



ACIP

Homewood High School Homewood City School District

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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?

Homewood High School is a four year public high school located in Homewood, Alabama, just outside the city limits of Birmingham. Established in 1972, Homewood High School serves approximately 1,250 students in grades nine through twelve. The highly diverse student body consists of students from across the globe that represent a variety of economic and cultural backgrounds. The faculty consists of over 100 certified staff members in addition to many non-certified employees that help support learning. A majority of teachers have a master's degree or higher. The school system and the community take great pride in the responsibility of student learning and accomplishments. Homewood High School strives to foster a community among the students and to prepare students for the 21st century.

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.

Homewood High School supports the district's mission statement to "educate and empower all students to maximize their unique potential," and in accordance with this mission, Homewood High School, offers a challenging curriculum in a caring environment. To support students in their quest to reach their potential, Homewood High School offers AP courses in twenty one different subjects. This, along with a career education program, allows students to pursue their individual academic interests. Technology is infused into all of these classes as students are given the resources to learn not only the content, but also the skills needed for success beyond high school. Homewood High School also strives to give students opportunities outside of the classroom. The athletics program is highly developed and competes for state championships on a regular basis. Homewood also has a world class band program which contains over one third of the student body. The showchoir has also competed and been recognized nationally.

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.

For the tenth year in a row, Newsweek named Homewood as one of "America's Best High Schools" and The Washington Post named HHS as one of the "top ranking schools that prepare students for college." Homewood was ranked third out of the Alabama schools on the Post's list. Homewood High School has a strong, long-standing Advanced Placement program and offers twenty one AP classes and eight Pre-AP classes. Over 1000 AP exams were taken during the 2017-2018 school year, and 76% of the exams scored a three or higher. In addition, Homewood's class of 2018 boasted nine National Merit finalists.

Students are encouraged not only to succeed in academics but also to become well-rounded individuals: students are provided many opportunities to become involved with extra-curricular activities. Homewood High School's nationally recognized band which includes approximately one-third of the student body has participated in multiple Rose Bowl and Macy's Thanksgiving Day Parades along with other parades across the nation and overseas. The boys cross country team has won eight consecutive state championships and in 2018 and the girls team won the indoor and outdoor state championship. The golf team was also named state runner up.

Additional Information

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

ADMINISTRATION:

Dr. Zack Barnes, Principal

Mr. Eddie Cunningham, Assistant Principal

Dr. Amanda Esslinger, Assistant Principal

Dr. Latta Johnston, Assistant Principal

Dr. Tony Lott, Assistant Principal

Mr. Lea Cockerham, Assistant Principal

GUIDANCE DEPARTMENT:

Mrs. Delisa Brooks, 10 and half of 11

Ms. Elaine Haskins, College and Career

Mrs. Tonya Mills, 9

Mrs. Whitney Voltz, 12, half of 11

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 improvement plan was developed by combining input from teachers, administrators, parents, and students. Survey results and data were analyzed to find areas of needed improvement. Stakeholders were selected by both their desire to participate in the process and their selection by school administration. Meetings were scheduled around common times of availability in order to ensure maximum participation.

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

Teachers from every department were chosen to help develop the improvement plan. This group was specifically composed of teachers that represented a cross-section of the faculty, including both tenured and non-tenured teachers. Students from each grade were consulted as were parents from a variety of backgrounds.

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

The final improvement plan was communicated to faculty through departmental meetings. This was first accomplished once the plan was complete and is regularly revisited during departmental meetings.

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Homewood High School students consistently score above state and national averages in all areas of standardized tests. One of the greatest areas above national levels is the number of AP tests given per student. Homewood High School has been recognized in multiple national publications for excellence in AP equity, which measures the number of AP tests taken compared to the size of the senior class.

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

The ACT reading scores have shown a slow but steady increase over the last five years by rising almost one full point. The class of 2010 averaged 23.0 while after a steady climb, the class of 2014 averaged 23.9. Now that the entire junior class takes the ACT as part of the state assessment series, our class average has declined to 22.7, but is still well above the state (19.2) and national average (21).

Which area(s) indicate the overall highest performance?

The highest overall levels of performance come in the area of English. This is shown consistently across all tests.

In the ACT given to juniors, Homewood students averaged 4 points higher than the state average. The English section was also the greatest level above the state average for all ethnic groups.

In the PSAT, the students in grades 10, 11, and 12 met the English/Reading/Writing benchmarks at a 90%, 93%, and 89% rate respectively.

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

The current state testing program is relatively new and has changed often. There is little data to show subgroup trends.

Between which subgroups is the achievement gap closing?

The current state testing program is relatively new and has changed often. There is little data to show subgroup trends.

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

The success in the area of English is consistent with Advanced Placement test scores.

