



Accreditation Report

Monroe County High School

Monroe 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?

School Characteristics

Monroe County High School serves 521 students from grades nine through twelve. The attendance has decreased about 9% in the past two years as a result of loss of industries within Monroeville. Our campus includes the main building branched into four pods, a football stadium, softball and baseball fields, and a fieldhouse. The Monroe County Career Technical Center is on our campus and adjacent to our location. Our school has recently remodeled the school lockers and updated the gym flooring and flooring for one pod. The faculty and staff consist of 28 teachers, one media specialist, one band director who is shared with Monroeville Junior High School, two counselors, two assistant principals, and one principal. In addition, one assistant principal teaches two courses, and MCHS shares a Chinese instructor with Monroeville Elementary School. Of the 28 teachers, only seven are non-tenured with two of the seven in their first year of teaching. All teachers are highly qualified. MCHS offers six A+ College Ready courses with an enrollment of 159 students in those courses.

Student Characteristics

Of the 521 students, 17.6% are white, 82.36% are black, 0.02% are Asian and 0.02% are Hispanic. 82% of our students receive free or reduced lunch through the Child Nutrition Program, an increase of 10% within the past three years. The increase in the number of students qualifying for free and reduced lunch is most likely associated with the loss of industry within the Monroeville area. We are categorized as a Title I school. .

Community Characteristics

MCHS is located in the rural town of Monroeville. Monroeville is in southwest Alabama along US Highway 84 - the El Camino Corridor- historically one of the most important east-west routes - linking Texas, Louisiana, Mississippi, Alabama and Georgia. Monroeville is centrally located 90 miles north of Mobile, south of Montgomery, the state's capital, and Pensacola, Florida. Monroeville is located 26 miles west of Interstate 65 and only 10 minutes east of the Alabama River. In addition to US Highway 84, State Highways 21, 41, and 47 pass through Monroeville. Major industries in the city include Gate Precast, Rocky Creek Lumber Company, and Hammer Inc. Approximately 33.7% of the residents of Monroeville are living below poverty level. Nearly 80.3% of the town's population has at least a high school diploma and 15.4% have at least a bachelor's degree. Monroe County has the fifth highest unemployment rate in Alabama. Our community has been faced with the closings of three of its largest employers, Vanity Fair, Georgia Pacific, and Alabama River Newsprint in recent years. However, a retail center adjacent to Super-WalMart recently opened and still has vacancies to fill for incoming businesses.

The demographics of our community are as follows:

Population of Monroeville---6519

Population of Monroe County----23,070

Percentage of African Americans---56.1%

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Percentage of Whites----42.1%

Percentage of American Indians----0.3%

Percentage of Asians----0.3%

Percentage of Hispanics----1.2%

Family Households----64.9%

Non-family Households----35.1%

Households with three or more Generations----4.6%

Single-parent Households----60.1%

Median Income---\$29,531

Median State Income----\$42,934

Percentage living below poverty in Monroe County----26.9%

Percentage living below poverty in Monroeville----33.7%

Monroe County Unemployment Rate----12.3%

Alabama Unemployment Rate----6.3%

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.

Our Mission

The primary purpose of Monroe County High School is to provide quality education for each student's intellectual, emotional, physical, social, and cultural development. The school strives to provide this education while recognizing that students have different talents and abilities but also knowing that each student is capable of learning. The school must provide appropriate learning experiences and effective instruction that enables and encourages each student to reach maximum potential as a productive citizen. Monroe County High School recognizes that society is ever changing and that its educational programs must be capable of changing in order to meet the global technological demands of today as well as the traditional needs for local, national, and world order.

Our Vision

It is our vision that education be used as a deliberate and sustained process to enable the individual student to become a responsible citizen and lifelong learner.

Program Offerings

Monroe County High School stands on the forefront of unlimited possibilities for all who seek an education within its hallowed halls. To prepare its students for a brighter future, MCHS continues to set high standards of excellence by offering a challenging variety of college-preparatory, vocational and technical courses, as well as extracurricular opportunities designed to meet the needs, abilities and interests of each individual student.

