



ACIP

Rogers School

Lauderdale County Board of Education

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300 Rogers Lane
Florence, AL 35634

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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?

Rogers High School strives to create an environment that is safe and conducive to learning, while setting high expectations for the students in all areas of life. Rogers School strives to be an extension of family where faculty, staff, and students work together for a common purpose. The mission and vision of Rogers High School is to educate productive, responsible citizens by providing a curriculum that keeps pace with an ever changing society. Needs and learning styles of a diverse population will be met by the following:

- A. Employing a faculty and staff committed to excellence and meeting student needs
- B. Involving parents, business, civic and government leaders in the educational process
- C. Committing to continual improvement
- D. Providing a safe and respectful learning environment

The process of defining our mission and vision included a committee of teachers, parents, and community stakeholders. This group researched articles concerning mission statements within the educational setting. At a scheduled work session, a rough draft of the vision/mission was developed. The draft was then given to the school administration for final approval. At a faculty meeting, the final draft was voted on by the faculty and passed as the mission statement for Rogers High School.

Rogers High School (RHS) is a traditional public K-12 school with a current enrollment of 1,213 students. RHS has a faculty of 82 teachers with 100% being Highly Qualified teachers. Rogers is one of six K-12 campuses in Lauderdale County, in a district serving 9 school campuses and one career/technical campus, totaling approximately 8,360 students. The school's geographic location is in North Alabama in the northern central part of Lauderdale County. Lauderdale County is located in the Northwestern part of Alabama. Our community is approximately 16 miles from the county seat of Florence, AL. The population of Lauderdale County is roughly 93,000 with an area of 718.78 square miles. A mixture of urban and rural areas and towns make up most of the county with the majority of the land being used for agricultural purposes. The population growth over the past decade is 5.4%, most of this coming from retirement or urban relocation. This pattern of growth is economically vital for county revenues and for projections for the future economic progress of the county. There are no primary industries in the community. The median income for a household in the county is \$42,703. About 10.50% of families and 18.7% of the population is below the poverty line, including 18.50% of those under age 18 and 11.30% of those ages 65 or over. Of the 82 faculty members, half of our teachers have fifteen or more years of experience. Over 70% of our teachers hold advanced degrees, with five teachers currently working toward advancing their current degrees. The administration works diligently to hire personnel who meet academic expectations and dedicate their time and energy to fulfill the mission of Rogers School. Challenges do exist with factors such as teacher/student ratios with class size amendment mandates. The faculty works tirelessly in providing outstanding quality in the programs they offer the students. Meeting the needs of the RHS population promotes challenges for the administration. Because of our free/reduced lunch rate, RHS is a school-wide Title I school receiving federal funds to employ teachers and further student achievement. Budget cuts from year to year have resulted in loss of positions, yet the expectations in providing excellence in all programs remain the same. Because of decreased state budgets over the years, our district budgets as well as the budget at Rogers have decreased. Funding for technology, teacher/student supplies, and overall operating expenses have remained consistent due to the proration we have faced in the past. Even with a reduced faculty and staff, RHS provides a variety of academic and extracurricular activities to address the whole student. Concerning academic class offerings, RHS currently offers the following:

- A. Dual Enrollment classes for Math, English, History, and Science are offered for students who wish to earn transferrable college credit through Northwest Shoals Community College.

- B. Online ACCESS classes
- C. Career and technical programs via transportation to Allen Thornton Career Technical Center
- D. Upward Bound Program with Northwest Shoals Community College

In extracurricular activities RHS currently offers the following:

- A. Beta
- B. Scholar's Bowl Senior High & Junior High
- C. Key Club
- D. Fellowship of Christian Athletes
- E. Future Business Leaders of America
- F. Future Farmers of America (including a greenhouse)
- G. Football
- H. Volleyball
- I. Basketball (girls and boys)
- J. Softball
- K. Baseball
- L. Track (girls and boys)
- M. Golf
- N. Cross Country (girls and boys)
- O. Yearbook
- P. Band (Marching and Concert)
- Q. Drama
- R. Show Choir
- S. National Honor Society
- T. Family Career and Community Leaders of America
- U. Special Olympics participation

To address the 21st century focus on technology, are currently working toward meeting the challenge in transforming our school through a one-to-one initiative to have an electronic device (Chromebook) in the hands of every student on campus. Our 7th-12th grade students currently have these devices and we are working to expand in K-6 classrooms in the years to come. We have been able to put seven Chromebooks per elementary class for small group reading and math support and look to expand in the future. We have 3 computer labs spread across the campus, mobile labs with 30 laptops per lab. Aside from the computer labs, our high school library also houses additional computers. All computers with internet access also provide students with access to the Alabama Virtual Library. One four-year university, The University of North Alabama, is in the county seat of Florence, AL. Four community colleges are within one hour of the RHS campus. We average 70% of graduating seniors attending post-secondary education. 45% of those students attend a two-year junior college, with 25% attending a four year university. While we strive to see this number increase, some students enter the military or choose to enter straight into the workforce. The graduation rate at RHS averages between 97%-99%. With a school of this size, we feel these percentages are acceptable but continue to strive for 100%.

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.

As stated earlier, part of the vision at RHS is to educate productive, responsible citizens by providing a curriculum that keeps pace with an ever changing society. Students are continually assessed throughout the school year in order to keep track of each student and make sure they stay on the proper pace to excel in class and graduate high school. At Rogers, we understand that students have unique and diverse learning styles. Most students perform well in traditional settings, while some prefer more technological settings, and others perform well in their own creative way. Our faculty is encouraged to recognize and promote individual learning of all students. New ways of transferring knowledge are being implemented through differentiated instruction. All faculty and administration have been trained in this type of instruction in hopes of raising the levels of achievement in below average student performance. Faculty and staff consult the Alabama Course of Study, Alabama High School College and Career Readiness Standards, objectives for standardized tests (Performance Series). Teachers use data regarding learning styles in order to incorporate auditory, visual, and kinesthetic learners. Our ultimate goal at RHS is to see every student pass the requirements set forth by the State of Alabama in order to graduate with a high school diploma. Students with special needs are held to high standards as well. Within their individual plans, we make sure these students graduate and leave RHS with an opportunity to succeed to the best of their abilities. Evidence of these goals being met can be best observed by a continual rise in the annual graduation rate and a decrease in our dropout rates. We work hard to improve the scores and the statistics, but we also look at the individual and how scoring below average or failing will affect that student as well as society as a whole.

Performance Series Fall 2017 Assessment

Mean Reading Scale Score

Grade K= 1448 (High Avg.)

Grade 1= 1673 (Low Avg.)

Grade 2= 1985 (Low Avg.)

Grade 3= 2301 (High Avg.)

Grade 4= 2500 (Low Avg.)

Grade 5= 2660 (Low Avg.)

Grade 6= 2783 (Low Avg.)

Grade 7= 2783 (Low Avg.)

Grade 8= 2893 (Low Avg.)

Grade 9= 2985 (High Avg.)

Grade 10= 3036 (High Avg.)

Grade 11= 3074 (High Avg.)

Grade 12= 3007 (Low Avg.)

Mean Math Scale Score National %

Grade K= 1621 (High Avg.) 52%

Grade 1= 1815 (Low Avg.) 47%

Grade 2= 2022 (Low Avg.) 44%

Grade 3= 2202 (Low Avg.) 41%

Grade 4= 2337 (Low Avg.) 41%

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Grade 5= 2446 (Low Avg.) 43%
Grade 6= 2512 (Low Avg.) 38%
Grade 7= 2550 (Low Avg.) 30%
Grade 8= 2693 (Low Avg.) 48%
Grade 9= 2839 (High Avg.) 69%
Grade 10= 2848 (High Avg.) 71%
Grade 11= 2864 (Low Avg.)
Grade 12= 2809 (Low Avg.)

ACT Aspire Data (Spring 2017) %=Exceeding & Ready Percentages

Grade 3= Reading 46%, Math 51%
Grade 4= Reading 46%, Math 49%
Grade 5= Reading 44%, Math 55%, Science 39%
Grade 6= Reading 53%, Math 60%
Grade 7= Reading 48%, Math 67%, Science 46%
Grade 8= Reading 64%, Math 72%
Grade 10= Reading 29%, Math 19%, Science 22%, English 63%, Writing 25%

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.