ACIPHomewood High School

Both classes averaged above the national average. During the 2017-2018 school year, approximately 120 students are scheduled to take each of these AP tests.

Areas in Need of Improvement

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

The only area of testing that is below the state average is the Asian group in the ACT scores taken during the junior year. This could be a factor of the relatively small sample size (n=9).

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

The scores in the math section of the ACT taken by seniors has declined over the last five years. With the exception of the class of 2012, averages in this section have declined each year since the class of 2010.

Which area(s) indicate the overall lowest performance?

The lowest overall performance comes in the ACT score of the Hispanic subgroup. Although above state average, this groups average is the lowest among Homewood students.

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

The current state testing program is relatively new and has changed often. There is not enough data to show trends in subgroups.

Between which subgroups is the achievement gap becoming greater?

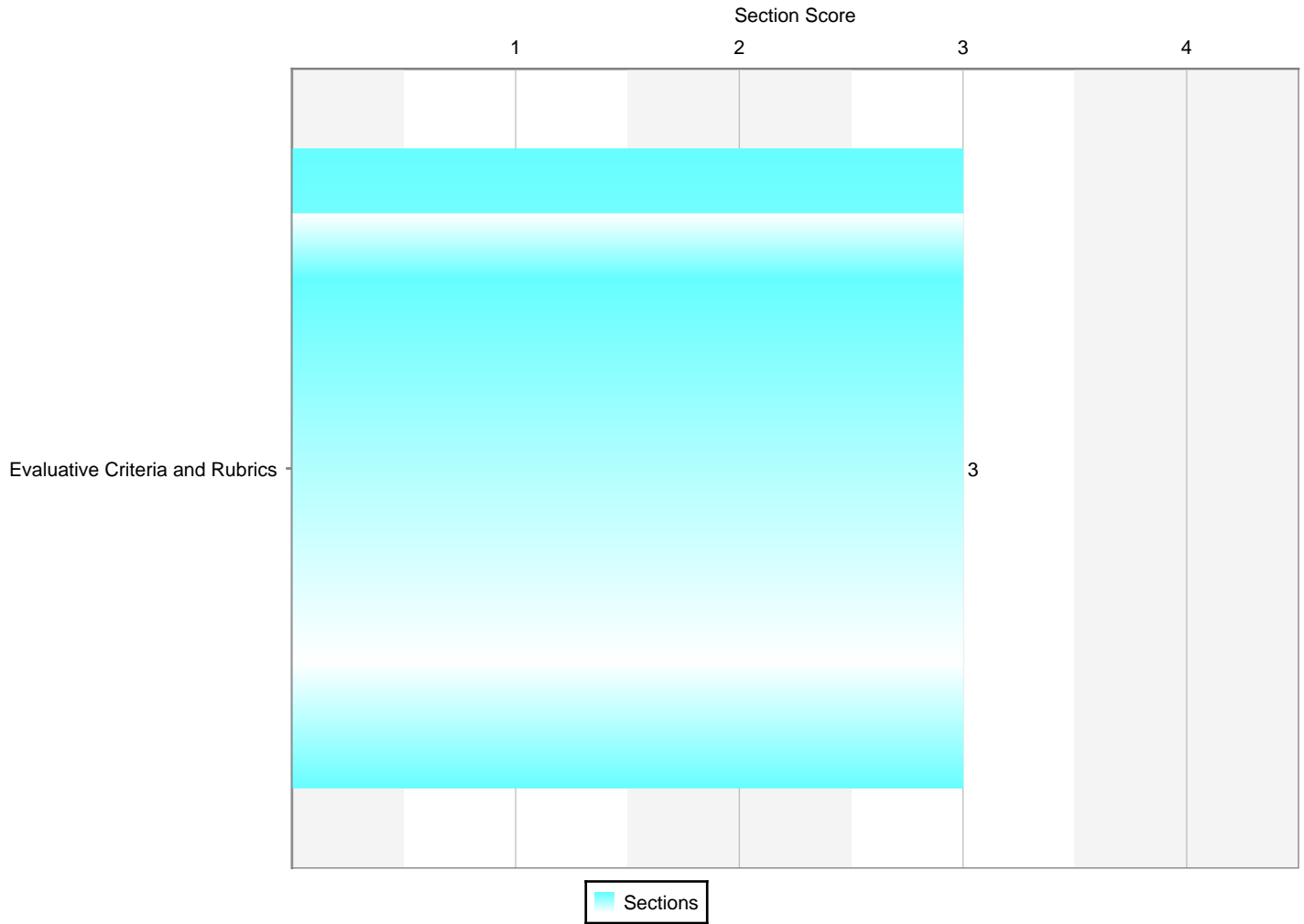
The current state testing program is relatively new. There is not enough data to show trends in subgroups.