Not only is MCHS continuing to assess and improve existing programs, but it is also adding new programs designed to propel the school toward excellence in the areas of accountability for student performance, innovative technology, parental involvement and school safety. To provide more effective communication between the school and its stakeholders, MCHS has established a website on which teachers can post assignments, send and receive e-mail from parents, and communicate upcoming events.

After-school tutoring for all academic classes, remedial instruction for the Alabama High School Graduation Examination, and instruction by teachers as well as peer tutors are also available through collaboration with MCHS's 21st Century Community Learning Center (21st CCLC). In addition, MCHS has teamed with 21st CCLC to provide two state-of-the-art computer laboratories designed to allow students to take advantage of online classes, distance learning opportunities and credit-recovery. Credit-recovery, enhanced in a classroom curriculum with computer-assisted instruction through Pearson Education's Gradpoint, is available for eligible students during and after school. Additionally, students have the opportunity to participate in dual enrollment with Alabama Southern Community College at the Monroeville campus.

The advanced laboratory-based science curriculum is enhanced by Science in Motion, a State Department of Education generated program. Labs are provided for Advanced Biology and Chemistry classes.

the support of community stakeholders and the Alabama China Partnership, Chinese courses are available for students at MCHS and MES. Additionally, students are offered opportunities to take entry-level computer instruction, musical instruction, and driver's education. Career technical courses consist of a wide-variety of courses pertaining to career preparedness, cosmetology, and spa and nail-care technology. Health sciences, industrial maintenance, and construction courses are available as well. Students are offered both marching and concert bands including opportunities to participate in numerous honor bands and All-State Band competitions.

Students are provided opportunities to participate in Upward Bound, Talent Search and Project Quest programs provided by Alabama Southern Community College. In addition, students are encouraged to serve as ambassadors for the Chamber of Commerce, City of Monroeville & Monroe County as a member of the Mockingbird Court.

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.

Notable Achievements

In 2011, MCHS became an A+ College Ready School. You may be interested to find out that only 20 schools statewide were chosen to receive the AP Grant during the 2011-2012 school year. On February 15th, some of our AP Committee Team Members went to Greenville to officially accept the grant and to meet with the College Board, industry supporters, Dr. Morton and Governor Bentley. Research shows that the overall expectations and achievement of all students in a school benefit from the school's participation in this program. The AP Team has been working with departments to strengthen overall programs so that teachers and students will benefit from their expertise. Teachers trained and certified to teach AP courses include Mrs. Michael Ard--US History, Ms. Chitunda Howard-- Calculus, and Mrs. Christi Knowles-- Biology and Chemistry. In addition, teachers who recently were trained by A+ College Ready include Mrs. Claudia Swift for English Literature and Ms. Paralee Broughton for Language and Composition. They are currently serving as AP teachers for those courses.

The number of students enrolled and obtaining qualifying scores in Advanced Placement courses is as follows:

Year	Enrollment	Exams Administered	Qualifying Scores
2010-2011	38	55	9
2011-2012	83	140	23
2012-2013	158	178	28
2013-2014	159		

In the Spring of 2013 Monroe County High School teachers, faculty, and students established its first PTO. The organization meets once a month. The organization members is collaborating to form committees to improve home-school relations such a Dad's Club, Fundraiser Committee, Membership Committee, Technology Committee, and Parental Involvement Committee.

Areas of Improvement

It is the hope of MCHS that the student population planning to take AP courses improve with the move of College and Career Readiness. MCHS is targeting students who are behind in coursework by allowing them an opportunity to recover credits through Pearson's GradPoint during and after school. This will help to improve the graduation rate each year. Also, students who have failed the Reading portion of the AHSGE are provided additional assistance twice a week for for 2 hours a day from Reading Coaches within the school system. Since some students tend to have a high number of absences, MCHS will seek the assistance of MCBOE to address truancy and issues that relate to the decline of student attendance for targeted students.

