



ACIP

Scottsboro High School

Scottsboro City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

The city of Scottsboro is a rural/suburban town located in Jackson County, Alabama. The 2014 population estimate of the Scottsboro Community is approximately 14,831 based on Census Department projections. 89.8% of Scottsboro citizens are Caucasian, 4.6% are African-American and 3.5% are Hispanic. The racial/ethnic and gender population percentages are closely represented in staffing trends.

Scottsboro High School has a current enrollment of 783. Ethnicity of SHS is 85.06% Caucasian, 8.05% Black, 5.1% Hispanic, 1.4% Asian, .13% Indian & .26% Multi-Race. 44% of Scottsboro's enrollment are on either free or reduced lunch.

The median household income of Scottsboro residents is estimated to be at \$37,748.00. The primary job opportunities in Scottsboro are found in the manufacturing and food service industries. Professional occupations are primarily in the legal, education and medical fields.

Our community is unique in that it possesses an abundance of outdoor resources. Scottsboro is positioned in the valley of the Appalachian Mountains and it is situated along the banks of the Tennessee River. Our location provides abundant opportunities for water sports, fishing, and outdoor hobbies. Tourists are attracted to our community due to numerous fishing, golfing, boating, and camping activities. Our community is located between the large cities of Huntsville and Chattanooga, allowing for the conveniences, revenue and cultural opportunities found in more urban areas. Scottsboro is also located within 50 miles of several Universities and Community Colleges.

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.

PURPOSE: "The purpose of Scottsboro City Schools is to maximize the learning of all students."

MISSION: Our mission is to ensure quality learning by providing students with opportunities and resources to achieve academic excellence and to provide encouragement, support, and respect so that all Scottsboro City School students can become productive citizens.

BELIEFS: * All students can achieve their potential if provided with appropriate opportunities.

*All students should have safe and disciplined schools, qualified teachers, committed support staff, challenging curricula and effective school leaders.

*All students deserve a nurturing environment that promotes a feeling of self-worth.

*Education is a shared responsibility among home, school, and community.

*Learning is a life-long endeavor.

*Innovation in technology and education is necessary to meet the needs of our youth and society.

*Employing, retaining, and appropriately training quality personnel are essential to system effectiveness.

* Schools must offer a diverse and challenging curriculum which supports the various needs and learning styles of all students.

*Extra-curricular activities are important in the overall development of students; moreover, appropriate extra-curricular experiences contribute to academic success.

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.

Scottsboro High School

- Partnered with ARI regional team to enhance strategic teaching through Content Literacy Training in both 2012-2013 & 2013-2014.
- Continuing partnership with ARI in 2014-15 for Content Literacy and Data Meeting collaboration .
- Partnering with the county schools and local career technical center to provide technical classes to students. Scottsboro's students attend EPCOT for courses such as Welding, Masonry, Drafting, Deisel Engine, HVAC, & Collision Repair. Jackson County students attend Scottsboro High School for Cosmetology
- Offer a variety of clubs and organizations for students to participate before, during and after school hours: FCA, FBLA, FCCLA, HOSA, FFA, TSA, NHS, Interact Club, Key Club, National Honor Society, Link Crew etc
- Offers AP, Dual Enrollment, Articulated Credit and ACCESS courses.
- School wide Scantron's Performance Series testing to track reading achievement and student gains.
- Participate in district-wide vertical alignment of CCRS standards.
- Participate in quarterly CCRS meetings and system planning.
- Participates in school based data meetings to Tier students and to discuss strategies for moving student progress forward.
- Offers a SCORE, Students Completing Official Requirements Early, program for at risk students to advance and help with the drop out rate.
- Offers ACT Prep courses multiple times during the year.
- Implemented Performance series assessment in reading, algebra and geometry.

