/2019	\$0	Administration and special education teachers
Small Group Instruction	Teachers will pull students for small group instruction during class three times per week for ten minutes each day.	Academic Support Program	08/08/2018	05/24/2019	\$0	Teachers and Administration
Instruction Monitoring	Content teachers will be using Microsoft classroom tools to promote student collaboration while demonstrating application of skill mastery.	Technology, Academic Support Program	08/08/2018	05/24/2019	\$0	Teachers, school technology contact, and system/regional professional learning support staff
Classroom Read Alouds	Students will have weekly opportunities to read aloud in class to increase basic reading skills such as word recognition, grammar, and dictation.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom Teachers
Classroom Discussion	Students will participate in a class discussion on digital citizenship after being presented lessons from Common Sense Media Toolkit. They will also complete some worksheet type activities.	Technology, Policy and Process, Direct Instruction, Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	Ninth grade career prep teachers

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Parent Information Nights	In the spring semester, SHS will host a junior and a senior parent meeting to provide information about the various programs and to recruit for Advanced Placement, Dual Enrollment, and ACCESS courses.	Recruitment and Retention, Academic Support Program, Parent Involvement	01/01/2019	05/24/2019	\$0	Counselors, Administration, AP Coordinator, and AP teachers
SchoolCast	SHS administration will manage our SchoolCast call out system to inform parents/students of various schedules of events and news.	Technology, Parent Involvement	08/08/2018	05/24/2019	\$0	Administration
Social Media Platforms	SHS will maintain an administration-operated school Twitter and Facebook page to communicate with stakeholders various schedules of events and news. Various school clubs/organizations also use Instagram and Remind to publicize their events. Parent I	Technology, Community Engagement, Parent Involvement	08/08/2018	05/24/2019	\$0	Administration - Facebook/Twitter Club Sponsors-Instagram
Screening/Progress Monitoring	Math teachers will create free math computation worksheets to be administered under timed or untimed conditions at sites similar to the following: (1) Intervention Central Math Worksheet Generator http://www.lefthandlogic.com/htmldocs/tools/mathprobe/adding.php ; (2) Math Worksheets SuperKids.com (3) Math Concepts & Applications (easycbm.com). The student completes mixed problems that sample Algebra, Geometry & Measurement, Data Analysis, Number Operations & Algebra. Items correspond to the NCTM Math Focal Points. (4) MAP 'Classroom Challenges' Formative Assessment Lessons. These MS and HS math lessons are designed to give teachers real-time information about student understanding and mastery of 2 kinds of lessons: Problem Solving and Concept Development (5) MAP Prototype Summative Assessment Tests. These ambitious tests are models for what MS and HS math assessments may look like in the era of the ambitious Common Core State Standards.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Math and special education teachers

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Tiger Time	Teachers will meet with assigned students for 30 minutes twice a grading period. Teachers are to look at grades/behavior patterns of mentees, in order to provide encouragement and support of the individual. Teachers are to report back to the counselors any concerns regarding grades/behavior. Counselors will follow up with one-to-one meetings with any identified student.	Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/08/2018	05/24/2019	\$0	All certified staff member of SHS will have assigned students. In addition, counselors and administrators will provide support to teachers and follow-up with at-risk students.
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2018-19 Stakeholder Feedback Data Document

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

Areas of Notable Achievement

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

Among the students, the highest level of satisfaction was under Standard 1, Indicator 1.1. This indicator states that the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. The average score on this indicator was 3.81 out of 5.0. Standard 1, Purpose and Direction, as a whole received the highest average feedback among the students with a 3.58 average score out of 5.0.

Among parents, the highest level of satisfaction was under Standard 4, Indicator 4.3. The average score was 4.19 out of 5. This indicator states that the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Standard 4, Resources and Support Systems, as a whole received the highest average feedback among the parents with an average score of 3.69 out of 5.0.

Among the staff, the highest level of satisfaction was under Standard 1, Indicator 1.2. The average score was 4.23 out of 5.0. This indicator states that the school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. In addition to an Indicator under Standard 1 achieving the highest level of satisfaction, Standard 1, Purpose and Direction, as whole received the highest average feedback among the staff with an average score of 4.15 out of 5.0

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

This year Standard 4, Resources and Support Systems, among parents increased in satisfaction to become the highest rated standard. Last year, it was the second highest.

Among students Standard 1, Purpose and Direction, was the highest rated standard again this year. However, the average score increased from 3.51 to 3.58.

Among the staff, Standard 4, Resources and Support Systems, was the second highest rated standard this year. Last year, this Standard was ranked third. For three consecutive years, Standard 1, Purpose and Direction, has been the highest rated.

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

The above reported findings are consistent with other feedback received via school emails, face to face parent contact, Open House night, emails, parent communication logs, etc.

Areas in Need of Improvement

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

Among the staff, the survey results show the lowest level of satisfaction is Standard 3, Indicator 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. This indicator received an average score of 3.51.

With an average score of 3.02, the student survey results show the lowest level of satisfaction is Standard 3, Indicator 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. In addition, Standard 5, Using Results for Continuous Improvement, was the lowest rated standard among the students.

Among the parents, the survey results show that there are two levels tied for the lowest satisfaction. One is Standard 3, Indicator 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning. The second one is Standard 2, Indicator 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Both of these indicators had a score of 3.33.

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

Last year Standard 5, Using Results for Continuous Improvement, was our lowest level of satisfaction among staff. This year Standard 5 is at the bottom again. The average score decreased from 3.85 to 3.72 showing a further decline in stakeholder satisfaction.

Standard 2: Governance and Leadership, had the lowest approval rating among the parents. The average score was 3.51. Last year, this standard was the third highest ranked standard. This year's average definitely depicts a trend in decreasing stakeholder satisfaction.

For the second consecutive year, Standard 5: Using Results for Continuous Improvement, became the lowest level of satisfaction among students.

What are the implications for these stakeholder perceptions?

The conclusions we can draw from these perceptions include:

There needs to be more communication between the school and parents by the leadership and teachers alike.

A support network is needed for teachers to include mentoring, coaching, and induction programs that support instructional support within the school's values and beliefs about teaching and learning.

Our staff should be more diligent in engaging students with instructional strategies to ensure achievement in the classroom.

Teachers should participate in collaborative learning communities to improve instruction and student learning.

The school staff as a whole should do a better job of using results from test scores, grades, stakeholder feedback, etc. for continuous improvement.

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

These findings are consistent with previous years stakeholder feedback results based on surveys, face-to-face parent meetings, Open House, emails, parent contact logs, etc.

Report Summary

Scores By Section