Additional Information

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

Communication with Stakeholders

MCHS uses SchoolCast Rapid Notification System, a flexible communication system, on a regular basis. SchoolCast automatically dials parents to inform them of student absences and to notify parents of announcements of school events. Communication with stakeholders, whether in an emergency or non-emergency situation, can be delivered at rapid speed. SchoolCast makes it easy for everyone to be able to receive alerts and notifications at home, at work, in their cars, on campus - anywhere they are. Stakeholders also receive information about MCHS through articles in the Monroe Journal and our school and district website.

Extracurricular Opportunities

Extracurricular activities include a wide variety of interest-orientated, vocationally focused, academic and service clubs and organizations. Included among the organizations with academic orientation are the MCHS National Honor Society, Beta Clubs, Robotics, and the Junior Engineering Technical Society. Interest-based clubs include the Fellowship of Christian Athletes and the yearbook. Vocational organizations such as the Future Teachers of America, Future Business Leaders of America, Health Occupations Students of America, Distributive Education Clubs of America, Vocational Industrial Clubs of America and Future Farmers of America give students opportunities to view prospective career fields. MCHS Student Council and Key Club are service-oriented organizations. Team sports offered through the school include football, basketball, softball, baseball, volleyball, track and golf. Students are highly encouraged to participate in club activities and athletic venues. Club activities and team sports offer students rich opportunities for growth and learning. Recent club sponsored activities include "Nothing but Nets," United Way fundraisers, teacher job-shadowing, raising money for relief in Haiti, and providing gifts and clothing to children during the holidays for the Angel Tree program.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •The school's statement of purpose •School/Parent/Student Compact 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

1.1 The process used at Monroe County High School to review, revise and communicate our purpose is systematic. Monroe County High School views its mission in support of the district mission as one in which we seek to engage all students in rigorous and relevant learning opportunities, to assess their progress against high standards, and to surround them with support so they reach their full academic potential. Each spring, stakeholders meet to review data from multiple sources in order to gauge the progress of student achievement and to plan for improvement. Discussions are held to identify areas of strength and areas for focus, and stakeholders revise school improvement plans as data suggests is necessary. Revisions are communicated through faculty meetings, parent-teacher meetings, Title I parent meetings, Board Meetings, and booster club meetings.

Evidence used to support this indicator are faculty meeting sign-in sheets, STAR testing materials and data, End of Course and AHSGE exam results, PLAN. EXPLORE and ACT data, Advanced Placement scores, Vertical Team Meeting minutes and sign-in sheets, school website notifications, parenting newsletters, sign-in sheets from parent meetings, PTO and Booster club minutes, and CIP Plans and documentation.

1.2 As a school, we are committed to creating a culture that reflects our shared values and beliefs about teaching and learning. We strive to provide challenging and equitable educational programs and learning experiences for all students through a variety of learning opportunities. We offer to our students opportunities to enroll in Advanced Placement and Pre-Advanced Placement courses that challenge them to achieve at higher levels. Enrollment is open to all students who desire to accept that challenge. Students who are struggling academically are provided with many opportunities to seek help through 21st Century Learning Activities, Resource Classrooms, and Credit Recovery through GradPoint. ACCESS classes are a resource in which student learning can be enhanced by taking courses we do not offer on this campus or that do not fit our current course schedule. Communication of these values and beliefs is supported through book studies, faculty training in Strategic Teaching, Vertical and Horizontal Team meetings, and in Instructional Walk-Throughs.

Evidence used to support this indicator are student progress monitoring, 21st Century rolls, faculty meeting sign-in sheets and minutes, Vertical/Horizontal meeting minutes and sign-in sheets, ACCESS and Credit Recovery roll sheets, Advanced Placement rolls and score sheets. Posting of Mission and Vision statements are posted in prominent places throughout the school building. Documentation of Instructional Walk-Throughs and Educate Alabama classroom observations are also evidence that we are providing challenging learning experiences for all students. Individualized Education Plans and Lesson Plans are used to provide documentation that Strategic Teaching Strategies are being implemented.

