



ACIP

Luverne High School

Crenshaw County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Community Characteristics

The community characteristics and demographic information were compiled from the 2010 Census for Crenshaw County in Alabama. Luverne is located in the central part of Crenshaw County. It is the largest city in the county and the county seat. The city of Luverne is often referred to as "The Friendliest City in the South". It is located about 60 miles south of Montgomery and 20 miles west of Troy. Luverne's 2013 population was estimated at 2,800, which indicates a 1.06 percent increase since the 2004 census of 2,635. Luverne has a median value of owner-occupied housing units of \$61,900 with 574 housing units. The Census determined that Luverne has 2.24 persons per household and the median household income is \$22,457. The Census also identified 19.2 percent of the people are living below the poverty level in Luverne. 65.8 percent of the population holds a high school diploma as their highest degree and 20.61 percent holds a bachelor's degree or higher.

School Characteristics

Over eighty years ago, Luverne School was chartered in the small town of Luverne. The school had its first commencement service for its graduating class in 1928. In 1937, the school was relocated to its present location and the stadium and gym were built in 1953. Currently, Luverne School is one of three schools in the Crenshaw County School System. It is a Pre K-12th grade rural public school serving central Crenshaw County. The present enrollment is 862 students. The school is the heartbeat of the community and serves as the hub of community activities. Students attend Luverne School from several different communities such as Rutledge, Luverne, Glenwood, and Petrey. In the spring of 2002, Luverne School was designated as a Title I program school based upon the eligibility criteria for the free and reduced lunch program. The school has continued to be eligible for Title I assistance with approximately 70.41% of the total population of students qualifying for free or reduced-priced lunch. The racial demographics of the school are as follows:

White 55.40%

Black, African American 40.20%

Asian 1.50%

American Indian, Alaskan Native <0.01%

Native Hawaiian and Other Pacific Islander 0%

Persons reporting two or more races 1.50%

Persons of Hispanic or Latino origin 0.01%

Faculty and Staff

Luverne School has a dedicated faculty and staff. The staff includes three administrators, two counselors, one media specialist, one nurse, fifty-one full-time certified teachers, two part-time adjunct teachers and thirty-six support personnel consisting of bus drivers, cafeteria staff, custodians, secretaries, and instructional aide.

The campus houses seven main buildings, a playground, a field house, a football stadium, a baseball field and a softball field. Recently, construction was completed to add a new cafeteria and to renovate the existing gymnasium. Since the last school accreditation, Luverne has been categorized in the 2A classification group. Luverne School has a very deep tradition of outstanding athletic programs. Currently, football, basketball, softball, baseball, volleyball, and track are offered. A majority of the students participate in athletics, band, cheerleading or one of the many other extracurricular activities offered at the school.

Program Offerings

Luverne School offers several career preparedness classes, through cooperative partnerships with LBW Community College, Crenshaw Community Hospital and SMART Alabama, LLC. Also, the school has recently added a fine arts academy in order to expose more students to the fine arts, performing arts and the humanities. Luverne also offers over 20 extra-curricular clubs and organizations so that all students have the opportunity to be involved in school activities. The faculty is responsible for a variety of general and advanced level courses to meet the educational needs of students ranging from special needs to accelerated programs.

Luverne School's elementary offers the following programs, services and resources: Accelerated Reader, Moby Max, scientifically research-based programs in reading, math, and science, physical education, counseling, health lessons (nurse), character education, classroom computers, one computer lab, iPads or Chromebooks in each classroom, school counselor, school nurse, special needs instruction, gifted instruction, Response to Intervention (RTI), Problem Solving Teams (PSTs), progress monitoring, (DIBELS, Global Scholar, STAR Reading), literacy strategies in all grades, 21st Century Extended Day Program, Stride Academy, Read Naturally, Spelling Bee and Science Fair. Luverne Elementary also offers a variety of clubs; Elementary Science Club, Elementary Honor Club, and 4H.

Luverne School's high school offers the following programs, services and resources: Advanced Endorsement diploma program for 9th-12th grades, four honor societies (National Honor Society, Mu Alpha Theta, Spanish Honor Society, Junior National Honor Society), three Career Technical Education clubs (Future Farmers of America, Future Business Leaders of America, Health Occupations Students of America), Student Involvement Clubs (String Band, Future Teachers of America, Diamond Dolls, Key Club, Brothers and Sisters in Christ, Junior High Brothers and Sisters in Christ), athletic activities (Physical Education, football, volleyball, cheerleading, basketball, baseball, softball track), classroom computers, two computer labs, iPads for all 9th-12th grade students, Chromebook carts in Core classrooms in 7th and 8th grades, counseling, special needs instruction, Alternative Education Program, distance learning classes, virtual course options, including AP, through Odysseyware, Dual Enrollment, foreign language (Spanish), yearbook, visual arts, choir, marching and concert bands, and enrichment block.

The number of students enrolled in our special education programs varies each year, based upon their individual needs and targeted services. For the current year, we have identified students with the primary eligibility status for the following categories:

Specific Learning Disability-53
Intellectual Disabilities-7
Other Health Impaired-14
Orthopedic Impaired-0
Multiple Disability-1
Speech/Language Impaired-18
Developmentally Delayed-0
Visual Impairment-0
Hearing Impairment-0
Autism-4

Gifted-52

Emotional Disability-0

School Profile

To develop the school profile, data was collected from the local school's INow electronic records system database, 2010 US Census records, and locally developed data collection measures. A comprehensive needs assessment was developed to survey data from the following stakeholders: Parents/Guardians, Faculty, and Students.

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.

Luverne School's Motto

Every child can learn.

Luverne School's Mission Statement

The mission of Luverne School is to enable students to become confident, self-directed, lifelong learners by nurturing, guiding and challenging them to achieve their full potential, thus continuing our "Tradition in Excellence".

Luverne School upholds Crenshaw County School System's Purpose, Vision, Mission, and Beliefs.

Crenshaw County's School's Purpose

The purpose of Crenshaw County Schools is to support the whole child tenants;

Students will learn and practice a healthy life style.

Students will learn in a safe and clean environment.

Students will be active in the school and broader community.

Students will be supported by qualified, caring adults as they learn.

Students will be prepared for success in our global society.

Crenshaw County School's Vision

The Crenshaw County School System's vision is to provide the highest quality education for all students.

Crenshaw County School's Mission Statement

The Crenshaw County School System is committed to maintaining a highly qualified effective staff that actively engages students in rigorous and relevant curriculum, which leads to continuous improvement.

Crenshaw County Belief Statements

We believe:

1. All children are valued individuals who can learn to the fullest extent of their ability.
2. Each student is unique and deserves to be treated with dignity and respect.
3. Each student deserves a quality education.
4. Students must be prepared for a knowledge-based, technologically enhanced, and culturally diverse 21st century.
5. The development of curriculum, the design of instructional activities, and use of assessment measures should focus on providing learning opportunities and feedback that enable students to achieve success.

6. Educated citizens are essential to our society.
7. Effective communication between home and school is essential.
8. Education is a shared responsibility between home, school, and the community.
9. Schools are learning communities where professionals collaborate for continuous improvement.
10. Allocation of all resources must be aligned with the school system's vision, mission, purpose, and beliefs.
11. Professional development enhances a quality school and is essential for continuous improvement of student achievement.
12. A safe, orderly and nurturing environment enhanced by adequate facilities promotes learning.

The purpose of the Crenshaw County School System was created through on-going collaboration with all stakeholders in order to guide the vision of the school. The program offerings (included in the description of the school) at Luverne School embody the system's purpose because they provide varied experiences that enable a holistic support system for the students. The school works to support the whole child tenets expressed in the purpose. The faculty holds high expectations for the students and is responsible for a variety of general and advanced level courses to meet the educational needs of students ranging from special needs to accelerated programs. Further, the staff provides a safe, clean environment for the child to be healthy and successful in the present in order for them to prepare to be successful in our increasingly global society.