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

Although the scores on AP Calculus exams are consistently some of the highest in the school, there are fewer students taking AP math classes than those in other subject areas.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Zack Barnes, Principal 1901 S. Lakeshore Dr. Homewood, AL 35209 205-871-9663	

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.	No	We are not a Title 1 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.	No	We are not a Title 1 School.	

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Homewood High School will collaborate to refine learning goals in the core content areas.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Homewood High School will collaborate to refine learning goals in the core content areas.

Measurable Objective 1:

collaborate to create learning goals, standards based failure documents which are explicit and in student and parent friendly language by 05/31/2018 as measured by implementation of standards based failure reporting.

Strategy 1:

Standards Based Reporting - This strategy will be implemented through subject area meeting time and collaboration around common learning goals.

Category: Develop/Implement Professional Learning and Support

Activity - Standards Based Reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of the same content will collaborate to ensure common learning goals and assessments and the articulation of such in a parent and student friendly manner.	Other - collaborative planning	09/01/2017	05/31/2018	\$0	No Funding Required	Zach Barnes Amanda Esslinger

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Reporting	Teachers of the same content will collaborate to ensure common learning goals and assessments and the articulation of such in a parent and student friendly manner.	Other - collaborative planning	09/01/2017	05/31/2018	\$0	Zach Barnes Amanda Esslinger
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		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

The highest levels of satisfaction came in the areas of "Purpose and Direction" and "Using Results for Continuous Improvement." Stakeholders indicated that the school provides students with many opportunities to explore their interests. Students are provided with the resources necessary for learning in a safe environment and a staff that are well equipped and supported.

Highest scores in the staff survey:

- 4.74 Our school's purpose statement is clearly focused on student success.
- 4.51 Our school provides opportunities for students to participate in activities that interest them.
- 4.46 Our school maintains facilities that contribute to a safe environment.

Highest scores in the student survey:

- 4.43 In my school, a high quality education is offered.
- 4.16 In my school, a variety of resources are available to help me succeed.
- 4.16 In my school, I can participate in activities that interest me.

Highest scores in the parent survey:

- 4.40 Our school provides opportunities for students to participate in activities that interest them.
- 4.16 Our school ensures that the facilities support student learning.
- 4.09 Our school provides an adequate supply of learning resources that are current and in good condition.
- 4.09 Our school provides a safe learning environment.
- 4.09 Our school provides students with access to a variety of information resources to support their learning.

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

Over the last several years, Homewood High School has increased its number and variety of course offerings and after-school clubs to include even more opportunities for students to find areas of interest. Facilities have been well-maintained and provide an environment for student success. Organizations such as the Homewood City Schools Foundation and the Homewood High School PTO have assisted in providing additional resources.

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

Internal faculty surveys have consistently shown that Homewood High School provides opportunities for students to participate in a variety of activities and that Homewood High School is a safe place for students. Standardized test scores have indicated that Homewood students are performing well and have the resources needed for academic success. Feedback from the PTO has also indicated that parents are pleased with the opportunities offered to students in the form of academic offerings and extracurricular activities.

Areas in Need of Improvement

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

The lowest level of satisfaction comes in the area of "Teaching and Assessing for Learning." This is particularly true among the staff and parent surveys. Students indicate that their lowest satisfaction came in the area of student interactions.

Lowest scores in the staff survey:

- 3.66 All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.
- 3.67 All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.
- 3.70 All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

Lowest scores in the student survey:

- 2.97 All of my teachers change their teaching to meet my learning needs.
- 3.03 In my school, students respect the property of others.
- 3.05 In my school, students help each other even if they are not friends.

Lowest scores in the parent survey:

- 2.95 All of my child's teachers meet his/her learning needs by individualizing instruction.
- 2.98 All of my child's teachers work as a team to help my child learn.
- 3.02 All of my child's teachers keep me informed regularly of how my child is being graded.

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

Due to recent budget restraints the school is no longer able to provide students with the technology resources of the past. The number of teacher units has also been reduced. These events happened after the administration of the AdvancED survey and the impact of these actions is therefore not reflected in the survey results.

What are the implications for these stakeholder perceptions?

These stakeholder perceptions imply that the school's teachers can improve in meeting the needs of every student. This can be addressed through teacher training and through increased levels of communication with parents. The communication need is evidenced by the lower parental rankings in some areas when compared to those of teachers. This implies that either the teachers have a false sense of their teaching or that parents are unaware of what occurs on a daily basis in the classroom.

The most glaring implication from the student results is that student relationships are an area that need improving. This includes

student/student relationships as well as teacher/student relationships.

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

Feedback from new teachers has indicated that they would like more direction in instructional practices and grading procedures.

Report Summary

Scores By Section