1.3 Monroe County High School's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Each year, leadership names a committee charged with writing a Continuous Improvement Plan. This committee collaborates with stakeholders to provide a clear process for identifying possible areas for improvement, implementing a plan for addressing those areas of focus, and achieving meaningful school improvement. This process is initiated by surveying students, faculty, community members and other stakeholders. Data from surveys are evaluated and discussed by the committee to identify areas of strength and areas of concern. Assessment data from AHSGE, ACT, EOC, STAR Reading and Math, and PLAN/EXPLORE are all analyzed to provide a picture of current progress and future areas of focus. Student Incident Reports are used to track disciplinary issues and to plan for improved classroom management and student behavior needs.

Evidence used to support this indicator include the Continuous Improvement Plan, Committee meeting minutes and sign-in sheets, surveys, SIR Report, Data from AHSGE, ACT, EOC, PLAN/EXPLORE, and STAR assessments.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Governing body training plan •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

2.1 Monroe County High School operates under the governance of the Monroe County Board of Education Policies and Procedures which have just been updated and approved during the 2012-13 school year. Policies were developed and written to ensure effective school operations and to support the changes in education that have been implemented in recent years. These policies are designed to support the equitable and challenging educational experience that Monroe County High School seeks to provide for its students. Teachers are expected to abide by the Alabama Code of Ethics and to conform to Alabama Teacher Quality Standards. Certification requirements by the SDE require teachers to engage in professional learning opportunities, and plans for professional growth are documented each year in the teachers' Professional Learning Plan in EducateAL. Faculty handbooks and Student Handbooks outline policies, procedures and behaviors that promote professionalism and optimal learning experiences for students.

Evidence to support this indicator include Faculty Handbooks, District Policies and Procedures, Student Handbooks, EducateAL PLPs, AQTs, and Alabama Code of Ethics.

2.2 Monroe County High School operates under the governance of the Monroe County Board of Education and comply with their policies and procedures. Due process is afforded all board of education employees and students. Training is provided to communicate policies and procedures to all board employees and leadership is responsible for insuring compliance.

Evidence to support this indicator would include Faculty Training sign-in sheets, Copies of Code of Ethics, ATQS, Faculty Handbooks, Student Handbooks, and BOE Policies and Procedures.

2.3 Leadership is afforded the ability to manage the day to day operations of Monroe County High School. Every effort is made to share leadership and promote self-efficacy in insuring that policies and procedures are carried out effectively and efficiently. Shared leadership includes communicating specific roles and responsibilities for supervision of students, decision-making, instructional supervision, encouraging student compliance with rules and management of the instruction and behavior in the classroom. Every effort is made to protect instructional time, to limit classroom interruptions and to promote effective instruction during the school day.

Evidence to support this indicator would include the Continuing Improvement Plan, Survey results, Roles and Responsibilities of school personnel (job descriptions), Faculty meeting minutes and sign-in sheets, Title I budget, schedule planning sheets from guidance counselor, data meeting sign-in sheets, Instructional Walk-Through documentation and school website.

2.4 Leadership and school staff plan for continuous improvement by aligning their instructional planning to include rigorous and relevant learning opportunities and to surround students with the support necessary for them to reach their full academic potential. Teachers are required to plan lessons that include teaching strategies that promote College and Career Readiness. All stakeholders accept responsibility for student achievement and learning. Students, Faculty, Administration and Parents meet to discuss and approve the CIP and implications for its implementation. Student, Parent and Teacher Title I Compacts are disseminated and signed each fall, and copies are kept on file in the Assistant Principal's Office. Students who are at risk of failing or who have already failed are pulled out and given alternative schedules to support their ability to recover credit or to receive individualized support for AHSGE and Credit Recovery.

Evidence of this indicator includes the Title I Compact, Continuous Improvement Plan, Lesson Plans, Parent Meeting Sign-in Sheets and Minutes, Alternative Scheduling Plans and School Website.