At Luverne School, we

1. Offer a rigorous and relevant core curriculum with various electives and fine arts offerings
 - Our Graduation rate for the Class of 2017 was 90% with over half of these students attending college in the Fall of 2017.
 - Class of 2017 was awarded more than \$597,241 in scholarships.
 - We offer advanced core classes and Spanish I and II in grades 9-12.
 - We are a Title I school with 70.41% of students receiving free or reduced breakfast and lunch.
 - We offer tiered instruction in reading and math in Kindergarten through 6th grades.
 - Dual Enrollment is offered in 10th-12th grades in English, Math, Welding, HVAC & Mechanics.
 - Career Technical classes are available in Health Science, Welding, Agriscience, HVAC, Mechanics & Business Technology.
 - We offer concert and marching band, string band, jazz band, guitar lessons, drama, choir and visual arts.
 - Robotics is offered to Jr. High students.
2. Encompass advanced technology
 - To promote differentiated learning, we have chosen to place technology resources in each classroom.
 - We have begun an interactive whiteboard initiative with Smart boards and IPEVOs.
 - All 9th-12th grade students have a Chromebook and all 7th & 8th grade core classes classroom Chromebook carts
 - We have 3 computer labs, one each in Elementary, Junior High and High School, as well as student computers in K-6 classrooms.
3. Have extensive community and parental involvement
 - We have an active Parent-Teacher Association.
 - We have Parent-Teacher meetings following the distribution of progress reports each 9 weeks.
 - We utilize SchoolCast to inform parents, not only of upcoming events but also of student's daily absences
 - We also utilize Luverne School's and Crenshaw County School System's websites and social media to keep parents and the community informed of school happenings.
 - We have active booster clubs in athletics and band.

- Third-grade students participate in the "Reading to Earn" program with First Citizens Bank of Luverne.
- Students in 10th-12th grades may apply to become Chamber of Commerce Belles and Beaus.
- Crenshaw County Schools has a partnership with local businesses such as: Crenshaw Community Hospital, SMART Alabama LLC and Lurleen B. Wallace Community College.

4. Have safe and caring environment

- We offer an anti-bullying program in Kindergarten through 6th grades.
- Students participate in monthly safety drills.
- We have new fencing around the perimeter of the school.

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.

Luverne School's Leadership Team met during the summer at a school-wide retreat to identify areas of strength (Notable Achievements) and areas in need of improvement. The following are some of the items that were points of reference:

Notable Achievements

Elementary Aspire Reading Scores are improving in grades 4 - 6
Implementation of a Work-Based Learning Program in 12th grade
Parent Involvement is improving
Increased Dual Enrollment in English
Successful ACT Prep Course
Continued success with strategic teaching and content literacy in all grades
21st Century Grant for the Extended Day Learners
Software Improvements (Stride Academy, Scantron, A+ Learning, Moby Max, Adobe Premier)
Expanded Technology Access and Implementation
County Choir Program
Consistent communication home through school messenger, school Facebook page, and school website
Mu Alpha Theta (national math club)
National Honors Society
Increase in band numbers and FFA enrollment
Alumni Association founded in 1982
Fine Arts Academy
Flex Academic Block for remediation, acceleration and academic labs
College Fair for seniors
Crenshaw Forward Career Expo for 8th graders
Strong functioning Parent Teacher Association

Luverne School is most proud of the Fine Arts Academy because it addresses a need that has gone unmet for much too long. This academy will give all of our students K-12 the opportunity to be exposed to art and the humanities.

Areas in Need of Improvement

Need more collaboration across grade levels and across departments
Need to more fully develop the PST process in the high school grades
Need to expand career counseling opportunities in junior high
Need to integrate service based projects into the curriculum
Need to expand co-op and career tech opportunities and credentialing
Need to expand access to technology in elementary and junior high

Need an interactive library that actively engages students and fosters programs to support a 7-12 literacy program

Need to firmly establish and grow fine arts program

Additional Information

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

It is our belief that Crenshaw County Schools have the desire for and encourage high expectations of both teachers and students. Reform efforts already in progress will be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. Specific reform strategies include the implementation of the following:

Four Pillars of Excellence (system-level)

Pillar One: Curriculum, Assessment, and Instruction

Pillar Two: Finance and Federal Programs

Pillar Three: Maintenance and Operations

Pillar Four: Human Resources

Four Pillars of Success (school-level)

Pillar One: Instructional Framework

Pillar Two: Strategic Teaching

Pillars Three: Technology Enhancement

Pillar Four: Parent and Family Engagement

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 school's continuous improvement leadership team engaged stakeholders in the development of the institution's improvement plan. An initial meeting was held during the summer to identify strengths and weaknesses of the system and to write goals to address the identified needs. Following the system wide retreat, each local school met to define their own strengths and weaknesses to assess the needs of the individual schools. The school based leadership team met to present the new Advanc-Ed platform for the development of the school's improvement planning process. Stakeholders were provided resources and tools for each area of the planning process for which they were responsible and a review of the documentation required to discuss. Future planning meetings to discuss the writing and the implementation will be scheduled with all stakeholders.

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

The representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in the process included, but not limited to:

Dr. Boyd English, Superintendent
Ms. Carolyn Hampton - Federal Programs Director
Ms. Sherry Sport - Special Education Director
Ms. Ashley Catrett - Career Tech Director
Mr. Jamie Howard - Principal
Ms. Melanie Matthews - Assistant Principal
Mr. Kenneth Seay - Assistant Principal
Ms. Julie Brown - High School Science Teacher
Mr. Dale Simmons - High School History Teacher
Ms. Shamella McGhee - High School English Teacher
Ms. Tracy Baines - Jr. High School Math
Ms. Shae Simmons - Elementary Guidance Counselor
Ms. Cody Carnely- Elementary Self-Contained Teacher
Ms. Susan Walden - Elementary Reading Teacher
Ms. Heather Sanders - High School Guidance Counselor
Ms. Traci Sanders - Media Specialist
Ms. Becky Cornelius - Career Tech Teacher
Ms. Lisa Turner - Parent
Mr. Will Tate - Parent
Miss Chauntina Whittle

Mr. Jace Baines

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

The improvement plan was communicated to all stakeholders at ACIP meetings, faculty meetings and Parent/Teacher Association meetings. The continuous improvement plan will also be located in the principals' offices. A faculty meeting will be used to communicate the goals to the faculty. A copy of the entire plan will be uploaded to the school's website for all stakeholders' perusal. Continuous updates will be provided during the course of the year as suggestions are made by the school's leadership team.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Yes. We created our own offline data documents.	2016-17 Aspire & Global Scholar Data LuverneElementary_2017_DIBELSNext_Grades1-3 LuverneElementary_2016_DIBELS6th Edition_GradesK-3 LuverneElementary_2016_easyCBMC CSSMath_GradesK-2 LuverneElementary_2017_easyCBMC CSSMath_GradesK-2

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

8th grade - 41% scored at or above expected levels of performance on the Aspire Reading subtest

6th grade - 64% scored at or above expected levels of performance on the Aspire Math subtest

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

Sixth grade students showed a 23% increase in the amount of students reaching proficiency on the Aspire math sub-test from their fifth to sixth grade assessment. (current 7th graders)

Which area(s) indicate the overall highest performance?

Sixth grade math is the highest performance at 64% proficiency on the Aspire Math and 8th grade Reading is the highest performance at 41% proficiency on the Aspire Reading.

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

Male students outperformed female students on Aspire math by 6%.

Female students outperformed male students on Aspire reading by 6%.

Test data indicates that several students were able to exit the EL program and move on to monitoring status after only one to two years of enrollment.

Two out of seven AAA students exceeded standard with a score of 4 and four out of seven met extended standards with a score of 3. In reading, five out of seven AAA students met extended standards with a score of 3.

Between which subgroups is the achievement gap closing?

In general the achievement gap between males and females is closing, with mild variations between subject areas and grade levels.

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

than the total school population.

Areas in Need of Improvement

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

3rd grade reading - 42% of students are In Need of Support on the Aspire.