Additional Information

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

Scottsboro High School

- Ensures that every teacher maintains highly qualified teaching status.
- Scottsboro City Schools have over 100 community partners.
- Offers Link Crew an organization who has the motto: Students helping students succeed. Link Crew is a year long mentoring program consisting of upper classmen who develop relationship with incoming freshmen to facilitate an easy transition and connection with Scottsboro High School.
- Has a student orientation for incoming 9th graders each summer called Camp Wildcat. The Camp is led by our counselors and Link Crew.
- Hosts Parent Nights by grade level with age appropriate information.
- Participates in numerous service projects to support our community.
- Health Science students educate 5th graders on the dangers of tobacco through a TAR WARS program.
- Creative Writing and Art students partner to publish a literary magazine.
- Engineering students compete through Robotics FIRST and BEST programs.
- Engineering students partner with UAH INSPIRESS program.
- Offers AHSGE remediation programs.
- Implemented PLTW Principles of Engineering Course.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Leadership Team was formed by the administration at the beginning of the school year. The team consists of a representative from each department, specialty areas, chief financial officer, curriculum director and the community education coordinator. Community stakeholders such as parents and business people are informed about the Continuous Improvement Plan. The team meets several times during the year. The leadership team communicates regularly with the PST, CT Advisory Council and the Content Literacy Team. The Leadership Team communicates with faculty/staff at faculty meetings, professional development workshops and through email.

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

Scottsboro High Schools stakeholders include numerous business people from our community. Currently, Scottsboro includes two engineers, several professionals from the medical field, one from construction, numerous parents, an accountant and several more. The stakeholders meet biannually to provide feedback on programs and to discuss the characteristics of a prepared graduate as stated in PLAN 2020. This group helps provide suggestions and direction for both our strengths and weaknesses.

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 draft of Scottsboro High School's Continuous Improvement Plan will be posted on our school and district websites. The faculty will be informed during meetings. Progress is monitored continuously during the year.

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		Scottsboro High School Parent Scottsboro high school staff

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?

Staff, Parents and Students agree that Purpose and Direction are our highest overall level of satisfaction. Clear expectations, high quality education offered and expectations clearly stated are the highest satisfaction or approval level. Resources and support systems are also a high level of satisfaction. Safe schools, counseling, career planning and a variety of learning resources in good condition are offered.

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

Stating a clear purpose and direction is our greatest positive trend. Scottsboro City School system has "to maximize the learning of all students" as the purpose for each and every school in the district creating consistency from year to year.

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

Purpose and Direction and Resources and Support Systems are areas of achievement that are consistent with prior feedback sources.

Areas in Need of Improvement

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

Governance and Leadership is our lowest level of satisfaction with the primary area(s) of distinction between the roles and responsibilities of those of school leadership (staff), governing body does not interfere with the operation or leadership of our school (parents) and rules applied equally (students). This may be a perception issue or one due to upcoming turnover within our central office as we are in the process of hiring a new superintendent and recently elected two new board members. Regardless of the cause, this is an area in need of improvement for Scottsboro City Schools.

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

Staff trends are one of support for new educators through a mentor program. SHS has seen turnover in the past few years due to retirement and needs to improve the support structure for staff. Parents and students noted the need for teachers to alter teaching to meet learning needs. SHS has implemented a content literacy movement as well as data analysis to address these trends.

What are the implications for these stakeholder perceptions?

This may be a perception issue or one due to upcoming turnover within our central office as we are in the process of hiring a new superintendent and recently elected two new board members. Regardless of the cause, this is an area in need of improvement for Scottsboro City Schools in the areas of Governance and Leadership.