2.5 Leadership at Monroe County High School ensures that stakeholders are engaged regarding the school's purpose and direction through a variety of means. Meetings are held with parents of students who want to take Advanced Placement courses to inform them of the benefits to their students. Parenting tips and information regarding school programs are linked on the school's website. Title I Parent meetings are held twice a year for informing parents and students of the opportunities that Title I provides for them. A Senior Parent Meeting is held in the fall to inform parents of the unique opportunities that seniors will be facing during their final year in high school. A Transition meeting with incoming 9th grade Parents is held to address the changes students and parents can expect when 8th graders move up to the high school. Each year, 10th graders are allowed to experience a Reality Check, where community members set up booths that replicate responsibilities students will encounter upon leaving high school. Each fall, the Choice Bus is provided by the Monroe County Education Foundation to enable students to experience the possible consequences of the choices they make regarding drugs, alcohol and crime that can affect their futures

Evidence of this indicator includes Title I Parent Meeting PowerPoint presentation, Senior Parent Meeting sign-in sheets, Reality Check schedule/memo, Choice Bus schedule, Website with parenting tips.

2.6 Leadership provides supervisory and evaluation processes that result in improved professional practice and student success. Schedules are made and disseminated each fall for Break Supervision, Lunch Room Supervision, and Ball Game Work Schedules. Morning and afternoon duties are divided among all staff to insure proper supervision and safety of all students. School Safety Plans are written, communicated and practiced to delegate responsibilities to all faculty and staff for Bomb evacuations, severe weather incidents and intruder incidents. Teachers are asked to stand in the hallways during class changes and to provide bell-to-bell teaching beginning promptly when the tardy bell rings.

Evidence of this indicator includes the School Safety Plan, Supervision Schedules, Student Handbook and Faculty Handbooks.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Lesson plans aligned to the curriculum 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

Accreditation Report

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days Calendar outlining when and how families are provided information on child's progress 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> Master schedule with time for formal adult advocate structure 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> Sample report cards for each grade level and for all courses Sample communications to stakeholders about grading and reporting Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> Results of evaluation of professional learning program. Evaluation tools for professional learning Survey results Brief explanation of alignment between professional learning and identified needs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

3.1 The MCHS members of the Monroe County College and Career Readiness Implementation Team provide turn-around training for Math and Language Arts teachers in relation to implementing new Course of Study Standards. All teachers have been trained on incorporating literacy standards across the curriculum. Representatives from the Alabama Reading Initiative have trained teachers on the use of Strategic Teaching and Writing lesson outcomes. Teachers are implementing strategic teaching strategies and TWIRL (talking, writing, investigating, reading, and listening) into lesson planning. All teachers provide course descriptions and expectations in their syllabi and they post expected learning outcomes in the classroom. All students have completed Learning Style Inventories to allow teachers to best understand and select strategies to address the different modalities of students. Students who choose to take a more rigorous path to college, may enroll in A+ College Ready courses in Language Arts, Math, Science, and History.

Evidence that would support this indicator includes Lesson Plans, Course Syllabi, Teacher Training Sign-in Sheets, Student work samples, Training Agendas, the Master Schedule, PLP's, and A+ College Ready Data.

3.2 School leaders and teachers use data from assessments to monitor and adjust the curriculum and instruction based on the needs of the students. Assessments are used to drive instruction, provide remediation for students in need, formulate needs and goals for the CIP, and enrollment in college-preparatory courses. Teachers participate in vertical and horizontal meetings to align with the school's goals. During trainings teachers share best practices, review assessments both formative and summative, and develop curriculum materials. A Leadership Team has been formed to assist departments with meeting the needs of the school and the students.

Evidence supporting this indicator includes Curriculum Guides, Lesson Plans, Assessment Data from AHSGE, Explore, PLAN/PSAT, and EOC, CIP, Vertical and Horizontal Meeting Agendas and Sign-In Sheets.