One of the biggest challenges we are facing is lack of financial resources. Budget issues are affecting the student's ability to optimize learning and experience the best learning opportunities. Our goal is to increase the teacher-student ratio for improved academic achievement for students. Our teachers are professionals and handle these tough times like professionals should. Teachers and their students still perform exceptionally as we wait for the opportunity to reduce these numbers in favor of better student opportunity. Instructional supplements have been affected in the last three years as well. Within the last few years, our school district has been able to adopt /purchase new textbooks for Math, English, and History. This has been a positive within our school curriculum, as related to years past. We are adjusting like others through the use of technology and the understanding that we are in a transitional period regarding the use of technology. We are a schoolwide Title I school with federal funding. Because of this funding, we have been able to use this money to enhance student learning by updating our technology resources and other classroom materials for students. The addition of Chromebooks and smart projectors will increase technology exposure and heighten skills in technology use for a large portion of our students.

Our community lacks revenue and jobs. A large percentage of our students are products of this economic consequence. Our current student population has remained steady the past three school years. If anything, this recessionary experience has proven to our students that there is great value in education and furthering their abilities.

Even among the successes previously stated, we can do better at maximizing student opportunity. Dual enrollment classes, through Northwest Shoals Community College, in Pre-Calculus, History, English, and Science are available as curriculum choices. Students also have the opportunity to take college courses at the University of North Alabama for dual college credit. In order to be eligible to participate in dual credit/dual enrollment classes at the college level, students must make a 21 on the ACT assessment.

Absenteeism is a challenge at times at RHS. The district supervisors have updated attendance standards for exempting exams each semester in hopes of decreasing the absenteeism rate. Our administration works alongside teachers to communicate excessive absenteeism problems to parents through daily phone calls, letters home, etc. Our Behavior Intervention teacher (ISS Teacher) also works as an attendance coach speaking with students and contacting parents concerning attendance habits. We also work with the local juvenile court system to ensure students and parents are held to the State of Alabama Compulsory Attendance Laws. We strive each day to have all students at school so optimal learning can take place.

Additional Information

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

In conclusion, the faculty, staff, and students of Rogers High School work tirelessly to prepare for the ever-changing future. In the classroom, on the stage, or on the field, our students constantly reach to meet the high expectations that are set before them by their teachers and administration. Our test scores consistently reflect achievement and excellence, but we will continue to strive to meet the ever-changing demands set forth by the state and federal governments. In reality we understand that not all students will attend post-secondary education. We prepare our students to be college ready, while at the same time are aware of the fact some students need to be career ready, prepared to enter the workforce.

We are always proud to say that we have a representation of students from RHS proudly serving in our military, and we thank them for their service. Some students enter straight into the vocational field of work, thanks to the training they received at our vocational/career technical center Allen Thornton Career Technical Center (ATCTC). Those that attend post secondary education either attend a two-year community college and graduate there, or transfer onto a four-year university to finish their degree. Regardless of how they enter into the working world, we are fully committed in supporting and preparing them for being successful at whatever career they decide to enter into in life. Our graduation rate, which averages 94%, is one of the highest in our county, but we will only feel complete satisfaction until this percentage consistently stays at 100%. All students deserve an education, but at RHS all students deserve a diploma representing this invaluable education.

Faculty, staff, and administrators are all involved in our objective for continuous school and student improvement. Our school motto, "Anchored in Excellence" represents our ethic of working together to make Rogers the best possible school in order to have a successful student body.

Students, parents, and the community at large are privy to the fact that our teachers and staff put the students and their learning first and foremost. Through e-mail, our school website, school to home newsletters, our school marquee, and social media outlets Facebook and Twitter, we continually communicate our efforts to parents and all stakeholders. We are committed to students not only in the classroom, but we are committed to supporting them and encouraging them at all extracurricular activities.

Our community and parent involvement program correlates with the requirements of our Title I status. Parents are willing to help in any way possible to create a positive experience for the students of Rogers School. With the help of community funding and support, the students of RHS reap the benefits in the end. RHS is in the heart of a close-knit community which makes our school environment a close-knit family. We are proud to be Rogers Pirates.

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 principal and assistant principal met with team members/stakeholders who were selected by subject area and years of experience at the school. Being a Pre K-12 school, a balance of elementary and high school stakeholders were chosen to represent the team. Team members were notified of work sessions and meetings via emails and informed of their responsibilities at that time. Because of time constraints, meetings and work sessions were scheduled at the teachers' planning periods and after school.

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

The instructional team members from Rogers School include school administrators, guidance counselors, our school-wide instructional partner, Title I teachers, an elementary teacher, a high school content area teacher, special education teacher, and parents. Depending on the data, additional members may include special population representatives (ELL, career/technical, etc). After researching relevant current data and procedures, each team member brought back their findings which were examined, discussed, and compiled to create our Improvement Plan. At the beginning of the year Title I parental involvement meeting, the purpose and implementation of the plan was explained and discussed. The parental involvement portion was closely examined and parents were given opportunities to offer suggestions and ideas that they deemed necessary for a successful school 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.

Throughout the development of the improvement plan, teachers/stakeholders were informed regularly through emails, announcements, faculty and parent meetings. After completion of the final draft of the improvement plan a copy was placed in each of the school offices and placed on the school website for parent and community access. In addition, teachers and appropriate staff members were given a summary of the improvement plan.

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?	No	N/A	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Performance Series Assessment Fall 2017

Grades 3,9,10,11 were above average in Mean Reading Scale Score.

Grades K,9,10 were above average in Mean Math Scale Score.

Most of the students taking the Fall Performance Series test scored in the Average range in Reading and Math.

ACT Aspire Spring 2017 (Final time to administer this test)

Grade 8 scored 64% in Math and 72% in Reading in the category of Exceeding and Ready.

Grades 3,5,6,7,8 scored above 50% in Math in the category of Exceeding and Ready.

Grade 10 scored 63% in English in the category of Exceeding and Ready

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

Grades 3, 5, 6, 7, & 8 ACT Aspire math scores continue to show a positive trend. All grade levels were above 50% in Meeting and Exceeding Standards..

Grade 10 showed increase in English with 63% in Meeting and Exceeding Standards.

Which area(s) indicate the overall highest performance?

Performance Series Fall 2017 Assessment

Grade 8 Math 71% National Percentile

Grade 9 Math 69% National Percentile

ACT Aspire Spring 2017

Grade 8 Math 72% Exceeding & Ready Standards

Grade 10 English 63% Exceeding & Ready Standards

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

Performance Series

Grade 5 Math

Grade 6 Math

SY 2017-2018

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Grade 9 Math

Grade 11 Math

Grade 12 Math

Grade 2 Reading

Grade 6 Reading

Grade 10 Reading

Grade 11 Reading

ACT Aspire

Grade 3 Reading

Grade 4 Reading / Math

Grade 5 Reading / Math / Science

Grade 7 Math

Grade 8 Reading / Math

Grade 10 Reading / Math / Science / English / Writing

Between which subgroups is the achievement gap closing?

Grade 3 Math, Grade 7 & 10 Reading and Math gaps are decreasing compared to previous years.

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

Math and Reading Scores are continued to increase on the ACT Aspire. Spring 2016 was the final year for this test in Alabama.

Performance Series Scores are slowly increasing.

Graduation Rate is increasing or remained steady over the last 3 years.

Areas in Need of Improvement

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

Performance Series Fall 2017 Assessment:

Grades 3,4,6,7 Math

Grades 1,7,8 Reading

ACT Aspire Data (Spring 2017) %=Ready or Exceeding

Grade 3= Reading 46%

Grade 4= Reading 46%

Grade 5= Reading 44%, Science 39%

Grade 7= Reading 48%, Science 46%

Grade 10= Reading 29%, Math 19%, Science 22%, Writing 25%

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

Performance Series Fall 2017 as compare to Fall 2016:

Grades 1, 4, 5, 7, 8, 12 Reading scores are still in low/average and not showing the gains we are looking for.

Grades 1, 2, 3, 4, 5, 6, 7, 8 Math scores are still in low/average and not showing the gains we are looking for.

Which area(s) indicate the overall lowest performance?

Performance Series:

Reading- Grades 1 & 8

Math- Grades 1-8

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

Free/Reduced lunch, Special Education, and students with high rates of absenteeism show a decreasing trend in our Performance Series progress monitoring scores.

Between which subgroups is the achievement gap becoming greater?