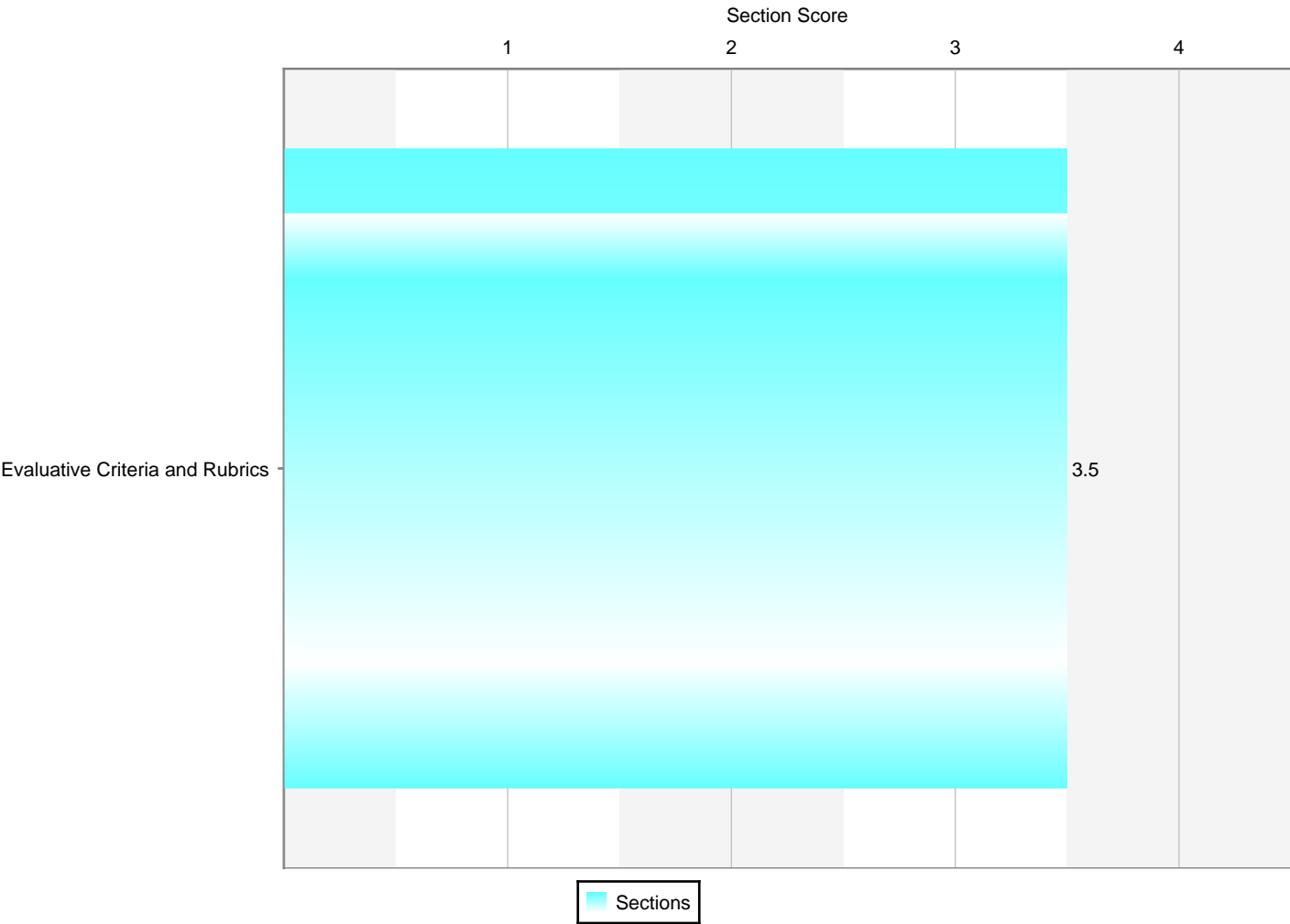
SHS has implemented a content literacy movement as well as data analysis to address these trends within Teaching and Assessing for Learning.

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

The findings from our stakeholder advanced surveys do seem consistent with other sources of information.

Report Summary

Scores By Section



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	Attached are the results from Scottsboro's Fall Global Scholar testing and the most recent PLAN and ACT data. Each of these documents drive our curriculum and strategic teaching methods. Meetings occur approximately every three weeks to review student performance and possible strategies for improvement. Also attached are the graduation rates for the previous 4 years.	Student Performance Documentation

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

Scottsboro High School assesses students through numerous methods as directed by the state department. Juniors take the ACT and our sophomores take the PLAN. End of course assessments were given to English 9 & 10, Algebra and Geometry in 2012-13, and English 9 and Algebra in 2013-2014. English 9 and Algebra will continue to be assessed this school year. Each of these assessment spotlight a group of students on a given day. Scottsboro is especially excited about data gained from Global Scholar Performance Series as well as ASPIRE, EXPLORE, PLAN & ACT as they will allow us to track the growth of individual students.

Areas above expected levels on our Global Scholar assessments are Algebra and Geometry. These tests are not nationally normed yet but Scottsboro was above the state average. On the ACT, Scottsboro is above the national norm on English Composition, Algebra, Social Science, and Biology. On the PLAN, Scottsboro is above average in English, Reading and Science.

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

Areas above expected levels on our Global Scholar assessments are Algebra and Geometry. These tests are not nationally normed yet but Scottsboro was above the state average. On the ACT, Scottsboro is above the national norm on English Composition, Algebra, Social Science, and Biology. On the PLAN, Scottsboro is above average in English, Reading and Science.

Scottsboro's graduation rate increased from 79% to 86% for 2013-2014.

Which area(s) indicate the overall highest performance?

English Composition and Social Science are our overall highest performances on the ACT. Science is the highest score in the PLAN but English, Reading and Science are above the national average.