10th grade math - 75% of students are In Need of Support on the Aspire.

10th grade - all subject areas are in dire need of improvement: 75% In Need of Support in math, 46% In Need of Support in reading, 62% In Need of Support in science

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

Students from 6th to 7th grade grew significantly below target in math on the Aspire with 49% having low growth, 39% having average growth, and only 12% having high growth.

Student from 3rd to 4th grade grew within range of target in reading on the Aspire, but on the low end of that range with 35% having low growth, 41% having average growth, and 25% having high growth.

Which area(s) indicate the overall lowest performance?

10th grade math, science, and writing scores on the Aspire assessment indicate that these are the areas of lowest performance.

DIBELS spring data from 2016/2017 show a decrease of students reaching benchmark compared to the fall benchmarks.

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

In most grade levels and subject areas - African American students.

Between which subgroups is the achievement gap becoming greater?

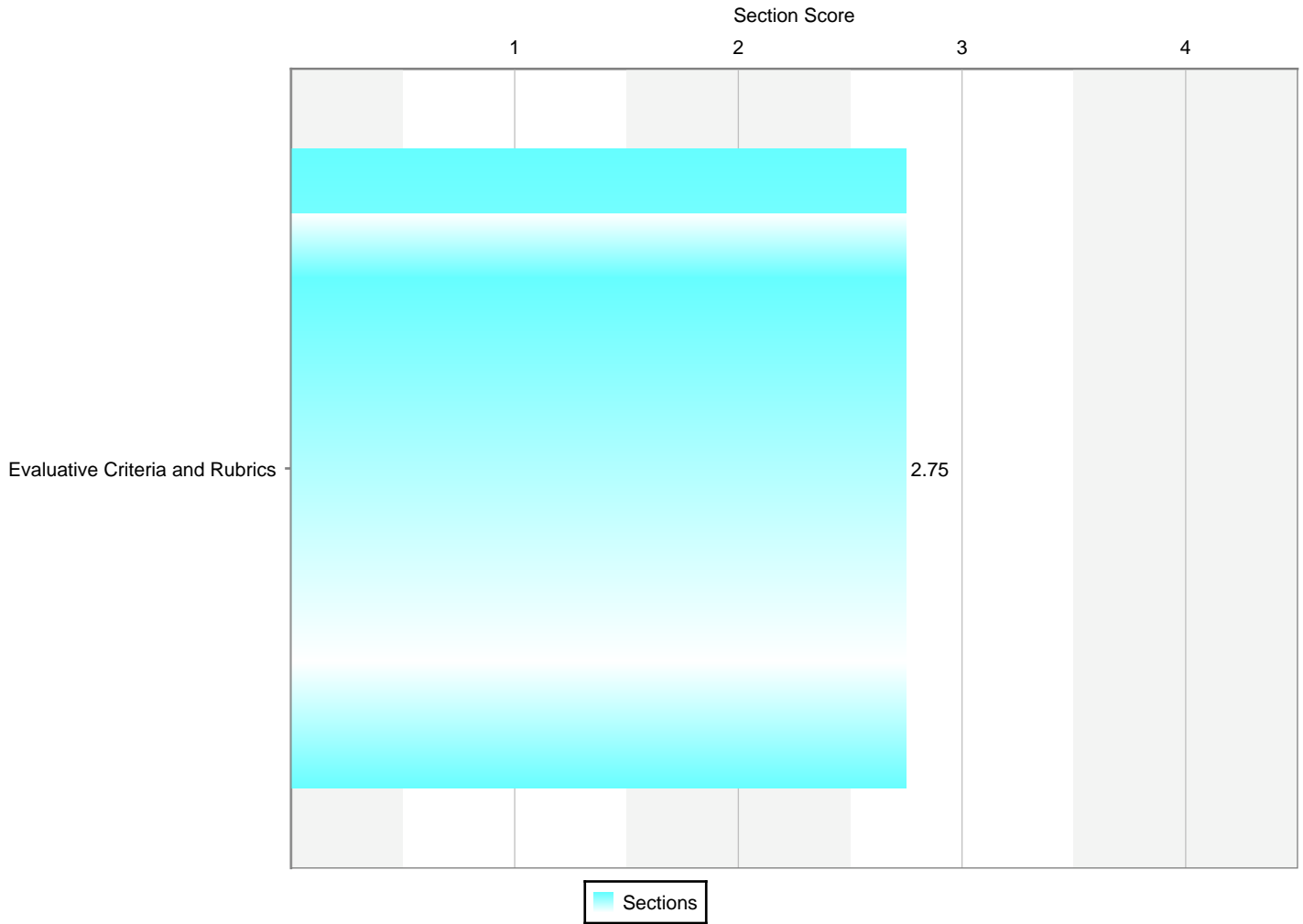
Between African American and white students the achievement gap is becoming greater with white students out performing African American students.

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

Aspire data from previous years and ACT data report similar trends.

Report Summary

Scores By Section



2017-2018 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	ACIP Leadership Team Master Sign-in Sheet attached	master sign-in

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jamie Howard; Principal Luverne School 194 First Avenue Luverne, AL 36049 335-335-3331 Signed Letter Attached	LuverneHS_HowardSignature2017-18

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

ACIP

Luverne High School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	School-Parent Compact attached	CrenshawCtny_Titl elParentCompact2 017-18

2017-18 Goals

Overview

Plan Name

2017-18 Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Luverne School will provide quality targeted interventions for students who struggle academically.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Luverne School will increase the amount of new teachers participating in a mentoring program.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Luverne School will provide appropriate professional development to better prepare faculty and staff members with implementation of the college and career readiness standards to promote academic success among students.	Objectives: 3 Strategies: 2 Activities: 2	Academic	\$0
4	Luverne School will support every student by providing adult advisers to each student kindergarten - grade 12.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Luverne School will provide support in transition to students and parents.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: Luverne School will provide quality targeted interventions for students who struggle academically.

Status	Progress Notes	Created On	Created By
N/A	<ul style="list-style-type: none"> • Reading Horizons Training for all K-3 reading teachers • Reading Specialist focus on 3rd grade (80%) K-2 (20%) • ARI Tier II Training for Reading Specialists and Administrators • All core teachers attend Data Meetings • Scantron Training for all teachers to use the program for intervention • RTI process used to close the gap for students who struggle. 	March 23, 2017	Lisa Adair

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in grade appropriate reading skills in Reading by 05/25/2017 as measured by progress monitoring of student growth through DIBELS, STAR, and Scantron. .

Strategy 1:

Streamline Response to Intervention Model - Professional development will be offered to core, sped and resource teachers to provide them with resources for targeted interventions in math and reading. The PST will formalize and streamline its process in grades K-12. Additional support will be offered in Junior High School as the Aspire data determined the most need in those grade levels. In the high school grades the schedule has been adjusted to a block schedule to allow for a flex academic block to be used for academic interventions.