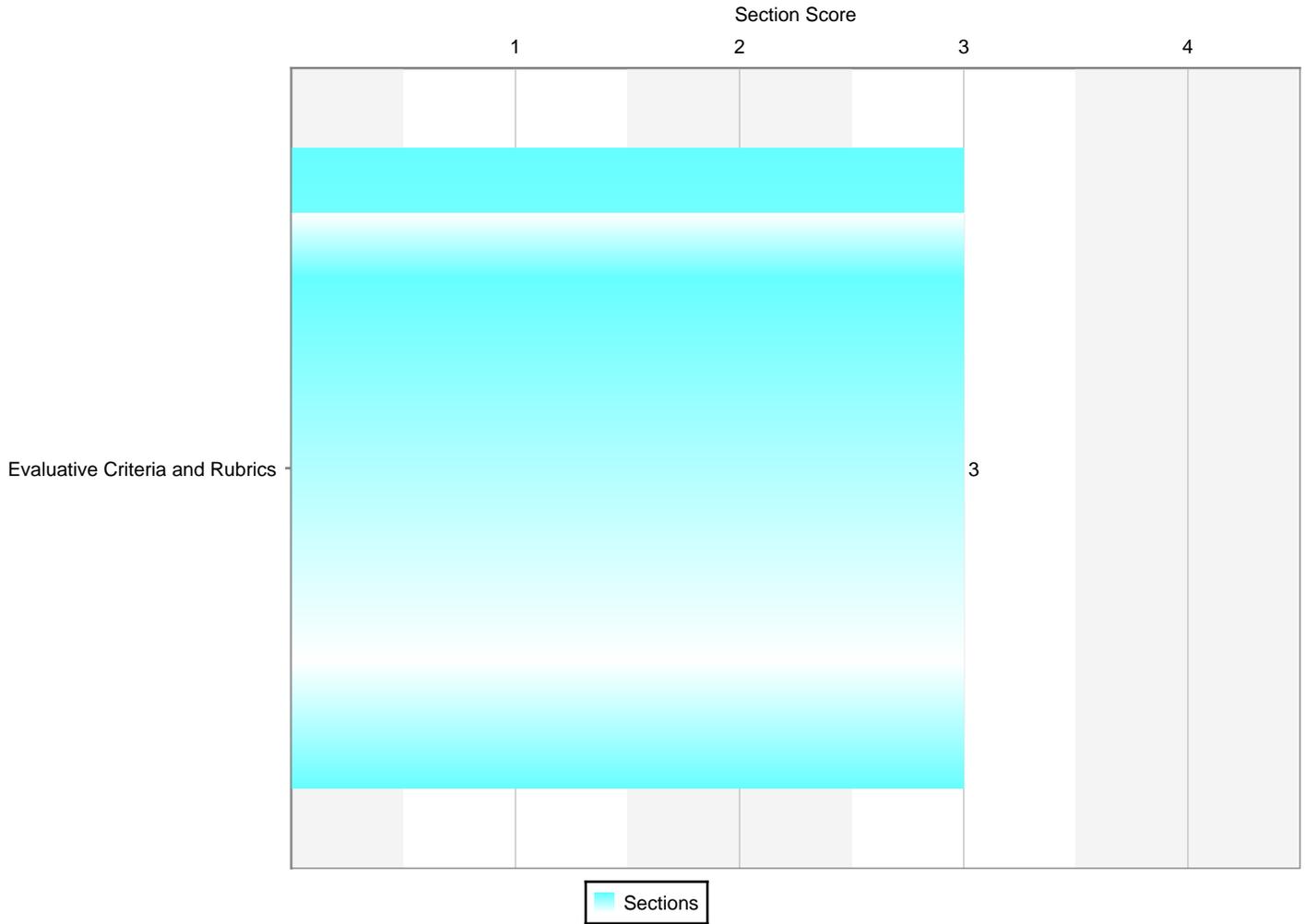
Between free/reduced lunch and non-free lunch students.

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

All data indicates that our free/reduced subgroup and absentee students results 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	Rogers School CIP Team Members 2017-18 David Matthews- Principal Jamie Burks- Asst. Principal Keri Killen- Counselor Monica Brewer- Counselor Tonya Meyer- Instructional Coach Monique Belcher- Title I Teacher Tammy Harvey- Secondary Teacher Sharon Shaw- Elementary Teacher Tanisha Elliott- Parent Becky Pettus- Parent	RHSCIPTeam 2017-18

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	It is the policy of the Lauderdale County Board of Education that no one will be excluded from participation, be denied benefits, or be discriminated against in any school program or activity based on sex, race, religion, belief, national origin, ethnic group, color, age, or disability.	

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	David Matthews- Principal Rogers High School 300 Rogers Lane Florence, AL 35634 256-757-3106	

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		Rogers Parent & Family Engagement Policy

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		Rogers School Parent Compact

Rogers School 2017-18 Plan for ACIP

Overview

Plan Name

Rogers School 2017-18 Plan for ACIP

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	Rogers students in grades 1-4 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Rogers students in grades 9-10 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Progression of EL toward language acquisition	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	All Students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$237000

Goal 1: Rogers students in grades 1-4 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:

increase student growth by showing a three percent increase for students in grades 1-4 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy 1:

Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.

Category: Other - Student engagement with data/assessment

Research Cited: Assessment is used to promote learning- not just measure it. Thoughtful assessment is done by and with students, not just to them, and students become powerful advocates for their own improvement (Berger, 2014).

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0	No Funding Required	school administrators , teachers, counselors, and other school personnel.

Goal 2: Rogers students in grades 9-10 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:

increase student growth by showing a three percent increase for students in grades 9-10 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy 1:

Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.

Category: Other - Student engagement with data/assessment

Research Cited: Assessment is used to promote learning- not just measure it. Thoughtful assessment is done by and with students, not just to them, and students

become powerful advocates for their own improvement (Berger, 2014).

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0	No Funding Required	school administrators , teachers, counselors, and other school personnel.

Goal 3: Progression of EL toward language acquisition

Measurable Objective 1:

collaborate to assist students in their progression of language acquisition at Rogers School by 05/25/2018 as measured by local assessments as they relate to our EL program in Lauderdale County.

Strategy 1:

Core EL Instruction - EL teachers will collaborate with SDAIE instructional strategies as a part of the ESL core program to assure achievement of reading goals and math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELs 2.0 score reports, SDAIE

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers, classroom teachers, and EL committee will determine accommodations for EL students, monitor progress for EL students, and adjust I-ELP as needed throughout the year. EL teachers will document progress. EL teachers will monitor FEL students throughout the year and document.	Academic Support Program, Direct Instruction	08/07/2017	05/25/2018	\$0	No Funding Required	EL Teachers, Classroom Teachers, Administrator

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will implement Finish Line for EL's on Chromebooks in small group instruction. Use of Chromebooks with EL students will support student growth in Reading, writing, speaking, and listening skill development.	Professional Learning, Academic Support Program, Technology	08/07/2017	05/25/2018	\$0	No Funding Required	District Technology Coaches, EL Teachers, Administrator

Goal 4: All Students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Measurable Objective 1:

achieve college and career readiness reach high standards in reading , math, and other academic and technical areas. by 05/25/2018 as measured by Formative assessments for reading, math, and other academic areas. Assessments include, but are not limited to: Scott-Foresman baseline/benchmark, EnVision/Pearson Math, Scantron Performance/Achievement Series, Reading Horizons PM tools, teacher tests..

Strategy 1:

Early Identification of student needs, targeted intensive interventions, and focused supplemental supports for at-risk reading and math students. - Targeted intensive interventions, and other focused supplemental supports such as small group and/or multi-tiered instruction for children most at-risk in reading and mathematics.

Category: Develop/Implement College and Career Ready Standards

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ supplemental paraprofessional to better meet students' needs	Academic Support Program, Tutoring	08/07/2017	05/25/2018	\$35000	Title I Schoolwide	LCBOE Supervisors, Administrator

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ supplemental intervention Title I teachers to better meet students' needs	Academic Support Program	08/07/2017	05/25/2018	\$152000	Title I Schoolwide	LCBOE Supervisors, Administrator

Activity - Purchase Instructional materials and supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Purchases include: Technology licenses for Mobymax, Brain Pop, & Renaissance Learning. Paper for instructional use. Additional classroom supplies per teacher.	Academic Support Program, Technology	08/07/2017	05/25/2018	\$44000	Title I Schoolwide	Administrator, Title I Teachers

Activity - Staff Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide funding for substitutes for teachers to attend supplemental workshops and other professional development activities to increase student achievement. (Math Training, Individual teacher request throughout the school year.)	Professional Learning	08/07/2017	05/25/2018	\$6000	Title I Schoolwide	Administrator, Title I Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Data Tracking	Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0	school administrators , teachers, counselors, and other school personnel.
Student Data Tracking	Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0	school administrators , teachers, counselors, and other school personnel.
Technology Integration	EL teachers will implement Finish Line for EL's on Chromebooks in small group instruction. Use of Chromebooks with EL students will support student growth in Reading, writing, speaking, and listening skill development.	Professional Learning, Academic Support Program, Technology	08/07/2017	05/25/2018	\$0	District Technology Coaches, EL Teachers, Administrator
Teacher Collaboration for Goal Setting	EL teachers, classroom teachers, and EL committee will determine accommodations for EL students, monitor progress for EL students, and adjust I-ELP as needed throughout the year. EL teachers will document progress. EL teachers will monitor FEL students throughout the year and document.	Academic Support Program, Direct Instruction	08/07/2017	05/25/2018	\$0	EL Teachers, Classroom Teachers, Administrator
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Personnel	Employ supplemental intervention Title I teachers to better meet students' needs	Academic Support Program	08/07/2017	05/25/2018	\$152000	LCBOE Supervisors, Administrator