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

The black, white and latino subgroups have all increased composite score performance over the past 5 year trend in the ACT. Areas above expected levels on our Global Scholar assessments are Algebra and Geometry. These tests are not nationally normed yet but Scottsboro was above the state average. On the ACT, Scottsboro is above the national norm on English Composition, Algebra, Social Science, and Biology. On the PLAN, Scottsboro is above average in English, Reading and Science.

Between which subgroups is the achievement gap closing?

With the ACT Scottsboro's white and black population gap is closing. Again with the other assessments, Scottsboro doesn't have enough data to determine closing gaps.

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

English Composition and Social Science are our overall highest performances on the ACT. Science is the highest score in the PLAN but English, Reading and Science are above the national average.

Areas in Need of Improvement

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

Global Scholar fall assessment showed all reading areas (non fiction, fiction, long passages and vocabulary) to have mean score of 3058. The ACT & PLAN data are above the national average in English Composition. Concentration will be focused on reading and literacy strategies.

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

Global Scholar fall assessment showed all reading areas (non fiction, fiction, long passages and vocabulary) to have mean score of 3058. The ACT & PLAN data are above the national average in English Composition. Concentration will be focused on reading and literacy strategies.

Which area(s) indicate the overall lowest performance?

Long passages within the reading assessment of Global Scholar are our lowest performing areas.

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

All subgroups are showing an increase among the 5 year trend on the ACT. The special education and free and reduced population are areas to watch at Scottsboro.

Between which subgroups is the achievement gap becoming greater?

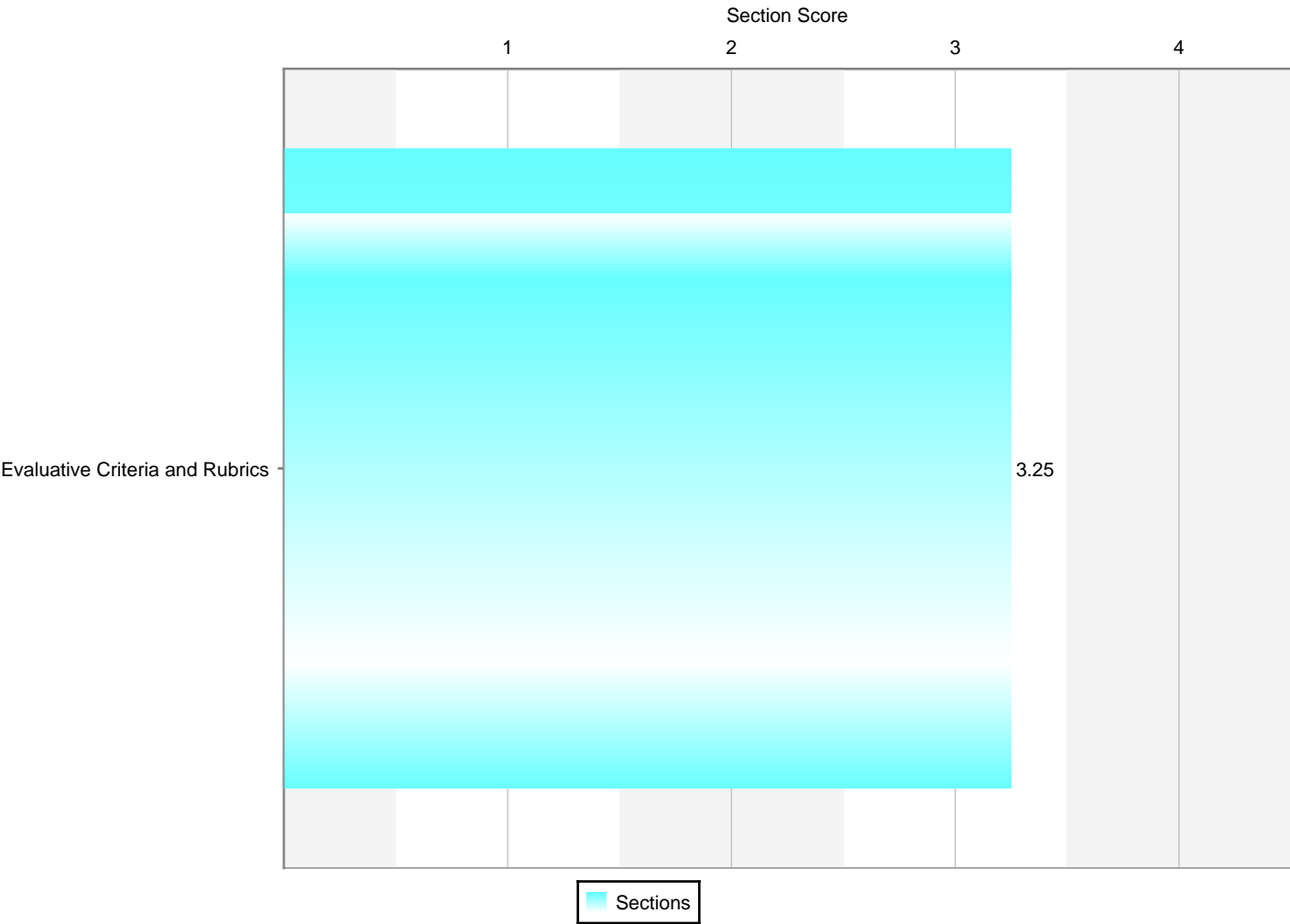
Scottsboro's special education and free and reduced populations are the most sporadic and can create the largest gaps from any other subgroup from year to year.