3.3 All teachers have been trained to incorporate research-based instructional strategies. These strategies allow teachers to require students to collaborate, identify areas of strength and weakness through journaling and self-reflection, and develop critical thinking skills. Teachers also incorporate differentiated instruction to reach all learners. Teachers incorporate technology and cross-curricular projects to allow students to see connections between content. Completing Self-assessments in Educate AL allow teachers to focus on identifying at least two areas of improvement so they can gain professional development to increase student success.

Evidence that could support this standard includes Student Work Samples, Lesson Plans, Technology Inventories, Walk-Through documentation, Educate AL Self-Assessments, and Training Agendas and Sing-in Sheets.

3.4 School leaders conduct formal and informal observations of classrooms to monitor instructional practices, student engagement, and use of appropriate content-specific standards on a weekly basis. Follow-up dialogue takes place between teachers, school leaders, and/or mentors and leadership team members after observations. Novice teachers are provided with mentors to assist with instructional strategies, content development, and classroom management.

Evidence to support this standard includes Lesson Plans, Grade Books, Mentoring Logs, Educate AL data, Walk-through documentation.

3.5 A Leadership Team has been formed to assist departments with meeting the needs of the school and the students. The leadership team consist of one teacher from each department and school leaders. Teachers participate in vertical team meetings with other teachers from across Monroe County Public Schools. In those meetings, teachers can meet with teachers on grade level or subject area to discuss research-based strategies, making assessments more rigorous, and common language and teaching tools.

Evidence that would support this standard include Training agendas and sign-in sheets, Mentoring logs, Lesson Plans, Walk-through documentation.

3.6 Teachers provide students with learning expectations at the beginning of courses. Teachers use formative assessments to guide instruction and adjust methods of instruction to individual and class needs. Vertical and horizontal team meetings address the academic and behavioral needs of students through teacher collaboration for resolving classroom issues. The Problem Solving Team uses teacher feedback to identify and monitor student progress, as well as Star Reading and Math reports, discipline reports, progress and grade reports, and attendance data. In-turn, teachers monitor students with identified needs to determine student progress and intervention.

Evidence in support of this standard includes Syllabi, Student work samples, Classroom Assessments, Vertical and Horizontal team meeting minutes and agendas, Faculty meeting sign-in sheets and agendas, and PST agendas and minutes.

3.7 Monroe County Public Schools offers a mentoring program for novice teachers. Mentors consist of seasoned teachers who have a high level of student success. Mentors offer ideas for instructional best practices, provide feedback on teacher instruction and management, and serve as a liaison between novice teachers and school leaders.

Evidence that could support this standard include Walk-through documentation, Mentoring logs, Mentoring agendas and activities, Teacher Handbook.

3.8 MCHS works in conjunction with the PTO and Athletic booster organizations to engage families and the community in meaningful ways in their children's education. PTO meetings are held once a month whereas athletic booster meetings are held on an as needed basis. Information is disseminated regularly via School Website, Parent Portal, and SchoolCast. Parents and business members may volunteer through the 21st CCLC learning program after school. Each October a Parent/Teacher Conference /Open House is held to inform parents of student educational needs and benefits. A Senior Parent Meeting and Freshmen Parent Orientation are held at the beginning of each school year to give parents insight on the upcoming year.

Evidence that could support this standard include PTO sign-in sheets, agenda, and minutes, Athletic Booster minutes and agendas, Communications between school and parents, School Website, School calendar, SchoolCast, List of parent/community volunteers, Parent meeting sing-in sheets and agendas, and Parent/Teacher Conference sign-in sheets and surveys.

3.9 Monroe County Public Schools is working with the Southern Regional Education Board to establish a teacher/student mentoring program. The program will be put in place by January 2014. A mentoring curriculum will be used to allow teachers to be able to gain insight

on student life skills, learning, and thinking skills. Student who chose, may participate in extracurricular activities including sports and clubs where they form relationships with coaches and sponsors during group activities.

Evidence that could support this standard includes teacher/student mentoring curriculum, Schedules of mentoring assignments, Club and Team rosters, and Mentoring activities.