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Staff Development	Provide funding for substitutes for teachers to attend supplemental workshops and other professional development activities to increase student achievement. (Math Training, Individual teacher request throughout the school year.)	Professional Learning	08/07/2017	05/25/2018	\$6000	Administrator, Title I Teachers
Supplemental Personnel	Employ supplemental paraprofessional to better meet students' needs	Academic Support Program, Tutoring	08/07/2017	05/25/2018	\$35000	LCBOE Supervisors, Administrator
Purchase Instructional materials and supplies	Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Purchases include: Technology licenses for Mobymax, Brain Pop, & Renaissance Learning. Paper for instructional use. Additional classroom supplies per teacher.	Academic Support Program, Technology	08/07/2017	05/25/2018	\$44000	Administrator, Title I Teachers
Total					\$237000	

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?	No	All surveys were administered with fidelity to administration procedures. Staff survey link was sent via email to all faculty and staff. Parent Surveys were placed on school website, Facebook, twitter, Remind 101. Students were emailed the link in grades 7-12 and given instructions and time to complete surveys on Chromebooks in classrooms and computer labs. Elementary surveys were completed in labs. Minimum response rate was met with staff and student surveys. However, response rate was low for parents.	

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Students Perceptions

General Feeling of Teachers: (Top 3 Highest Responses)

Honest, Fun, & Caring

Tasks completed at school:(Top 3 Highest Responses)

Listen, Test, & Complete Worksheets

Experiences in class: (Top 3 Highest Responses)

Normal, Challenging, & Clam

Interactions with Adults: (Top 3 Highest Responses)

Respectful, Helpful, & Trusting

Feelings While at School: (Top 3 Highest Responses)

Tired, Happy, Challenged, & Bored

Parents Perceptions

Interactions with teachers and staff: (Top 3 Highest Responses)

Respectful, Supportive, & Helpful

Tasks your child complete at school: (Top 3 Highest Responses)

Listen, Worksheets, & Tests

Staff Perceptions:

Interactions with teachers and staff: (Top 3 Highest Responses)

Respectful, Supportive, & Helpful

Thoughts of Colleagues: (Top 3 Highest Responses)

Caring, Fun, & Honest

Feelings While at Work: (Top 3 Highest Responses)

Happy, Supported, & Appreciated

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

Students Perceptions

General Feeling of Teachers: (Top 3 Highest Responses)

Honest, Fun, & Caring

Experiences in class: (Top 3 Highest Responses)

Normal, Challenging, & Clam

Interactions with Adults: (Top 3 Highest Responses)

Respectful, Helpful, & Trusting

Feelings While at School: (Top 3 Highest Responses)

Tired, Happy, Challenged, & Bored

Parents Perceptions

Interactions with teachers and staff: (Top 3 Highest Responses)

Respectful, Supportive, & Helpful

Staff Perceptions:

Interactions with teachers and staff: (Top 3 Highest Responses)

Respectful, Supportive, & Helpful

Thoughts of Colleagues: (Top 3 Highest Responses)

Caring, Fun, & Honest

Feelings While at Work: (Top 3 Highest Responses)

Happy, Supported, & Appreciated

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

Experiences and Interactions with Staff Members are consistent among Parents, Students, and Staff.

Areas in Need of Improvement

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

Parent Survey:

Low scores in "Feeling of Importance" & "Collaboration" among parents and staff member at school.

Student Survey:

A high number of students feel "Pressured" and "Tense" when completing work at school.

A high number of students feel like they only "complete worksheets" and "test" while at school.

A high number of students feel "bored" and "tired" while at school.

Staff Survey:

Some teachers feel "hurried" and "rushed" while trying to complete work while at school.

Some teachers feel their working spaces are "chaotic" and "stressful" while at school.

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

Parent Survey:

Low scores in "Feeling of Importance" & "Collaboration" among parents and staff member at school.

Student Survey:

A high number of students feel like they only "complete worksheets" and "test" while at school.

A high number of students feel "bored" and "tired" while at school.

Staff Survey:

Some teachers feel "hurried" and "rushed" while trying to complete work while at school.

Some teachers feel their working spaces are "chaotic" and "stressful" while at school.

What are the implications for these stakeholder perceptions?

Faculty/parents will continue to lose trust in school administrators and staff in their practices/procedures.

Parents will define our faculty as not being effective communicators of student progress.

Students will not feel challenged or interested in the school process.

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

Teacher communication can be improved.

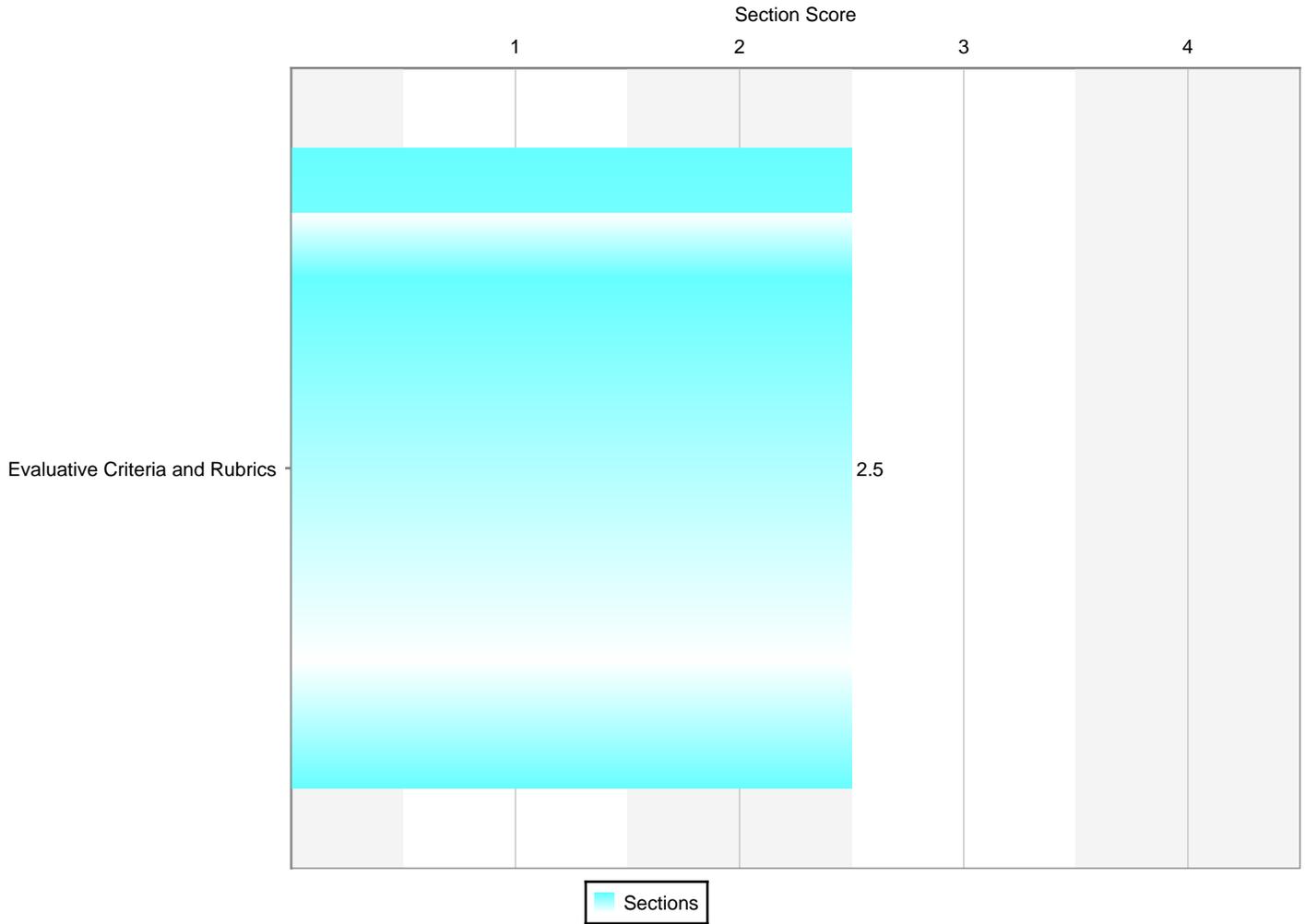
Grade reporting through INow could be more efficient.