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

Research Cited: Shapiro, E. Tiered Instruction and Intervention in a Response-to-Intervention Model

Status	Progress Notes	Created On	Created By
N/A	Learners in grades 9-12 are receiving math remediation during the academic block (Tiger Block).	February 15, 2018	Melanie Matthews

<p>N/A</p>	<p>Institution of High School Academic Block – the academic block is a 35 minute flex block used for intervention for students who are struggling academically or for acceleration for students who are excelling. It is also used as an interest block for students to explore special interests such as string band.</p> <p>SAMUEL Training provided for the EL Facilitator over the summer. She will attend an additional training on 2/23/16</p> <p>WIDA Training provided for the EL Facilitator, Instructional Coach, Counselors and anyone administering the ACCESS for ELs. Further the EL Facilitator provided training for the faculty on the WIDA Levels and Standards.</p> <p>Monday morning truancy parent meetings – In order for students to excel academically, they must be present; therefore one of the first interventions we do is monitor their attendance. Those parents of students with 5 or more unexcused absences receive a letter of concern; those with 7 or more must attend a truancy meeting and those with 10 or more are in danger of being petitioned by the court.</p> <p>LEAd and Learn Training – An administrator (attended 7/30/15) and the Special Ed Facilitator (10/15) attended a training focused on making IEP meetings more effective by strengthening communication among the stakeholders involved in constructing the IEP.</p>	<p>January 20, 2016</p>	<p>Lisa Adair</p>
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Activity - PST & Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ongoing PST & data meetings in grades K-6 will be held to identify and support students who are not performing on grade level</p>	<p>Academic Support Program</p>	<p>08/08/2016</p>	<p>05/25/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration Teachers Central Office Staff/Instructional Coaches</p>

Status	Progress Notes	Created On	Created By
<p>In Progress</p>	<p>Grades K-6 PSTs have met on September 18, 2017, October 23, 2017, and December 14, 2017. During those meetings multiple data pieces were used to determine the best course of action for struggling students. As a result Tier III groups were updated at each meeting as students were added and dismissed. A list of Tier III groups, the schedule, and programs used are kept in spreadsheet form by the RTI team. Sign-in sheets are kept as documentation for each each PST meeting and stored by administration.</p>	<p>January 09, 2018</p>	<p>Melanie Matthews</p>

Goal 2: Luverne School will increase the amount of new teachers participating in a mentoring program.

Status	Progress Notes	Created On	Created By
N/A	We had 100% of new teachers and 100% participation in our mentoring program from August 2017-December 2017.	January 09, 2018	Melanie Matthews
N/A	<ul style="list-style-type: none"> • All new teachers and teachers new to the system will participate in the Alabama Teacher Mentoring Program • Training for mentors • Administrators facilitate the process 	March 23, 2017	Lisa Adair

Measurable Objective 1:

collaborate to to provide new teachers mentoring and support in order to increase teacher capacity and to retain effective teachers by 05/25/2017 as measured by professional development sign-in sheets, mentoring logs, staff rosters, and classroom observations..

Strategy 1:

Mentoring Professional Development - Mentors will be provided with professional development to teach them how to grow capacity in teachers new to the profession. Mentors will also attend professional development along side their mentees to provide support and guidance. They will keep mentoring logs to document their interaction with new teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Teacher Mentoring Program

Activity - Mentor/Mentee Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors received training on the mentoring process. They have also attended various professional development activities with their mentee to provide further opportunities to support them.	Academic Support Program, Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	Federal Programs Director Administration Teachers

Status	Progress Notes	Created On	Created By
In Progress	During the first week of school the instructional coach held information sessions on our instructional framework and how the framework can guide strategic teaching. All walk throughs and observations have kept this a focus. Further, this year our Educate Alabama dialogues focused on how to use these planned professional development sessions to create strategic lessons.	January 20, 2016	Lisa Adair

Activity - Mentoring Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will keep logs that document how they have supported the teacher that they are mentoring.	Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	Federal Programs Director Teachers Administrators

Status	Progress Notes	Created On	Created By
In Progress	All mentors and mentees have met the weekly mentoring requirement since August 2017. As of October the meeting requirement was reduced to bi-weekly, but most of our mentoring teams have continued weekly mentoring. All meeting times and notes are recorded on team logs. Those logs are submitted monthly to administration. In addition to weekly mentor-ship new teachers have also been supported by administration. In September administrators met with each new teacher to address any questions, concerns, or needs and an open door policy was established.	January 09, 2018	Melanie Matthews
In Progress	Mentors have maintained and submitted monthly support logs as evidence of mentorship.	January 04, 2018	Melanie Matthews

Goal 3: Luverne School will provide appropriate professional development to better prepare faculty and staff members with implementation of the college and career readiness standards to promote academic success among students.

Measurable Objective 1:

85% of All Students will increase student growth by 10% from Scantron Fall 2017 to Scantron Spring 2018 in grades 3-8 in English Language Arts by 05/18/2018 as measured by Scantron Fall 2017 data and Scantron Spring 2018 data..

(shared) Strategy 1:

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Luverne High School

ELA Standards Based Instruction - To attend professional development for grades 1-5 on implementation of new Core Knowledge Language Arts reading program.

Category: Develop/Implement Professional Learning and Support

Research Cited: Core Knowledge Language Arts

Activity - Core Knowledge Language Arts PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 1-5 to attend Core Knowledge Language Arts training for implementation of core instruction.	Professional Learning	06/26/2017	05/25/2018	\$0	No Funding Required	CKLA trainer

Status	Progress Notes	Created On	Created By
Completed	1st - 5th-grade reading teachers attended CKLA training on June 26, 2017 in preparation for implementation of the program.	February 14, 2018	Melanie Matthews
In Progress	Ongoing embedded PD is provided to Kindergarten - 4th-grade teachers by system instructional coaches through coaching cycles.	February 14, 2018	Melanie Matthews

Strategy 2:

Geometry, number sense, and multi-step word problems; - To re-establish best practices and build mathematics content knowledge in the areas of geometry, number sense, and multi-step word problems specifically in grades 3-8.

Category: Develop/Implement Professional Learning and Support

Research Cited: Eureka Math

AMSTI

Activity - AMSTI PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-8 will enhance teacher content knowledge and pedagogy.	Professional Learning	06/01/2017	05/24/2018	\$0	No Funding Required	AMSTI Specialists

Status	Progress Notes	Created On	Created By
Completed	K-8 teachers attended AMSTI training on November 14, 2017 and January 4, 2018 with a focus on content knowledge in geometry, number sense, and multi-step word problems.	February 14, 2018	Melanie Matthews

Measurable Objective 2:

A 85% increase of All Students will increase student growth by 10% from DIBELS Fall 2017 to DIBELS Spring 2018 in grades K-3 in English Language Arts by 05/24/2018 as measured by Fall 2017 DIBELS data and Spring 2018 DIBELS data.

(shared) Strategy 1:

ELA Standards Based Instruction - To attend professional development for grades 1-5 on implementation of new Core Knowledge Language Arts reading program.

Category: Develop/Implement Professional Learning and Support

Research Cited: Core Knowledge Language Arts

Activity - Core Knowledge Language Arts PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 1-5 to attend Core Knowledge Language Arts training for implementation of core instruction.	Professional Learning	06/26/2017	05/25/2018	\$0	No Funding Required	CKLA trainer

Status	Progress Notes	Created On	Created By
Completed	1st - 5th-grade reading teachers attended CKLA training on June 26, 2017 in preparation for implementation of the program.	February 14, 2018	Melanie Matthews
In Progress	Ongoing embedded PD is provided to Kindergarten - 4th-grade teachers by system instructional coaches through coaching cycles.	February 14, 2018	Melanie Matthews

Measurable Objective 3:

A 85% increase of All Students will increase student growth by 10% in Mathematics by 05/24/2018 as measured by Scantron Fall 2017 data and Scantron Spring 2018 data..

Strategy 1:

Geometry, number sense, and multi-step word problems; - To re-establish best practices and build mathematics content knowledge in the areas of geometry, number sense, and multi-step word problems specifically in grades 3-8.

Category: Develop/Implement Professional Learning and Support

Research Cited: Eureka Math

AMSTI

Activity - AMSTI PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-8 will enhance teacher content knowledge and pedagogy.	Professional Learning	06/01/2017	05/24/2018	\$0	No Funding Required	AMSTI Specialists

Status	Progress Notes	Created On	Created By
Completed	K-8 teachers attended AMSTI training on November 14, 2017 and January 4, 2018 with a focus on content knowledge in geometry, number sense, and multi-step word problems.	February 14, 2018	Melanie Matthews

Goal 4: Luverne School will support every student by providing adult advisers to each student kindergarten - grade 12.

Measurable Objective 1:

100% of All Students will collaborate to increase student engagement and involvement by ensuring every student has at least one supportive adult assigned as an adviser in Health/Physical Education by 05/16/2018 as measured by student participation in on-going small group activities led by adult advisers.