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

Global Scholar, PLAN and ACT are all showing similar findings.

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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Team Members

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	Attached is the policy statement from the Scottsboro City Code of Conduct	Policy Statement 1

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	Dr. Melinda Adkins Title IX & Dr. Judith Berry Title VI Scottsboro City Board of Education 305 S. Scott Street Scottsboro, AL 35768 256-218-2100	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Title I school	PI Plan 2014-15

ACIP

Scottsboro High School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Scottsboro's K-6 Schools have School-Parent Compact.	

ACIP 2014-2015

Overview

Plan Name

ACIP 2014-2015

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	Scottsboro High School will continue to provide a supportive learning environment	Objectives: 2 Strategies: 3 Activities: 10	Organizational	\$0
2	Assessment data will be utilized to create college and career ready students.	Objectives: 5 Strategies: 2 Activities: 5	Academic	\$0

Goal 1: Scottsboro High School will continue to provide a supportive learning environment

Measurable Objective 1:

collaborate to enhance communication and community perception of Scottsboro High School by 05/22/2015 as measured by stakeholder feedback.

Strategy 1:

Communication - Scottsboro will provide numerous methods to keep the stakeholders informed about events at Scottsboro High School.

Activity - Homeroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Block scheduling results in one roster from August -December and another from January-May. Grade-level homerooms occur mid-day to allow students to interface with one educator for the entire year providing the student with an adult advocate. The mid-day time frame allows all students to be on campus as tech school, health care and cosmetology students begin their day off campus.	Behavioral Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Classroom Teacher

Activity - Truancy Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Truancy Meetings will be conducted regularly to improve student attendance and achievement	Behavioral Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Administrators

Activity - School Cast/ Website/ Facebook/ REMIND	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents, students and other stakeholders about upcoming events and assignments	Parent Involvement	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers, Administrators and Counselors

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent meetings with each grade level occur monthly to inform parents and students alike about age specific information. Meeting notes are posted to the website for reference and for those unable to attend.	Parent Involvement	08/01/2014	05/22/2015	\$0	No Funding Required	Counselors

Strategy 2:

Safety - Faculty, Staff & Administrators will be exposed to methods and techniques to improve overall school safety.

Activity - Alternative School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Off campus alternative school reinstated to prevent the interaction of disciplined students with the general population of Scottsboro High School.	Behavioral Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	Administrators & Alternative School Teacher
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Activity - In School Detention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In School Detention is set up to isolate students who have broken the code of conduct while still allowing them a distraction free instructional environment.	Behavioral Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	Administrators and In School Detention Teacher

Activity - Drills & Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators within the Scottsboro City School system collaborate to ensure the safety of each school within the system. Administrator walk-throughs are conducted to have fresh eyes on the building and procedures within each school. Monthly drills are conducted and reported to the central office.	Behavioral Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Administrators

Measurable Objective 2:

collaborate to provide support centers for Scottsboro High School students by 05/22/2015 as measured by student feedback.

Strategy 1:

Student Support Network - Students will have the opportunity to engage in activities or group meetings to receive support.

Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will lead several small group meetings centering around issues such as grief, anger and social acceptance.	Behavioral Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Counselors

Activity - Link Crew	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply to join and be trained to form the Link Crew, a student group who mentor freshmen.	Behavioral Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Counselors

Activity - BIONIC Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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3 team approach New Student Team: New students receive a student mentor and survival kit (pencils, pens, do's and don't of SHS list) Hospitalization Team: Balloons to students who are hospitalized Grief/Loss/School Tragedy Team: Cards, stuffed animal to anyone suffering from grief	Behavioral Support Program	08/12/2014	05/22/2015	\$0	No Funding Required	Counselors & Administrators
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Goal 2: Assessment data will be utilized to create college and career ready students.