Phone calls/email communication to parents can increase.

Staff communication with students can increase to address student perceptions of the school experience.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The CIP leadership team met to analyze and discuss our school's data and identified the strengths and weaknesses by grade levels to assess our schools needs for improvement. At the beginning of the year, departmental/data meetings in high school and grade level meetings in elementary were held to share effective instructional strategies with which to implement in the classroom to increase achievement on upcoming standardized/achievement tests.

What were the results of the comprehensive needs assessment?

We were able to define our strengths and weaknesses from various assessments from Spring 2016-17 testing results (ACT/ACT ASPIRE) as well as beginning of the year 2017-18 (Performance Series Assessments).

What conclusions were drawn from the results?

Performance Series Fall 2017 Assessment

Mean Reading Scale Score

Grade K= 1448 (High Avg.)

Grade 1= 1673 (Low Avg.)

Grade 2= 1985 (Low Avg.)

Grade 3= 2301 (High Avg.)

Grade 4= 2500 (Low Avg.)

Grade 5= 2660 (Low Avg.)

Grade 6= 2783 (Low Avg.)

Grade 7= 2783 (Low Avg.)

Grade 8= 2893 (Low Avg.)

Grade 9= 2985 (High Avg.)

Grade 10= 3036 (High Avg.)

Grade 11= 3074 (High Avg.)

Grade 12= 3007 (Low Avg.)

Mean Math Scale Score National %

Grade K= 1621 (High Avg.) 52%

Grade 1= 1815 (Low Avg.) 47%

Grade 2= 2022 (Low Avg.) 44%

Grade 3= 2202 (Low Avg.) 41%

Grade 4= 2337 (Low Avg.) 41%

Grade 5= 2446 (Low Avg.) 43%

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Grade 6= 2512 (Low Avg.) 38%
Grade 7= 2550 (Low Avg.) 30%
Grade 8= 2693 (Low Avg.) 48%
Grade 9= 2839 (High Avg.) 69%
Grade 10= 2848 (High Avg.) 71%
Grade 11= 2864 (Low Avg.)
Grade 12= 2809 (Low Avg.)

ACT Aspire Data (Spring 2017) %=Exceeding & Ready Percentages

Grade 3= Reading 46%, Math 51%
Grade 4= Reading 46%, Math 49%
Grade 5= Reading 44%, Math 55%, Science 39%
Grade 6= Reading 53%, Math 60%
Grade 7= Reading 48%, Math 67%, Science 46%
Grade 8= Reading 64%, Math 72%
Grade 10= Reading 29%, Math 19%, Science 22%, English 63%, Writing 25%

Performance Series Assessment:

The majority of grade levels taking the Fall Performance Series 2017 test scored in the low average range in Reading and Math.

ACT Aspire:

All grade levels with the exception of grades 6 & 8 were below 50% in exceeding and ready profile for Reading.
All grade levels with the exception of grades 4 & 10 were above 50% in exceeding and ready profile for Math.

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

After analysis and discussion of school data, we will continue to focus on Reading and Math instruction to improve student achievement in the classroom and on assessments such as Scott Foresman Core Reading Program for grades K - 6, Performance Series Assessments for Winter and Spring, ACT Aspire, and ACT. Common Core Standards will continue to be implemented in Language Arts and Math, and Science.

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

Needs assessment data is gathered prior to the adoption of the goals for each school year based on the weaknesses observed in adopted state testing instruments. Data is also pulled and reviewed on a continual basis throughout the school year. This is done through elementary grade level/data meetings and high school departmental/data meetings.

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

Goals are written according to data results of various assessments. In K-6 we use assessment data from our adopted Core Reading Program, 9 week grades, and Performance Series Assessment Data. In Grades 7-8 we use Performance Series Assessment data, and 9 week grades. In Grades 9-12 we use data from Performance Series Assessment Data, 9 weeks grades, graduation rate, and ACT data (ACT for grade 11, ACT Work Keys for grade 12). As data is reviewed and needs are discovered then goals are changed as needed.

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

All stakeholders share a common goal to ensure all students are prepared to be successful upon graduation through the implementation of college and career ready standards. Students who wish to prepare and work toward college are given those curricular opportunities, such as dual enrollment/dual credit classes, honors courses, and distant learning classes. Students who desire to enter the workforce without postsecondary training are offered technical training classes at the Allen Thornton Career Technical Center, business tech. classes, agri-science, and family and consumer science classes.

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

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

Goal 1:
Rogers students in grades 1-4 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:
increase student growth by showing a three percent increase for students in grades 1-4 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy1:
Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.
Category: Other - Student engagement with data/assessment
Research Cited: Assessment is used to promote learning- not just measure it. Thoughtful assessment is done by and with students, not just to them, and students become powerful advocates for their own improvement (Berger, 2014).

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0 - No Funding Required	school administrators, teachers, counselors, and other school personnel.

Goal 2:
Rogers students in grades 9-10 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:
increase student growth by showing a three percent increase for students in grades 9-10 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy1:
Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.
Category: Other - Student engagement with data/assessment

Research Cited: Assessment is used to promote learning- not just measure it. Thoughtful assessment is done by and with students, not just to them, and students become powerful advocates for their own improvement (Berger, 2014).

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0 - No Funding Required	school administrators, teachers, counselors, and other school personnel.

Goal 3:

All Students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Measurable Objective 1:

achieve college and career readiness reach high standards in reading , math, and other academic and technical areas. by 05/25/2018 as measured by Formative assessments for reading, math, and other academic areas. Assessments include, but are not limited to: Scott-Foresman baseline/benchmark, EnVision/Pearson Math, Scantron Performance/Achievement Series, Reading Horizons PM tools, teacher tests..

Strategy1:

Early Identification of student needs, targeted intensive interventions, and focused supplemental supports for at-risk reading and math students. - Targeted intensive interventions, and other focused supplemental supports such as small group and/or multi-tiered instruction for children most at-risk in reading and mathematics.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ supplemental intervention Title I teachers to better meet students' needs	Academic Support Program	08/07/2017	05/25/2018	\$152000 - Title I Schoolwide	LCBOE Supervisors, Administrator

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide funding for substitutes for teachers to attend supplemental workshops and other professional development activities to increase student achievement. (Math Training, Individual teacher request throughout the school year.)	Professional Learning	08/07/2017	05/25/2018	\$6000 - Title I Schoolwide	Administrator, Title I Teachers

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Activity - Purchase Instructional materials and supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Purchases include: Technology licenses for Mobymax, Brain Pop, & Renaissance Learning. Paper for instructional use. Additional classroom supplies per teacher.	Academic Support Program Technology	08/07/2017	05/25/2018	\$44000 - Title I Schoolwide	Administrator, Title I Teachers

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ supplemental paraprofessional to better meet students' needs	Academic Support Program Tutoring	08/07/2017	05/25/2018	\$35000 - Title I Schoolwide	LCBOE Supervisors, Administrator

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

Goal 1:

Rogers students in grades 1-4 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:

increase student growth by showing a three percent increase for students in grades 1-4 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy1:

Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.

Category: Other - Student engagement with data/assessment

Research Cited: Assessment is used to promote learning- not just measure it. Thoughtful assessment is done by and with students, not just to them, and students become powerful advocates for their own improvement (Berger, 2014).

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0 - No Funding Required	school administrators, teachers, counselors, and other school personnel.

Goal 2:

Rogers students in grades 9-10 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:

increase student growth by showing a three percent increase for students in grades 9-10 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy1:

Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.

Category: Other - Student engagement with data/assessment

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Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0 - No Funding Required	school administrators, teachers, counselors, and other school personnel.

Goal 3:

All Students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Measurable Objective 1:

achieve college and career readiness reach high standards in reading , math, and other academic and technical areas. by 05/25/2018 as measured by Formative assessments for reading, math, and other academic areas. Assessments include, but are not limited to: Scott-Foresman baseline/benchmark, EnVision/Pearson Math, Scantron Performance/Achievement Series, Reading Horizons PM tools, teacher tests..