Strategy 1:

Student Advisory Life Team (SALT) - Staff will be assigned as advisers to small groups of student who will meet no less than once per month for 30 minutes using common topics and activities developed for system-wide use. SALT will provide a support system ensuring at least one caring adult serves as a mentor for each student, promote positive relationships with peers and adults, and provide a life team to celebrate successes, overcome adversity, and provide comfort in times of need.

Category: Develop/Implement Student and School Culture Program

Activity - SALT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Luverne High School

Students will be more engaged and involved by participating in SALT activities throughout the year. Staff will be assigned as advisers to small groups of students who will meet no less than once per month for 30 minutes using common topics and activities.	Behavioral Support Program	08/07/2017	05/16/2018	\$0	Other	All staff as assigned
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Status	Progress Notes	Created On	Created By
In Progress	<p>All K-12 students are assigned to a mentor. Mentors hold monthly meetings with their mentees to discuss a topic established by the Student Advisory Life Team (SALT) committee. Dates and topics of discussion from 1st semester are as follows:</p> <p>August 23, 2017 - Team Building (Ice Breaker) September 20, 2017 - Smart Kids, Safe Kids (Good v. Bad Touches) October 18, 2017 - Careers/Community Helpers November 15, 2017 - I'll Drink to That Campaign (Patriotism) December 13, 2017 - Jason Flatt (Suicide)</p> <p>Mentors are responsible for keeping attendance records for each meeting.</p>	January 16, 2018	Melanie Matthews

Goal 5: Luverne School will provide support in transition to students and parents.**Measurable Objective 1:**

100% of Kindergarten, Sixth, Eighth, Ninth, Tenth and Eleventh grade students will collaborate to transition easily from one grade level to the next in English Language Arts by 08/01/2018 as measured by attendance and participation at each meeting and parent surveys..

Strategy 1:

Transition Counseling Meetings - Luverne School is a unit school with K4 - 12th-grade students on one campus. For incoming Kindergarten students, the school provides a preregistration date where students and parents can meet with the instructional coach, counselor, and kindergarten teachers. At the end of the school year, the elementary counselor conducts a 6th-grade student session to inform students about the differences between elementary and high school; such as the schedule and dressing out for PE. As students transition from the 8th to the 9th-grade year, the high school counselor holds a parent meeting to discuss diploma options (advanced or standard) and career tracks. During the summer, the high school counselor and an administrator meet with the high school grade levels about Chromebook use and course selection for the upcoming school year.

Category: Implement Guidance and Counseling Plan

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Luverne High School

Activity - Kindergarten Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For incoming Kindergarten students the school provides a preregistration date where students and parents can meet with the counselor and kindergarten teachers.	Academic Support Program	05/01/2018	08/01/2018	\$0	No Funding Required	Counselor, Administration, and Kindergarten Teachers

Activity - 6th-grade Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the school year, the elementary counselor conducts a 6th-grade student session to inform students about the differences between elementary and high school; such as the schedule and dressing out for PE.	Academic Support Program, Behavioral Support Program	05/01/2018	08/01/2018	\$0	No Funding Required	Administration, Counselor, and 6th-grade teachers

Activity - 8th-grade Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As students transition from the 8th to the 9th-grade year, the high school counselor holds a parent meeting to discuss diploma options (advanced or standard) and career tracks.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	05/01/2018	08/01/2018	\$0	No Funding Required	Counselor, Administration

Activity - High School Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Luverne High School

During the summer, the high school counselor and an administrator meet with the high school grade levels about Chromebook use and course selection for the upcoming school year.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	05/01/2018	08/01/2018	\$0	No Funding Required	Counselor, Administration
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SALT	Students will be more engaged and involved by participating in SALT activities throughout the year. Staff will be assigned as advisers to small groups of students who will meet no less than once per month for 30 minutes using common topics and activities.	Behavioral Support Program	08/07/2017	05/16/2018	\$0	All staff as assigned
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core Knowledge Language Arts PD	Grades 1-5 to attend Core Knowledge Language Arts training for implementation of core instruction.	Professional Learning	06/26/2017	05/25/2018	\$0	CKLA trainer
8th-grade Meeting	As students transition from the 8th to the 9th-grade year, the high school counselor holds a parent meeting to discuss diploma options (advanced or standard) and career tracks.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	05/01/2018	08/01/2018	\$0	Counselor, Administration
PST & Data Meetings	Ongoing PST & data meetings in grades K-6 will be held to identify and support students who are not performing on grade level	Academic Support Program	08/08/2016	05/25/2017	\$0	Administration Teachers Central Office Staff/Instructional Coaches
6th-grade Meeting	At the end of the school year, the elementary counselor conducts a 6th-grade student session to inform students about the differences between elementary and high school; such as the schedule and dressing out for PE.	Academic Support Program, Behavioral Support Program	05/01/2018	08/01/2018	\$0	Administration, Counselor, and 6th-grade teachers

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Luverne High School

Mentoring Logs	Mentors will keep logs that document how they have supported the teacher that they are mentoring.	Professional Learning	08/08/2016	05/25/2017	\$0	Federal Programs Director Teachers Administrators
AMSTI PD	Grades K-8 will enhance teacher content knowledge and pedagogy.	Professional Learning	06/01/2017	05/24/2018	\$0	AMSTI Specialists
High School Meeting	During the summer, the high school counselor and an administrator meet with the high school grade levels about Chromebook use and course selection for the upcoming school year.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	05/01/2018	08/01/2018	\$0	Counselor, Administration
Mentor/Mentee Professional Development	Mentors received training on the mentoring process. They have also attended various professional development activities with their mentee to provide further opportunities to support them.	Academic Support Program, Professional Learning	08/08/2016	05/25/2017	\$0	Federal Programs Director Administration Teachers
Kindergarten Meeting	For incoming Kindergarten students the school provides a preregistration date where students and parents can meet with the counselor and kindergarten teachers.	Academic Support Program	05/01/2018	08/01/2018	\$0	Counselor, Administration, and Kindergarten Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		StakeholderFB_LH Worksheet_2017- 18

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

Staff Survey: In relation to school purpose and direction, 91% report the school has a continuous improvement process based on data, goals, actions, and measures of growth. 89% report school leaders monitor data related to student achievement.

Early Elementary Student Survey: 99% report that books are available to read at school, teachers praise students for good work, and teachers want students to learn.

Elementary Student Survey: 97% report teachers want students to do their best work and 94% report principals and teachers want students to learn and have good behavior.

Middle/High Student Survey: 68% report that students can participate in activities of interest.

Parent Survey: 95% report that parents feel welcome at Luverne School and feel they can reach their child's classroom teacher if needed.

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

Purpose and Direction

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

All findings are consistent.

Areas in Need of Improvement

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

Staff Survey: 69% report that instructional time is protected, that students are provided sufficient material resources to meet student needs, and that all teachers personalize instructional strategies and interventions to address individual learning needs of students.

Early Elementary Student Survey: 72% report that family likes to visit the school.

Elementary Student Survey: 61% report students are not treated fairly and teachers do not listen to students. Only 37% report that their family is asked to come to school activities.

Middle/High Student Survey: Only 26% feel that rules are applied equally to all students and 51% say others do not respect their property. Only 19% report that they receive help from students who are not their friend.

Parent Survey: 35% report that they would like to know about outside referral programs and would also like to know how they can be involved in school planning/review committees.

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

Resources and Support Systems

What are the implications for these stakeholder perceptions?