Measurable Objective 1:

A 5% increase of Eleventh grade students will demonstrate a proficiency by achieving a benchmark score of 22 on the ACT in Reading by 05/22/2015 as measured by analyzing ACT data after the spring 2015 administration. In the spring of 2014, 32.6% of juniors benchmarked in reading.

(shared) Strategy 1:

Strategic Teaching & Assessment Prep - ACT Prep Classes are offered two to three times per year. Students will be encouraged to attend and commit themselves to the improving their scores.

Activity - ACT Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intensive ACT prep offered prior to exam dates. Students are to commit to 3 out of 5 of the 4 hour sessions per week for two weeks. Bring any old ACT tests and/or PLAN test to analyze scores.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	ACT Prep Teacher

Activity - Cambridge Prep Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize short assignments from the ACT Cambridge prep books to prepare students for the rigor of the ACT.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers & Administrators

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL students will be tested in Scantron's performance series reading test to assess reading level and comprehension within both fiction and nonfiction passages as well as vocabulary knowledge in isolated and in context. Testing will occur at least 3 times during the school year to determine gains.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers, Administrators

(shared) Strategy 2:

Content Literacy - Teachers will continue to study and receive professional development with Content Literacy. Content literacy strategies will be implemented to achieve increased student engagement and performance.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies will be implemented within each classroom to fully engage the students of Scottsboro High School.	Academic Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will occur every three weeks. Teachers will receive instruction regarding RTi, Content Literacy Strategies, CCRS, as well as analyze student performance and ability to tier their classes and monitor student gains.	Professional Learning	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Measurable Objective 2:

A 5% increase of Eleventh grade students will demonstrate a proficiency by achieving a benchmark score of 22 on the ACT in Mathematics by 05/22/2015 as measured by analyzing ACT data after the spring 2015 administration. In the spring of 2014, 31% of juniors benchmarked in mathematics.

(shared) Strategy 1:

Strategic Teaching & Assessment Prep - ACT Prep Classes are offered two to three times per year. Students will be encouraged to attend and commit themselves to the improving their scores.

Activity - ACT Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intensive ACT prep offered prior to exam dates. Students are to commit to 3 out of 5 of the 4 hour sessions per week for two weeks. Bring any old ACT tests and/or PLAN test to analyze scores.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	ACT Prep Teacher

Activity - Cambridge Prep Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize short assignments from the ACT Cambridge prep books to prepare students for the rigor of the ACT.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers & Administrators

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL students will be tested in Scantron's performance series reading test to assess reading level and comprehension within both fiction and nonfiction passages as well as vocabulary knowledge in isolated and in context. Testing will occur at least 3 times during the school year to determine gains.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers, Administrators

(shared) Strategy 2:

Content Literacy - Teachers will continue to study and receive professional development with Content Literacy. Content literacy strategies will be implemented to achieve increased student engagement and performance.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies will be implemented within each classroom to fully engage the students of Scottsboro High School.	Academic Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will occur every three weeks. Teachers will receive instruction regarding RTi, Content Literacy Strategies, CCRS, as well as analyze student performance and ability to tier their classes and monitor student gains.	Professional Learning	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Measurable Objective 3:

A 5% increase of Tenth grade students will demonstrate a proficiency by achieving a benchmark score of 19 on the PLAN in Mathematics by 05/22/2015 as measured by analyzing PLAN data after the spring 2015 administration. In the spring of 2014, 30.2% of sophomores benchmarked in math..

(shared) Strategy 1:

Strategic Teaching & Assessment Prep - ACT Prep Classes are offered two to three times per year. Students will be encouraged to attend and commit themselves to the improving their scores.