Strategy1:

Early Identification of student needs, targeted intensive interventions, and focused supplemental supports for at-risk reading and math students. - Targeted intensive interventions, and other focused supplemental supports such as small group and/or multi-tiered instruction for children most at-risk in reading and mathematics.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide funding for substitutes for teachers to attend supplemental workshops and other professional development activities to increase student achievement. (Math Training, Individual teacher request throughout the school year.)	Professional Learning	08/07/2017	05/25/2018	\$6000 - Title I Schoolwide	Administrator, Title I Teachers

Activity - Purchase Instructional materials and supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Purchases include: Technology licenses for Mobymax, Brain Pop, & Renaissance Learning. Paper for instructional use. Additional classroom supplies per teacher.	Technology Academic Support Program	08/07/2017	05/25/2018	\$44000 - Title I Schoolwide	Administrator, Title I Teachers

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ supplemental paraprofessional to better meet students' needs	Academic Support Program Tutoring	08/07/2017	05/25/2018	\$35000 - Title I Schoolwide	LCBOE Supervisors, Administrator

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ supplemental intervention Title I teachers to better meet students' needs	Academic Support Program	08/07/2017	05/25/2018	\$152000 - Title I Schoolwide	LCBOE Supervisors, Administrator

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

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

Goal 1:

Rogers students in grades 1-4 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:

increase student growth by showing a three percent increase for students in grades 1-4 who make one school year's growth in mathematics

by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy1:

Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.

Category: Other - Student engagement with data/assessment

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Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0 - No Funding Required	school administrators, teachers, counselors, and other school personnel.

Goal 2:

Rogers students in grades 9-10 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:

increase student growth by showing a three percent increase for students in grades 9-10 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

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Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.

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Activity - Purchase Instructional materials and supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Purchases include: Technology licenses for Mobymax, Brain Pop, & Renaissance Learning. Paper for instructional use. Additional classroom supplies per teacher.	Academic Support Program Technology	08/07/2017	05/25/2018	\$44000 - Title I Schoolwide	Administrator, Title I Teachers

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ supplemental paraprofessional to better meet students' needs	Tutoring Academic Support Program	08/07/2017	05/25/2018	\$35000 - Title I Schoolwide	LCBOE Supervisors, Administrator

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ supplemental intervention Title I teachers to better meet students' needs	Academic Support Program	08/07/2017	05/25/2018	\$152000 - Title I Schoolwide	LCBOE Supervisors, Administrator

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide funding for substitutes for teachers to attend supplemental workshops and other professional development activities to increase student achievement. (Math Training, Individual teacher request throughout the school year.)	Professional Learning	08/07/2017	05/25/2018	\$6000 - Title I Schoolwide	Administrator, Title I Teachers

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

SY 2017-2018

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Progression of EL toward language acquisition

Measurable Objective 1:

collaborate to assist students in their progression of language acquisition at Rogers School by 05/25/2018 as measured by local assessments as they relate to our EL program in Lauderdale County.

Strategy1:

Core EL Instruction - EL teachers will collaborate with SDAIE instructional strategies as a part of the ESL core program to assure achievement of reading goals and math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELs 2.0 score reports, SDAIE

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers, classroom teachers, and EL committee will determine accommodations for EL students, monitor progress for EL students, and adjust I-ELP as needed throughout the year. EL teachers will document progress. EL teachers will monitor FEL students throughout the year and document.	Academic Support Program Direct Instruction	08/07/2017	05/25/2018	\$0 - No Funding Required	EL Teachers, Classroom Teachers, Administrator

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will implement Finish Line for EL's on Chromebooks in small group instruction. Use of Chromebooks with EL students will support student growth in Reading, writing, speaking, and listening skill development.	Professional Learning Academic Support Program Technology	08/07/2017	05/25/2018	\$0 - No Funding Required	District Technology Coaches, EL Teachers, Administrator

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

Rogers school provides academic achievement results to English Learners and parents through multiple interpretation methods such as: Spanish teacher (Daniel Lorenzo), District EL Specialist (Amanda Glasscock), and material sent home to parents using multi-lingual formats.

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

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

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

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

It is the desire of the Superintendent that all employees of Rogers School and the Lauderdale County School System be highly qualified upon employment. All paperwork and credentials have to be on record at the district office upon employment. When addressing the identified academic needs, all faculty and staff follow Common Core/College and Career Ready Standards as set forth by the Alabama State Department of Education. Assignments within weekly lesson plans, which are on file at RHS, are expected to be documented with CCRS standards.

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

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

For the 2017-18 school year, A special needs teacher transferred and another was hired to replace the teacher. A Pre-K teacher and assistant was added giving us a total of 2 Pre-K teachers and assistants.

We are in the process of hiring/replacing a 4-6 grade Title I teacher, after one of our two Title I teachers moved into a counselor position. This would equate to a 2% teacher turnover rate.

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

All of our teachers are highly qualified with 66% of them having at least 15 years experience. Over 75% of our teachers hold advanced degrees, with five teachers currently working toward advancing their current degrees.

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

We encourage professional development as well as competitive salaries. Portion of our Title I budget is set aside for professional development so that teachers do not have to pay out of pocket to become more highly trained in their field. Our system has in place a teacher mentoring program. New teachers are paired with veteran teachers based on grade subject currently being taught. We have a new teacher training program conducted by the Central Office.

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

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

At Rogers we have planned PD for 2017-18 in the following areas:

*PD on Data Analysis: (Performance Series data, and Scott Foresman Reading Assessment data) as well as the development of grade level / subject area plans for the 2017-18 school year.

*PD Teachers are re-training in respective grade levels for the Alabama Math, Science, & Technology Initiative (AMSTI). This training focuses on updated modules that correspond with Common Core Standards and newly adopted Science textbooks.

*PD for training K-3 on Reading Horizons Phonics Program

*PD for district Math training K-6.

*PD for our school goal in Educate Alabama- 2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies. PD will center on lesson planning/design options, (best practices, student engagement, etc.)

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

At Rogers we have planned PD for 2017-18 in the following areas:

*PD on Data Analysis: (Performance Series data, and Scott Foresman Reading Assessment data) as well as the development of grade level / subject area plans for the 2017-18 school year.

*PD Teachers are re-training in respective grade levels for the Alabama Math, Science, & Technology Initiative (AMSTI). This training focuses on updated modules that correspond with Common Core Standards and newly adopted Science textbooks.

*PD for training K-3 on Reading Horizons Phonics Program

*PD for district Math training K-6.

*PD for our school goal in Educate Alabama- 2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies. PD will center on lesson planning/design options, (best practices, student engagement, etc.)

*PD on INOW for school counselors. INOW is our student database for student attendance/record keeping.

Our paraprofessionals meet at the district office at least twice a year to discuss new technology programs and how to use these programs as well as any other changes that need to be made in the computer labs. This accounts for their PD for the school year.

Parents are invited to attend a Title I parent meeting on campus each Fall. Our Title I teachers, administrators, and PTO are on hand to go over the Title I program and what it means for our school to be school wide status. Administrators are on hand to answer any questions, and a representative is also present to orient parents to the many opportunities to serve as volunteers at Rogers School.

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

New teachers also meet at the county board where supervisors orient the new teacher to the policies and procedures of the Lauderdale County School System. At RHS we pair our new teachers up with a veteran teacher (preferably within the same grade level/subject area) so they can work with and assist the new teacher during this new phase of their employment.

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

Even though we set aside funding for off campus training and development, we also provide as many opportunities as possible for teachers to shadow other teachers to develop or learn new strategies. We pay for substitutes if teachers ask to travel to other schools to observe another teacher for professional development purposes. Teachers can share ideas in grade level/department meetings, faculty meetings, etc.

Teachers who attend training, are asked to turn around train our faculty and staff at faculty meetings or on designated P.D. days throughout the school year. We have embedded during the work day PD sessions to faculty and staff where students are released for 1/2 day and teachers are participating in PD during the afternoon. There are 4-5 of these training sessions added to our school calendar for 2017-18.

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

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

Goal 1:
Rogers students in grades 1-4 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:
increase student growth by showing a three percent increase for students in grades 1-4 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy1:
Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.
Category: Other - Student engagement with data/assessment
Research Cited: Assessment is used to promote learning- not just measure it. Thoughtful assessment is done by and with students, not just to them, and students become powerful advocates for their own improvement (Berger, 2014).

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0 - No Funding Required	school administrators, teachers, counselors, and other school personnel.

Goal 2:
Rogers students in grades 9-10 will increase achievement in Mathematics as measured by the Scantron Performance Series Assessment.

Measurable Objective 1:
increase student growth by showing a three percent increase for students in grades 9-10 who make one school year's growth in mathematics by 05/18/2018 as measured by Scantron Performance Mathematics Assessment.

Strategy1:
Create Student Ownership - Build greater student ownership of learning and mathematics assessment data by implementing data notebooks, portfolios, and/or other options used to track data throughout the school year.
Category: Other - Student engagement with data/assessment

Research Cited: Assessment is used to promote learning- not just measure it. Thoughtful assessment is done by and with students, not just to them, and students become powerful advocates for their own improvement (Berger, 2014).

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor/track performance in mathematics (formative assessment data) through a personalized data notebook, portfolio, or other tracking method.	Academic Support Program	08/01/2017	05/18/2018	\$0 - No Funding Required	school administrators, teachers, counselors, and other school personnel.