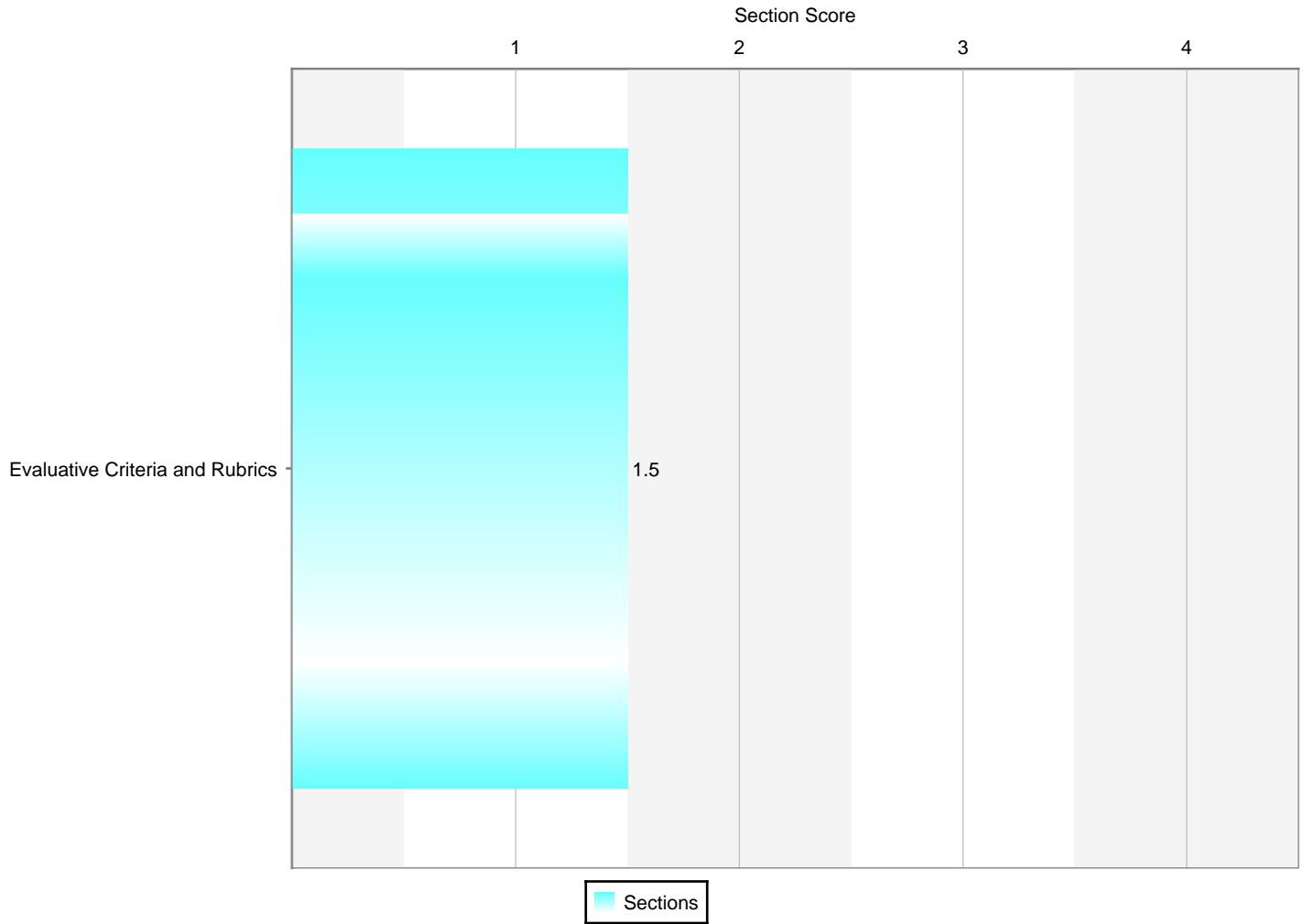
The implications from the stakeholder surveys is that there should be a focus on Resources and Support Systems. This focus is evident in the Goals section of our continuous improvement plan.

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

All findings were consistent.

Report Summary

Scores By Section



2017-2018 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 school leadership team at Luverne School meets regularly to analyze data and assess student and facility needs in order to develop strategies and action steps to meet those needs. Teachers and administrators worked cooperatively to identify the strengths and weaknesses for specific organizational and instructional issues in order to plan for improvement. Departmental and grade level meetings were also a forum for which needs were assessed. Luverne School invited additional support, such as Crenshaw County Schools Instructional Specialists and AMSTI. Further, a comprehensive needs assessment was also conducted through parent, student, and staff surveys.

What were the results of the comprehensive needs assessment?

While there were many needs addressed through this broad collection of data, there were several specific needs that the stakeholders felt were of utmost importance.

- 1) Based on the 2016/17 Aspire, there needs to be stronger academic support in 10th grade in reading, math, and science.
- 2) Based on surveys, the high school needs a more formalized academic and behavior intervention process.
- 3) Based on the 2016/17 Aspire, there needs to be stronger academic support in writing in all grades and subject areas.
- 4) Based on the school leadership team, there needs to be stronger support for beginning and new teachers..
- 5) Based on surveys and the school leadership team, more varied ways to engage parents in student achievement needs to be addressed.

What conclusions were drawn from the results?

The school should provide a flex academic block to provide intervention and academic support for grades 7 - 12 to address academic needs of the students. The school should participate in the Alabama Teacher Mentoring Program. The school should provide professional development for teachers and incentives for students to participate in the writing process. The school should formulate more ways for parents to be involved in student achievement.

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

The goal of Luverne School is to ensure that all students are prepared to transition into college, technical school, or work. In order to facilitate that process for all students; academic interventions in the upper grades will be more clearly defined, students will have opportunities to participate in writing contests, parents will be offered more opportunities to participate in student achievement, and new teachers will receive support through mentoring.

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

The school wide goals are directly related to the results of our needs assessment and outlined in our 5 top priority needs.

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

The academic goals were directly portrayed from the analysis of several standardized assessments; such as DIBELS, STAR, Scantron, Aspire, and the ACT.

The organizational goals were directly portrayed from the analysis of stakeholder surveys and from staff meeting discussions.

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

Our academic goals and interventions are constructed to meet the needs of at-risk students. Further 100% of Crenshaw County Schools is on free or reduced lunch. The majority of our school is economically disadvantaged. When we address the whole school population, we are addressing students who are disadvantaged.

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:

Luverne School will increase engagement in core reading instruction.

Measurable Objective 1:

85% of All Students will increase student growth by 10% from Scantron Fall 2017 to Scantron Spring 2018. in Reading by 05/18/2018 as measured by Scantron Fall 2017 data and Scantron Spring 2017 data.

Strategy1:

Student to student discussion - To increase student engagement teachers will be purposeful in planning for student-to-student discussions during coaching cycles with instructional coaches and in-house professional development planning days.

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

Research Cited: John Hattie, Visible Learning (meta-studies)

Activity - In-house Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet for three half-day-planning sessions first-semester to purposefully plan for student-to-student discussion.	Professional Learning Academic Support Program	08/07/2017	02/28/2018	\$1850 - Title I Schoolwide	Administration, Teachers, System Instructional Coaches

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:

Luverne School will increase student growth in English Language Arts with the implementation of the CKLA reading resource.

Measurable Objective 1:

85% of All Students will increase student growth on Scantron reading data from Fall 2017 to Spring 2018 in English Language Arts by 05/24/2018 as measured by Scantron Fall 2017 data and Scantron Spring 2017 data.

Strategy1:

CKLA Reading and Writing Resource - Teachers will work with instructional coaches and administration to implement CKLA as a resource for teaching reading and writing.

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

Research Cited:

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional coaches will work collaboratively to determine student needs based upon formal and informal data. Then through coaching cycles the CKLA resource will be used to meet those needs.	Academic Support Program	08/07/2017	05/16/2018	\$0 - No Funding Required	Administration, Instructional Coaches, Teachers, Students

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:

Luverne School will provide quality targeted interventions for students who struggle academically.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in grade appropriate reading skills in Reading by 05/25/2017 as measured by progress monitoring of student growth through DIBELS, STAR, Global Scholar, and state assessments.

Strategy1:

Streamline Response to Intervention Model - Professional development will be offered to core, sped and resource teachers to provide them with resources for targeted interventions in math and reading. The PST will formalize and streamline its process in grades K-12. Additional support will be offered in Junior High School as the Aspire data determined the most need in those grade levels. In the high school grades

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Luverne High School

the schedule has been adjusted to a block schedule to allow for a flex academic block to be used for academic interventions.