Activity - ACT Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intensive ACT prep offered prior to exam dates. Students are to commit to 3 out of 5 of the 4 hour sessions per week for two weeks. Bring any old ACT tests and/or PLAN test to analyze scores.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	ACT Prep Teacher

Activity - Cambridge Prep Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize short assignments from the ACT Cambridge prep books to prepare students for the rigor of the ACT.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers & Administrators

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL students will be tested in Scantron's performance series reading test to assess reading level and comprehension within both fiction and nonfiction passages as well as vocabulary knowledge in isolated and in context. Testing will occur at least 3 times during the school year to determine gains.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers, Administrators

(shared) Strategy 2:

Content Literacy - Teachers will continue to study and receive professional development with Content Literacy. Content literacy strategies will be implemented to achieve increased student engagement and performance.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies will be implemented within each classroom to fully engage the students of Scottsboro High School.	Academic Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will occur every three weeks. Teachers will receive instruction regarding RTi, Content Literacy Strategies, CCRS, as well as analyze student performance and ability to tier their classes and monitor student gains.	Professional Learning	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Measurable Objective 4:

A 5% increase of Tenth grade students will demonstrate a proficiency by achieving a benchmark score of 18 on the PLAN in Reading by 05/22/2015 as measured by analyzing PLAN data after the spring 2015 administration. In the spring of 2014, 43.1% of sophomores benchmarked in reading..

(shared) Strategy 1:

Strategic Teaching & Assessment Prep - ACT Prep Classes are offered two to three times per year. Students will be encouraged to attend and commit themselves to the improving their scores.

Activity - ACT Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intensive ACT prep offered prior to exam dates. Students are to commit to 3 out of 5 of the 4 hour sessions per week for two weeks. Bring any old ACT tests and/or PLAN test to analyze scores.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	ACT Prep Teacher

Activity - Cambridge Prep Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize short assignments from the ACT Cambridge prep books to prepare students for the rigor of the ACT.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers & Administrators

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL students will be tested in Scantron's performance series reading test to assess reading level and comprehension within both fiction and nonfiction passages as well as vocabulary knowledge in isolated and in context. Testing will occur at least 3 times during the school year to determine gains.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers, Administrators

(shared) Strategy 2:

Content Literacy - Teachers will continue to study and receive professional development with Content Literacy. Content literacy strategies will be implemented to achieve increased student engagement and performance.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies will be implemented within each classroom to fully engage the students of Scottsboro High School.	Academic Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will occur every three weeks. Teachers will receive instruction regarding RTi, Content Literacy Strategies, CCRS, as well as analyze student performance and ability to tier their classes and monitor student gains.	Professional Learning	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Measurable Objective 5:

80% of Twelfth grade students will demonstrate a proficiency in reading and mathematics so that placement in remedial college courses upon exit from Scottsboro High School will NOT be needed in Reading by 05/22/2015 as measured by the Alabama Commission on Higher Education. In 2014, SHS was reported to have 29% of our in-state public college enrollees in either math or reading remediation or both. In 2013, 24% were reported to need remedial courses.

(shared) Strategy 1:

Strategic Teaching & Assessment Prep - ACT Prep Classes are offered two to three times per year. Students will be encouraged to attend and commit themselves to the improving their scores.

Activity - ACT Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intensive ACT prep offered prior to exam dates. Students are to commit to 3 out of 5 of the 4 hour sessions per week for two weeks. Bring any old ACT tests and/or PLAN test to analyze scores.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	ACT Prep Teacher

Activity - Cambridge Prep Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize short assignments from the ACT Cambridge prep books to prepare students for the rigor of the ACT.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers & Administrators

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL students will be tested in Scantron's performance series reading test to assess reading level and comprehension within both fiction and nonfiction passages as well as vocabulary knowledge in isolated and in context. Testing will occur at least 3 times during the school year to determine gains.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Teachers, Administrators

(shared) Strategy 2:

Content Literacy - Teachers will continue to study and receive professional development with Content Literacy. Content literacy strategies will be implemented to achieve increased student engagement and performance.

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Scottsboro High School

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies will be implemented within each classroom to fully engage the students of Scottsboro High School.	Academic Support Program	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will occur every three weeks. Teachers will receive instruction regarding RTi, Content Literacy Strategies, CCRS, as well as analyze student performance and ability to tier their classes and monitor student gains.	Professional Learning	08/01/2014	05/22/2015	\$0	No Funding Required	Teachers and Administrators