Goal 3:

All Students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

Measurable Objective 1:

achieve college and career readiness reach high standards in reading , math, and other academic and technical areas. by 05/25/2018 as measured by Formative assessments for reading, math, and other academic areas. Assessments include, but are not limited to: Scott-Foresman baseline/benchmark, EnVision/Pearson Math, Scantron Performance/Achievement Series, Reading Horizons PM tools, teacher tests..

Strategy1:

Early Identification of student needs, targeted intensive interventions, and focused supplemental supports for at-risk reading and math students. - Targeted intensive interventions, and other focused supplemental supports such as small group and/or multi-tiered instruction for children most at-risk in reading and mathematics.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Purchase Instructional materials and supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Purchases include: Technology licenses for Mobymax, Brain Pop, & Renaissance Learning. Paper for instructional use. Additional classroom supplies per teacher.	Technology Academic Support Program	08/07/2017	05/25/2018	\$44000 - Title I Schoolwide	Administrator, Title I Teachers

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide funding for substitutes for teachers to attend supplemental workshops and other professional development activities to increase student achievement. (Math Training, Individual teacher request throughout the school year.)	Professional Learning	08/07/2017	05/25/2018	\$6000 - Title I Schoolwide	Administrator, Title I Teachers

ACIP

Rogers School

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ supplemental intervention Title I teachers to better meet students' needs	Academic Support Program	08/07/2017	05/25/2018	\$152000 - Title I Schoolwide	LCBOE Supervisors, Administrator

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ supplemental paraprofessional to better meet students' needs	Academic Support Program Tutoring	08/07/2017	05/25/2018	\$35000 - Title I Schoolwide	LCBOE Supervisors, Administrator

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers are always encouraged to voice concerns regarding assessments with administrators through face to face meetings, handwritten notes, or email. Administrators then consult curriculum supervisors if needed for clarification or assistance with assessment issues. Grade levels and/or departments meet periodically throughout the school year to evaluate the strengths and weaknesses provided by student assessments. Teachers then decide what strategies or changes need to be made in order to improve students academic achievement. These are documented in teacher lesson plans.

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

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

ACT/ACT-Plan/ACT-Explore, Performance Series Assessment, Classroom Assessments, and the district adopted Reading Series are all sources of information that help teachers identify students experiencing difficulty with mastery. These students are screened for tendencies of Dyslexia or other Reading deficiency and also referred to PST (Pupil Support Teams) to determine ways and set up plans to help improve achievement. If the student fails the screener, they are then able to complete a Reading Intervention program as a resource for continued intensive instruction.

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

Students are granted a six to eight week time span with moderate to intensive instruction with classroom teacher or Title Teacher. Progress monitoring is conducted with each targeted student(s) to see if achievement has improved or remained adequate. Also, IEPs are monitored by the Special Ed Teacher to ensure plans are followed and whether or not progress is being made. Classroom teachers also use Tier II strategies with students who need additional assistance.

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

RHS offers an Upward Bound program service for at risk students in need of extra academic assistance. Students are able take the Credit Recovery program after school to make up credits lost from failing classes. The students must pay a fee to take the course a second time online.

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

In order to meet the needs of those who are migrant, economically disadvantaged, neglected and/or delinquent, and homeless, RHS makes sure these students are taken care of in a number of ways. Required paperwork is filled out and sent to the district office to recommend these students for free/reduced lunch, if they qualify. School supplies are given to these students, upon request, free of charge. Fees for classes can be waived upon talking to parents and finding out each individual situation. ELL students who fall into this category are awarded these same procedures. Additional procedures for ELL students: These students are tested as soon as possible using the ACCESS test that will give a current level as far as their education / language is concerned. Based on the test results and other factors, an ELL aide will be available to assist them in speaking English and begin the process of teaching them English.

Upon enrollment at RHS, students who are receiving special education services will be afforded the same rights as the Individual Education Plan (IEP) at their previously enrolled school. We immediately contact the previous school and request records to be sent to Rogers School, and ask for a confirmation of their Special Education status from their school counselor.

***RHS follows the procedures of Child Find. If we enroll a student and see consistent behaviors that could require special education testing, students will be referred to PST and monitored for a 12-week period. If little to no progress is made after the 12-week time period, the student(s) can be referred for special education testing.

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

Students who are foster children and have an Individual Education Plan (IEP) are tracked just as other students with an IEP. Based on their living situation, if they are in the North Alabama Children's home, the assigned social worker and house parents are involved in all special education proceedings and decisions.

Students who live with foster parents along with the IEP team work together to make IEP decisions that are in the best interest of the student. Students who are pregnant or single parent women who have an IEP can still be referred to Life Academy at Allen Thornton Career Technical Center in order to accelerate the process of graduating school early. Lauderdale County Schools has Special Education staff available at Life Academy.

Students with limited English proficiency and receive Special Education services are monitored through the use of their IEP and their ACCESS assessment as well. All Special Needs students progress is monitored in a number of methods: Classworks, Performance Series Assessment, classroom assessments.

***RHS follows the procedures of Child Find. If we enroll a student and see consistent behaviors that could require special education testing, students will be referred to PST and monitored for a 12-week period. If little to no progress is made after the 12-week time period, the student(s) can be referred for special education testing.

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

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

Rogers School has highly qualified certified Title I teachers who work with struggling readers/students, vocational/technical programs (Life Academy), Riverbend Counseling Services (once a week), The Healing Place (once a month), Attendance Coach, and our Upward Bound program are all available to assist students in attaining their goals.

Title I Funded (School wide) 2 Title I HQ teachers work toward achievement and goals for (K-6) students and collaborate with administration in order to offer support/resources/funding to faculty and staff school wide (K-12). Life Academy (through our vocational/technical school) is used to reach out to at risk students, giving them the necessary tools to stay in school and graduate.

Riverbend counseling services (once a week), Healing Place counseling services (once a month), Upward Bound and our attendance coach are additional tools/programs that reach out to at risk students at RHS.

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

RHS utilizes our SRO (School Resource Officer) employed through the Lauderdale County Sheriff's Department to monitor campus and engage in lessons upon teacher request. The SRO is involved with our driver ed. program discussing timely issues concerning teen driving. RHS offers before school breakfast for all students as a part of our school-wide Title status. Students who receive free/reduced lunches also have the opportunity to receive free/reduced breakfast as well. RHS offers a pre-k program that is funded through OSR. Students at RHS are able to enroll in vocational and technical education through the Allen Thornton Career Technical facility in grades 10,11,12. This facility employs teachers who are state certified in their respective fields. Students can receive on the job training as they near the end of their program. Students are able to become state certified at the end of their training in certain vocational/technical courses. ATCTC also offers a co-op program where qualifying students can began job training throughout their senior year.

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

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

Administrators, teachers and stakeholders meet throughout the year to discuss the overall effectiveness of the school wide program. After discussions and/or meetings, changes are made, if necessary, to the overall plan or any of its parts. Results from the survey instruments (faculty, parent, student surveys) are evaluated to measure effectiveness.

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

Results of various assessments are studied by various groups throughout the school year. The CIP team reviews assessment data and makes recommendations to faculty. Counselors, administrators, & faculty members review data throughout the school year. In elementary (K-6) our instructional coach meets throughout the year in grade level meetings to review data of various assessments given and develop plans, update and make changes to plans as necessary to increase student success. In middle and high school, departmental meetings are held to discuss data and student performance throughout the school year.

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

Again, data is reviewed throughout the year to determine if strategies are indeed working, and changes are made to ensure student success. Those students who are furthest from achieving the standards are tracked through Pupil Support Teams (PST) and multiple intervention strategies are put in the plan for the student to help them better achieve the standard. These students are monitored throughout the year and the PST team meets at the end of each grading period to determine effectiveness of strategies and make changes as necessary. Yearly graduation rate is monitored as well.

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

Assessment results, survey results, and comments are all taken into consideration when making plans and monitoring improvement. The process of working toward established goals and implementing necessary strategies are monitored by classroom walk through's meetings with teachers (data, department, etc.) After these discussions with teachers and observations of classroom strategies, goals are revisited throughout the year and necessary changes are made.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	68.08

Provide the number of classroom teachers.

75.15

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3928724.0

Total

3,928,724.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	88697.0

Total

88,697.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	2.0

Provide the number of Assistant Principals.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	140603.0

Total

140,603.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.5

Provide the number of Counselors.

2.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	109082.0

Total

109,082.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	3.0

Provide the number of Librarians.