3.10 Teachers consistently use common grading and reporting practices, policies, and procedures based on criteria established by the Monroe County Board of Education. Stakeholders are communicated these policies and procedures via course syllabi and the student handbook and code of conduct. Students are given opportunities for remediation through the 21st CCLC after school program and within classroom parameters.

Evidence that could support this standard includes the Student Handbook, Student Code of Conduct, Monroe County Board Policies regarding teaching and learning, Teacher Handbook, INOW, Progress and Grade Reports, 21st sign-in sheets, and Syllabi.

3.11 All teachers must complete a Self-assessment and Professional Learning Plan through Educate AL each year to focus on areas of improvement that will promote student success. Dialogue between school leaders help to guide areas of need for individual teachers based on the purpose and needs of the school. All staff members indicate professional training received through STI Professional Development database. Teachers implement professional learning in the classrooms and share best-practices with staff.

Evidence that could support this standard includes Self-Assessments, and PLP's, STI PD logs.

3.12 The Problem-Solving Team continuously use data to identify the learning and behavioral needs of all students. Teachers provide documentation of student progress monitoring based on academic success and areas of deficit. Students complete learning style inventories to be used by teachers so they may focus on the needs of students to learn using a broad range of research-based instructional strategies. Students can use USA TestPrep to get individual instruction based on State Assessments and course work. Special service teachers collaborate with general education teachers to support special service students. 21st CCLC targets students struggling academically and provide support after school hours.

Evidence to support this standard includes Learning Style Inventories, PST data, agendas, and minutes, Special Service case loads, 21st CCLC sign-in sheets, Star Reports, USA TestPrep data, Lesson Plans, and the Master Schedule.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Agreements with school community agencies for student-family support•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Description of IEP process•Description of referral process	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

4.1 Monroe County High School adheres to policies and guidelines set forth by the Alabama Department of Education and Monroe County Board of Education. MCHS complies with defined policies, processes, and procedures. The BOE ensures that the school leaders have access to, hire, place, and retain qualified professional personnel and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities in conjunction with the availability of fiscal resources to fund positions critical to achieve the purpose and direction of the school.

Evidence of this indicator includes the Roles and Responsibilities of school personnel (job descriptions), ATQS, listing of highly qualified staff, Title I budget, and BOE Policies and Procedures.

4.2 Careful deliberation is used to protect instructional time. Material and fiscal resources are focused solely on supporting the purpose and direction of the system, the school, its educational programs and systems operations with the use of Title I, Title II, and AP funds. Professional development is required of faculty to enhance teacher effectiveness with the ever-changing dynamics of school needs and culture. Monroe County High School teachers are provided with sustained professional development from Alabama Reading Initiative regarding Strategic Teaching. Teachers receive turn-around training from the College and Career Readiness Implementation Teach on a quarterly basis with reinforcement as needed. Research based instructional strategies and components of strategic teaching are documented in lesson plans.

Evidence of this indicator would include copies of the school budget, schedule of Professional development, Faculty Training sign-in sheets, Alabama Standards for Effective Professional Development, and the Master Schedule.

4.3 Facilities, services, and equipment are maintained to provide a safe, clean and healthy environment. Custodial staff have the responsibilities of maintaining upkeep of the buildings and campus grounds. There are sanitizer dispensers in the cafeteria and restrooms. Students are expected to maintain clean areas so that their environment will be conducive to learning. Safety measures are taken to ensure that the grounds are secure and equipped with fire extinguishers, exit signs, and proper electrical equipment. Notices are in place concerning school visitation, prohibition of fire arms, and safety protocol during non-working hours in select locations around the school. Teachers are trained and practice drills with students concerning fire and weather safety and lockdown procedures. The child nutrition program receives sufficient ratings according to the Alabama Department of Public Health. The nurse provides teachers with training on health related issues and student care plans regarding their health care needs. Select personnel have received training as nurse's assistants, and the administration of CPR and First Aide.