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

Research Cited: Shapiro, E. Tiered Instruction and Intervention in a Response-to-Intervention Model

Activity - PST & Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing PST & data meetings will be held to identify and support students who are not performing on grade level	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administration Teachers Central Office Staff

Activity - Reading Horizons Professional Development and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core, special education, resource staff and the instructional coach will be trained on the Reading Horizons Program to use to target interventions specific to individual student need.	Academic Support Program	08/11/2015	05/26/2016	\$0 - District Funding	Special Education Director Instructional Coach Media Specialist Administration Classroom Teachers

Goal 2:

Luverne School will support every student by providing adult advisers to each student kindergarten - grade 12.

Measurable Objective 1:

100% of All Students will collaborate to increase student engagement and involvement by ensuring every student has at least one supportive adult assigned as an adviser in Health/Physical Education by 05/16/2018 as measured by student participation in on-going small group activities led by adult advisers.

Strategy1:

Student Advisory Life Team (SALT) - Staff will be assigned as advisers to small groups of student who will meet no less than once per month for 30 minutes using common topics and activities developed for system-wide use. SALT will provide a support system ensuring at least one caring adult serves as a mentor for each student, promote positive relationships with peers and adults, and provide a life team to celebrate successes, overcome adversity, and provide comfort in times of need.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - SALT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be more engaged and involved by participating in SALT activities throughout the year. Staff will be assigned as advisers to small groups of students who will meet no less than once per month for 30 minutes using common topics and activities.	Behavioral Support Program	08/07/2017	05/16/2018	\$0 - Other	All staff as assigned

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

Goal 1:

Luverne School will increase vocabulary proficiency with EL students.

Measurable Objective 1:

A total of 25 English Learners students will increase student growth in specific content vocabulary in English Language Arts by 05/24/2018 as measured by classroom assessments.

Strategy1:

Direct/Visual Instruction - EL teacher will work specifically on content vocabulary through direct instruction and the use of visuals.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Content Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will work in small group settings on content specific vocabulary by using a direct instruction approach and by using pictures and visuals as well.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	EL teacher

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.

We have an EL teacher on staff that can meet with and/or call to communicate information to parents of EL students.

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.

Staffing is done at the district office by a diverse panel of interviewers. Candidates are required to apply through Teach in AL web-site through AL State Department of Education. Questions are designed by the interviewing panel and a panel vote is taken before hires are made. Experience, education, and interview ability are all requirements of potential candidates.

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?

Turnover rate this year is up 15% from the 2015-16 school year. Four teachers retired, two teachers found other jobs closer to home, and one was non-renewed.

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

Luverne School has a certified teaching staff that varies in experience and expertise. The school staff member with the most experience has over forty years of classroom teaching experience and the member with the least experience has less than one year of experience. This gives the school a valuable balance of tradition and innovation. Further, the education of our staff ranges from the Ed.S degrees of the administration to the Master's and Bachelor's degrees and AA certification of the teaching staff. All of our paraprofessionals are Highly Qualified.

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).

Luverne School has implemented a mentor teacher program that focuses, not only on the instructional supports a new teacher might need, but also on how to navigate the school culture as well. The school has also made an effort to grow new talent into teacher leaders.

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.

Scantron and DIBELS data is analyzed by teachers. Teachers, Instructional Coaches, and Administration then meet to set learning targets for core instruction aligned to the needs of most students as determined by Scantron and DIBELS data. Coaching cycles and administrative observations (formal and informal) also focus on these targets. Tier III instruction is determined using the data and geared to the lowest deficit of each student receiving Tier III as determined by PST.

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

Teacher professional development will be in-house designed and facilitated by system instructional coaches and school administration. Principals will attend AAESA/AASCD Fall Instructional Leadership 2017 Conference. Teachers and paraprofessionals providing Tier III instruction will receive Reading Horizons professional development. Math teachers will receive professional development provided by AMSTI.

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

Luverne School has implemented a mentor teacher program that focuses, not only on the instructional supports a new teacher might need, but also on how to navigate the school culture as well. Logs are kept monthly of meetings between mentors and mentees and turned in to administration each month. The school has also made an effort to grow new talent into teacher leaders.

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

Teacher professional development will be in-house designed and facilitated by system instructional coaches and school administration; is on-going with multiple planning days, on-going coaching cycles, and administration observation. Principals will attend AAESA/AASCD Fall Instructional Leadership 2017 Conference and will use material learned to assist in becoming a better instructional leader. Math teachers will receive professional development provided by AMSTI and AMSTI will visit Luverne School at least monthly to provide on-going support.

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:

Luverne School will provide support in transition to students and parents.

Measurable Objective 1:

100% of Kindergarten, Sixth, Eighth, Ninth, Tenth and Eleventh grade students will collaborate to transition easily from one grade level to the next in English Language Arts by 08/01/2018 as measured by attendance and participation at each meeting and parent surveys..

Strategy1:

Transition Counseling Meetings - Luverne School is a unit school with K4 - 12th-grade students on one campus. For incoming Kindergarten students, the school provides a preregistration date where students and parents can meet with the instructional coach, counselor, and kindergarten teachers. At the end of the school year, the elementary counselor conducts a 6th-grade student session to inform students about the differences between elementary and high school; such as the schedule and dressing out for PE. As students transition from the 8th to the 9th-grade year, the high school counselor holds a parent meeting to discuss diploma options (advanced or standard) and career tracks. During the summer, the high school counselor and an administrator meet with the high school grade levels about Chromebook use and course selection for the upcoming school year.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - 8th-grade Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As students transition from the 8th to the 9th-grade year, the high school counselor holds a parent meeting to discuss diploma options (advanced or standard) and career tracks.	Academic Support Program Behavioral Support Program Career Preparation/Orientation	05/01/2018	08/01/2018	\$0 - No Funding Required	Counselor, Administration

ACIP

Luverne High School

Activity - High School Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer, the high school counselor and an administrator meet with the high school grade levels about Chromebook use and course selection for the upcoming school year.	Career Preparation/ Orientation Academic Support Program Behavioral Support Program	06/01/2018	07/31/2018	\$0 - No Funding Required	Counselor, Administration

Activity - 6th-grade Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the school year, the elementary counselor conducts a 6th-grade student session to inform students about the differences between elementary and high school; such as the schedule and dressing out for PE.	Behavioral Support Program Academic Support Program	05/01/2018	05/24/2018	\$0 - No Funding Required	Administration, Counselor, and 6th-grade teachers

Activity - Kindergarten Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For incoming Kindergarten students the school provides a preregistration date where students and parents can meet with the counselor and kindergarten teachers.	Academic Support Program	05/01/2018	05/24/2018	\$0 - No Funding Required	Counselor, Administration, and Kindergarten Teachers

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

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

All teachers are involved in grade level and departmental data meetings to review statewide academic assessments. In these data meetings, teachers are involved in the decisions regarding how the test results will be used to target instruction and interventions in their classrooms. The data presented at these meetings are used to inform instructional and curricular decisions.

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?

The Problem Solving Team (PST) addresses and identifies students who are experiencing difficulty in mastering the academic standards. Once identified students either receive Tier II support or receive Tier II support and are assigned a Tier III provider to target specific learning gaps through specialized instruction. Students who are struggling are referred to the PST. The team makes the decision collaboratively as to what intervention should occur.

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?

Within a week of the PST's decision, students will receive Tier III instruction offering specific targeted intervention. This instruction may occur in a small group or provided through individual attention depending on the team's decision. In the high school grades, they may receive intervention in a whole group setting through the flex academic block.

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

Students have the opportunity to enroll in the Tiger Institute, the afterschool program that is funded through the 21st Century grant. In this program, teachers work with students to complete homework and review skills that the students may be struggling with during the school day. Teachers can also review the day's classwork and check for accuracy and review areas of weakness.

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.

Our PST is used to address the unique challenges that all students may have when entering Luverne School. The system has on file specific plans to address the needs of each special population subgroup. These plans are designed to eliminate any barriers to academic success for these students. For example, if a teacher sees that an EL student is struggling academically, that teacher refers the student to the PST and the team determines if they feel the challenge is academic, behavioral, disability, speech, or language based and then the team recommends the intervention most appropriate and the best provider of that intervention.