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
Alternative School	Off campus alternative school reinstated to prevent the interaction of disciplined students with the general population of Scottsboro High School.	Behavioral Support Program	08/19/2013	05/23/2014	\$0	Administrators & Alternative School Teacher
Small Groups	Counselors will lead several small group meetings centering around issues such as grief, anger and social acceptance.	Behavioral Support Program	08/01/2014	05/22/2015	\$0	Counselors
School Cast/ Website/ Facebook/ REMIND	Inform parents, students and other stakeholders about upcoming events and assignments	Parent Involvement	08/01/2014	05/22/2015	\$0	Teachers, Administrators and Counselors
Truancy Meetings	Truancy Meetings will be conducted regularly to improve student attendance and achievement	Behavioral Support Program	08/01/2014	05/22/2015	\$0	Administrators
Homeroom	Block scheduling results in one roster from August - December and another from January-May. Grade-level homerooms occur mid-day to allow students to interface with one educator for the entire year providing the student with an adult advocate. The mid-day time frame allows all students to be on campus as tech school, health care and cosmetology students begin their day off campus.	Behavioral Support Program	08/01/2014	05/22/2015	\$0	Classroom Teacher
Strategic Teaching	Strategies will be implemented within each classroom to fully engage the students of Scottsboro High School.	Academic Support Program	08/01/2014	05/22/2015	\$0	Teachers and Administrators
In School Detention	In School Detention is set up to isolate students who have broken the code of conduct while still allowing them a distraction free instructional environment.	Behavioral Support Program	08/19/2013	05/23/2014	\$0	Administrators and In School Detention Teacher
Link Crew	Students will apply to join and be trained to form the Link Crew, a student group who mentor freshmen.	Behavioral Support Program	08/01/2014	05/22/2015	\$0	Counselors
Cambridge Prep Books	Teachers will utilize short assignments from the ACT Cambridge prep books to prepare students for the rigor of the ACT.	Academic Support Program	08/08/2014	05/22/2015	\$0	Teachers & Administrators

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ACT Prep Classes	Intensive ACT prep offered prior to exam dates. Students are to commit to 3 out of 5 of the 4 hour sessions per week for two weeks. Bring any old ACT tests and/or PLAN test to analyze scores.	Academic Support Program	08/08/2014	05/22/2015	\$0	ACT Prep Teacher
Parent Meetings	Parent meetings with each grade level occur monthly to inform parents and students alike about age specific information. Meeting notes are posted to the website for reference and for those unable to attend.	Parent Involvement	08/01/2014	05/22/2015	\$0	Counselors
Data Meetings	Data meetings will occur every three weeks. Teachers will receive instruction regarding RTi, Content Literacy Strategies, CCRS, as well as analyze student performance and ability to tier their classes and monitor student gains.	Professional Learning	08/01/2014	05/22/2015	\$0	Teachers and Administrators
Performance Series Testing	ALL students will be tested in Scantron's performance series reading test to assess reading level and comprehension within both fiction and nonfiction passages as well as vocabulary knowledge in isolated and in context. Testing will occur at least 3 times during the school year to determine gains.	Academic Support Program	08/08/2014	05/22/2015	\$0	Teachers, Administrators
BIONIC Team	3 team approach New Student Team: New students receive a student mentor and survival kit (pencils, pens, do's and don't of SHS list) Hospitalization Team: Balloons to students who are hospitalized Grief/Loss/School Tragedy Team: Cards, stuffed animal to anyone suffering from grief	Behavioral Support Program	08/12/2014	05/22/2015	\$0	Counselors & Administrators
Drills & Walk Throughs	Administrators within the Scottsboro City School system collaborate to ensure the safety of each school within the system. Administrator walk-throughs are conducted to have fresh eyes on the building and procedures within each school. Monthly drills are conducted and reported to the central office.	Behavioral Support Program	08/01/2014	05/22/2015	\$0	Administrators
Total					\$0	

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	42.48

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	1.5

Label	Question	Value
4.	Provide the number of Counselor assigned units.	2.0

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

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.5

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	42.48

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

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.5

Label	Question	Value
4.	Provide the number of Counselors.	2.0

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

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.5

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

I. State Foundation Funds:Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	2013980.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	86700.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	100691.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	120589.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	51371.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	35920.0

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

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

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

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

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	42304.0

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

Total2,451,555.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

NA

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

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

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

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

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

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

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

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Computer Lab for STEM/PLTW

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	26000.0

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

Provide a brief explanation and a breakdown of expenses.

Perkins Basic Grant expenditures consists of administrative, instructional, and professional development needs. All the information is documented within eGap.

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	25483.5

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

Provide a brief explanation and a breakdown of expenses.

NA

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

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

NA

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds are utilized for local teaching units, athletic supplements and benefits, tuition for career technical students attending EPCOT, occupational and physical therapy, building maintenance, instructional software agreements and supplies.

Label	Question	Value
2.	Local Funds Provide the total.	998355.0