3.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	110338.0

Total

110,338.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	15986.0

Total

15,986.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5861.0

Total

5,861.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	31858.0

Total

31,858.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2301.0

Total

2,301.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	234288.0

Provide a brief explanation and breakdown of expenses.

salaries & benefits - 181,315; in-state teacher travel - \$1,500; instructional materials & supplies - \$42,324; professional development - \$3,000; substitutes - \$3,000; parent involvement - 3,149

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	262985.0

Provide a brief explanation and a breakdown of expenses.

This allocation is utilized district-wide. Each school does not receive a separate allocation.

Description:

Hire .5 FTE Instructional Specialist to provide PD for all reading/language areas/content teachers which provide instructional strategies for reading, mathematics, and literacy in K-12; Hire two (2) Instructional Technology Specialists to train K-12 teachers to use software and/or implement technology into content areas.

Estimated Costs

Under Instructional Staff Development Services (2215), salaries (010-199) are \$146, 426.00 while Employee Benefits (200-299) are \$52, 748.00. The total for salaries and employee benefits is \$199,164.00

Description:

Provide professional development to teachers, central office staff, and/or special education aides. Professional development would include travel expenses, substitutes, and stipends. It would also include registration fees and professional dues. Cost will also include any other necessary professional development training.

Estimated Costs

Title II - A,Purchased Services (300-399) under (2215) is \$45,242.00. Materials and Supplies (400-499) under (2215) is \$2,000.00. Indirect Cost (910) under General Administrative (6000-6999) is \$3,784.00. Instructional Improvement & Curriculum Development (2210) has Salaries (010-199) at \$12,000 and Benefits (200-299) at \$785.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

This school does not utilize federal funding for EL.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

The application for Title IV has not been released, yet.

Title V

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

Provide a brief explanation and a breakdown of expenses.

This school does not receive Title V.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	315540.0

Provide a brief explanation and breakdown of expenses.

teacher salaries, substitutes, transportation, supplements

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Each year a date is set aside in which the administration, TITLE I teachers, parents and other community members are invited to come and discuss our school's TITLE I plan, including ways in which parents can be involved throughout the year with the school. Parents are asked for input into the design of a variety of parent involvement programs for the upcoming year. The floor is also opened for questions from parents. Our meeting was held on September 18th, 2017. We offered a meeting time at 3:00PM to allow parents to come immediately after picking their child up from school.

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

During the end of year TITLE I meeting held annually at the central office plans are discussed with parent representatives from our school. The plans involve ways in which parents can be more actively engaged in the learning process with their students, as well as how to improve communication between home, school, and community. At the beginning of each year another annual TITLE I parent meeting is held in which the overall TITLE I plan is reviewed and explained to parents and other community stakeholders. Discussions are held in which the best use of parent involvement funds can be utilized for the upcoming year. All stakeholders have a say in the plan. Additionally, a parent survey is sent home at the end of each year which solicits input from parents on the best time to hold programs and meetings, what types of meetings and programs they would like to have available during the school year, and the best way to contact and inform parents. Throughout the year, regular meetings are held in which parent representatives meet with TITLE I teachers and administrators to discuss progress of the formed plans and adjustments to the plans are made.

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

At the beginning of each new school year, all students and parents are given a copy of the TITLE I parent /school compact. The compact contains detailed explanations of the goals of our school in the utilizing of TITLE I funds for services for all our students. The mission of our school and the administration and faculty responsibilities are outlined, as well as the anticipated responsibilities of the parents and students. Furthermore, each teacher is provided with a communication log on which they record the various forms of communication through the year with parents. Parents are also encouraged to request conferences with teachers at any time during the year if they so desire to discuss progress and needs.

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

The School-Parent Compact is used as a guide throughout the year in order to facilitate on-going conversation and interaction between home and school. As parent representatives meet during the year with TITLE I teachers and administrators, the goals and objectives listed in the compact are discussed in order to determine effectiveness and need for adjustment. The Compact is regarded as a constantly changing document that is adjusted as various needs are determined, as is the CIP.

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

Parents are made aware that the CIP is available to them at anytime for review in a variety of ways; on the school website, as well as hard copies of the CIP for review in the offices and libraries of the campus. Parents are made aware that any question or concern regarding the CIP may be discussed with the administrators at any time. Parents are also able to take a parent survey at the beginning of each school year to assist the CIP team in making decisions/changes to the upcoming CIP.

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

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

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

Based on the results of the annual Parent Needs Survey, as well as data from the yearly state academic assessments, parents, teachers, and administrators determine areas of need for focus for the school year. Additional input is gathered at the Annual TITLE I Parent Meeting at the beginning of the year. Parents of 8th grade students are invited to attend a meeting to hear our counselors speak on the topics of credits in grades 9-12 as well as information concerning honors diploma requirements. Parents are encouraged to ask questions concerning information covered at this meeting. Before school starts each year, we conduct a parent night in grades PreK-6th grade. Parents and students are able to meet their teacher and ask questions concerning the upcoming school year. 7th grade parents and students are invited to attend a Chromebook parent meeting each fall to become oriented with the policies and procedures for using the Chromebook. Parents are also encouraged to ask questions about this new technology their students begin using in the 7th grade. Using the data from these tools as a guide, parent involvement programs are planned for the year. Topics such as homework assistance, understanding and utilizing technology, and strategies for improving reading, math, and science comprehension are often planned. Teachers are given opportunities

throughout the school year in which to meet within their grade levels and departments to analyze content area assessment data and make appropriate instructional decisions. Social media (Facebook/Twitter) are also used to communicate information to parents, students, and community stakeholders. Our school website contains information and multiple resources for parents, teachers, and community stakeholders. Community partnerships are available with business in the surrounding community and the greater shoals area for students interested in job shadowing, and internship opportunities.

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

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

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

Each year our incoming kindergarten students and parents are provided with a supply bag of tools which are aimed at helping students prepare to start school. Training videos in letter naming, and phonemic awareness are provided, as well as writing implements to help students practice using paper and pencil. Additional materials are provided for parents on how to reassure children who may be experiencing anxiety regarding the start of school, as well as tips on how to motivate students to succeed in an academic setting. Throughout the year, programs such as book fairs, provide parents and students the opportunity to come together on the school campus and participate in academic activities. With our 1:1 initiative (Chromebooks in grades 7-12), programs are planned to help parents become more technologically savvy in assisting students with homework. Progress reports are sent home to parents after each 4 1/2 week grading period. Report cards are sent home at the end of each 9 week grading period. Parents are able to obtain a username and password for our INow database from which they can monitor their child's grades and attendance. As a recognition at the end of every school year, we offer awards day ceremonies for students in grades K-11, and class day for Seniors. Parents are encouraged to attend these activities.

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

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

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

The annual needs assessment/parent survey is analyzed to determine the most requested services and changes from parents. Using the data from the assessment/survey, as well as outcomes from the TITLE I parent meeting, programs are developed for the year aimed at including and utilizing parents and other community stakeholders. Rogers School used various forms of technology to communicate with parents and students in order to create a vision of true partnership in education. Remind Text Messaging App is used by the school as well

as teachers in order to communicate to parents and students. Rogers School uses Facebook and Twitter for informational purposes only to communicate any school related information to parents, students, and stakeholders. Our school website gives more detailed information about the school and pertinent information for parents, students, and stakeholders. Class DoJo is a web based classroom management tool used to provide parents with both positive and negative communication concerning the student from the teacher throughout the day. Teachers and parents are also able to communicate throughout the day Class DoJo.

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

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

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

A variety of training programs are provided by both the school and the LEA for training parents and community members in applicable programs. Other outside agencies that coordinate counseling efforts with Rogers School and the Lauderdale County School System include The Healing Place, Safeplace, & Riverbend. Local churches provide back pack home meal programs to select families of Rogers School students who express a need within the community.

At any time during the school year, parents may request additional programs, training, and services from administrators. Administrators, TITLE I teachers, counselors, and other faculty and support staff may convene to plan programs to meet whatever needs may arise. Possible requests may revolve around new programs, assessments, technology, other curricular topics.

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

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

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

Current events and important announcements regarding school activities and deadlines are communicated to parents and community members in a variety of ways. The administrators have instituted a text notification system for parental alerts called Remind 101. Additional communication is in the form of weekly school newscasts sent via email and social media sites Facebook and Twitter. Daily reminders are scrolled on the campus marquee. Select teachers use student planners in order that school information and class assignments can be documented for parents to see. This is also an informal way for teachers and parents to communicate with daily notes/messages.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent

practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Interpreters are provided onsite for parents who may need assistance in communication from home and school through our Spanish teacher. A software program is available which enables the language to be converted from the native tongue to English. Correspondence between school and home may be converted using the software at the request of the parents. Additional support to students is given by the use of ELL aides and teachers across the district.