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.

Our PST is used to address the unique challenges that all students may have when entering Luverne School. For example, if a teacher sees that an EL student is struggling academically, that teacher refers the student to the PST and the team determines if they feel the challenge is academic, behavioral, disability, speech, or language based and then the team recommends the intervention most appropriate and the best provider of that intervention. Further, all students are provided meals for free so that all students have access to proper nutrition.

**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.

State, federal, and local program funds are used to improve the academic achievement of the disadvantaged. Luverne School uses all funding resources to meet the goals of our school. Funds from local and county general funds are used to provide teachers with professional development, technology, and instructional resources and materials to ensure student academic achievement.

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)?

The federal programs director provides assistance with allowable expenditures of all federal funds. At the direction of the LEA, Luverne School coordinates programs that support achievement of the school-wide goals.

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

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

Several factors determine how a program is evaluated; but at the center of each program should be the goal of providing the student with an academic experience that prepares the student for college, technical school, the military, or work. At faculty, data, and leadership meetings, we assess and evaluate if the program is providing the student with that experience. Further, a system-wide program evaluation is conducted annually to determine the effectiveness of each school-wide program.

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?

Assessment data from DIBELS, CBM, STAR, Scantron, Stride Academy, ACT and WorkKeys are used as indicators of a student's academic achievement. Teachers use this data to drive their instruction. Interventions are in place through the classroom teacher, collaborative teacher, the instructional specialists, the media specialist, and other resource personnel to target specific student needs

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?

Luverne School determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards by disaggregating the data and determining if there has been any marked improvement. All of this data is recorded in each program evaluation.

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

The leadership team along with the ACIP team meets monthly to evaluate the effectiveness of the continuous improvement plan and to revise that plan as need arises. The plan is continually revised to ensure that academic and organizational goals are met and to ensure the continuous improvement of students in the schoolwide program

2017-2018 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.	47.09

Provide the number of classroom teachers.

47.09

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2281746.0

Total

2,281,746.00

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.	83174.0

Total

83,174.00

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.	129904.0

Total

129,904.00

Counselor

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

Provide the number of Counselors.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	116247.0

Total

116,247.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55375.0

Total

55,375.00

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.

0.0

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.

0.0

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	11401.0

Total

11,401.00

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.	4180.0

Total

4,180.00

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.	22720.0

Total

22,720.00

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.	1641.0

Total

1,641.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	205838.21

Provide a brief explanation and breakdown of expenses.

Salaries and benefits for classroom teachers, \$166716.00

Instructional supplies, \$34051.28

Parental involvement, \$2364.93

Substitutes, \$2706.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	56474.0

Provide a brief explanation and a breakdown of expenses.

Salaries and benefits for class size reduction teacher, \$55572.00

Substitutes, \$902.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

No funding

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	125000.0

Provide a brief explanation and a breakdown of expenses.

Tiger Institute

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.

No funding

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.

No funding

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.

No funding

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

Provide a brief explanation and breakdown of expenses.

No funding

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.

No funding

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

No funding

2017-2018 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))

Luverne School works collaboratively with all stakeholders to develop the continuous improvement plan. The school's participation in Title I is part of that plan. Each year a Title I Parent Meeting is held to inform parents of the school's participation in Title I and to provide parents with an explanation of the Title I requirements. The principal of the school leads this meeting. A PowerPoint presentation is utilized to reinforce speaking points. During this meeting, administration elaborated on the 1% set aside, and the rights of parents to be involved. This meeting is not held with any other meeting or activity at the school. It's sole purpose is to explain to parents the school's participation in Title I and inform the parents of the requirements and the rights of parents who are involved. Luverne School encourages parental involvement at all levels of the educational experience.

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))

Parents will be provided a flexible number and format of parents meetings during the school year. During bi-monthly PTA meetings, administration and teachers will facilitate open discussions about when Title I information will be discussed and provided to parents and an outline of our Parent Involvement Plan will be sent home with students and uploaded onto the website. During the Title I Parent meeting, administration will discuss funding allocated for parent involvement and how it will be used for various parent involvement activities. Administrators will be guided by the LEA as to allowable fund expenditures.

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))

A Title I Parent meeting was held to inform parents on how Title I funds are used. Further, the school's parent involvement plan was discussed. The administration explained that an outline of the parent involvement plan would be sent home with students and uploaded onto the school's website. Separate parent meetings were held to explain student assessments and how they are used to inform instruction. At PTA meetings, the protocol for making appointments with teachers and administrators was discussed so that parents can offer their input into the decision making processes of the school.

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))

Luverne School sends home a School-Parent Compact on the first day of school. The compact is a good faith contract between the school and home. The intent is that everyone will do their part to ensure the academic success of the child. Parents attend workshops where they receive data and reports from teachers and administration on how to best help their children at home and to enhance their child's academic success.

The school staff participates in professional development in the summer and during the school year to discuss data and make academic decisions based on the findings. This data drives instruction. Teachers participate in bi-weekly and monthly data meetings to discuss and plan various strategies to remediate students having difficulties. Also, Crenshaw County School System has created a 35 minute flex block into the school day to allow time to provide students with additional academic support.

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

Luverne School has an open door policy. At any time parents are encouraged to submit a written or verbal comment or suggestion to any member of the school's leadership team.

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)

Luverne School will build capacity for parental involvement through PTA and leadership team meetings. The district and local school websites provide links for parents to access at their convenience. These links can provide many services such as: academic oversight through Chalkable or websites that suggest ways parents can help their children academically at home. Parents are encouraged to set up conferences with their child's teachers. Several parent meetings are scheduled in the evenings to provide parents with opportunities to understand assessments, curriculum, or simply to touch base with the teachers.

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)

Luverne School will build capacity for parental involvement through PTA and leadership team meetings. Further, the high school has a 1:1 Chromebook initiative. The textbooks are loaded onto the Chromebook for use at school and at home. Summer parent meetings are held regarding technology use at school and home. The district and local school websites provide links for parents to access at their convenience. These links can provide many services such as: academic oversight through Chalkable or websites that suggest ways parents can help their children academically at home. Parents are encouraged to set up conferences with their child's teachers. Several parent meetings are scheduled in the evenings to provide parents with opportunities to understand assessments, curriculum, or simply to touch base with the teachers.

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)

Luverne School will build capacity for parental involvement through PTA and leadership team meetings. Further, the district and local school websites provide links for parents to access at their convenience. These links can provide many services such as: academic oversight through Chalkable or websites that suggest ways parents can help their children academically at home. Parents are encouraged to set up conferences with their child's teachers. Several parent meetings are scheduled in the evenings to provide parents with opportunities to understand assessments, curriculum, or simply to touch base with the teachers. Luverne School also uses Schoolcast, Facebook, and the school website to keep parents informed and to disperse information in a timely manner.

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)

Luverne School often integrates and supports a child's academic needs through open communication between our teachers and parents. We host math nights and reading nights to inform parents of strategies they can use to help their child succeed academically. We also offer

family support through mental health resources, the after school program (Tiger Institute) that is funded by the 21st Century Grant, as well as providing extracurricular activities that parents can participate with their child, such as the Daddy/Daughter dance. Further, our ELL students are supported by two resource personnel that enable a smoother transition for students and their parents who speak English as a second language.

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)

Most of Luverne School's ELL children are from Korea or are from an Hispanic culture. Crenshaw County schools employs a full time Spanish speaking interpreter who works at Luverne School part time. This resource personnel helps ensure that information related to school and parent programs, meetings and other activities are communicated to the parents in a language they can understand. Further, we use Trans Act which translates documents into the home language of the child.

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))

Luverne School has an ELL resource teacher who help interpret information for both students and parents in a language they can understand. Currently, there are no students identified as migrant; however, our Board policy outlines procedure for migrant students in order to eliminate barriers for those students.