Evidence of this indicator would include Faculty Training sign-in sheets, the School Safety Plan, Supervision Schedules, Roles and Responsibilities of school personnel (job descriptions), and Faculty meeting minutes and sign-in sheets.

4.4 Monroe County Board of Education has a long-rang strategic plan that clearly outlines the policies and procedures for strategic resource management of facilities, budget, and other strategic system components. Monroe County High School provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students and school personnel have access to an exceptional collection of media and information to achieve educational programs of Monroe County High School. Each teacher has at least one computer and printer in their classroom. Teachers receive training on the use of technology while a library media specialist and library aid are available on a regular basis to assist teachers and students with technological needs.

Evidence of this indicator includes the Master Schedule, copies of the school budget, Technology Inventories, and Faculty Training sign-in sheets.

4.5 Monroe County High provides a modern, fully functional technology infrastructure, with a newly developed computer lab and restoration of the school's library technology infrastructure and existing computer lab. Sixty new computers in addition to new printers were added. Credit recovery is offered throughout the regular school day in the subject areas of Math, Science, History and English with a teacher

present. It is also offered through the 21st Century After-School Learning Center with a supervising teacher in a computer lab. Teachers use Smartboards, Elmo's, LCD projectors, QOMO pads, Symposiums, laptops, document cameras, and Clickers on a regular basis to aid in effective delivery of instruction. MCHS maintains two computer labs and a library lab, all accessible to Wi-fi connections to be utilized by students and staff for the support of the school's educational programs. Courses can also be taken online via ACCESS. Students who participate in the 21st CCLC and AP program have access to iPads and/or graphing calculators.

Evidence of this indicator includes the Master Schedule, copies of the school budget, GradPoint data, 21st CCLC Credit Recovery sign-in sheets, Technology inventories.

4.6 Monroe County High School has designed and implemented a process to determine the physical, social, and emotional needs of all students. Each day, the school implements a school-wide character education program to address the social and emotional needs of all students. The school will be implementing Reach Me, Teach Me, a teacher-student mentoring program, as a means to address the social and emotional needs of students beginning in January 2014 as a result of identifying student needs based on the study of the book "Do you know enough about me to teach me." Students who become pregnant during the school year are able to meet with a resource counselor who is trained to assist young mothers-to-be with prenatal, childcare, social and emotional needs during their pregnancy. The nurse is available to assist students with health-related needs. At the beginning of each year, local doctors set up triage areas to administer free physicals to student athletes.

Evidence of this indicator includes character education resources, schedules of mentoring assignments, mentoring curriculum, and a list of available support services and support personnel.

4.7 The school has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. A representative of Alabama Southwest Mental Health is available for behavioral therapy with students on a regular basis. Both counselors are available for students to address social and emotional needs through scheduled counseling sessions and informative need-based advisement. Monroe County High School adheres to the Common Core Standards through training to prepare students to become College and Career Ready so they will be successful on End of Course Assessments. Results from the Alabama High School Graduation Exam are disaggregated to determine the need for intervention necessary for individual students. There is a Problem-Solving Team that meets regularly to address the academic and behavioral needs of targeted students through the RtI process. Plans are developed to monitor student progress as well as minimize behavior attributing to academic delinquencies through intervention strategies. Struggling students who do not respond to intense interventions may go through the referral process for special services if necessary. Students are progress monitored with Star reading and Math in the fall, winter, and spring. Students also take a Learning Style Inventory to provide teachers with pertinent information on how to engage all students according to how they learn. Monroe County Career Technical Center provides students with Career Counseling. Counselors also provide college and career counseling and assistance.

Evidence that would support this indicator includes a list of available support services and support personnel, schedules of counseling sessions, assessment results, assessment disaggregation data, PST minutes and agenda, Star Reading and Math progress monitoring data, Learning Style Inventories, and the Master Schedule.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> Written protocols and procedures for data collection and analysis Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> Professional learning schedule specific to the use of data Documentation of attendance and training related to data use 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

5.1 MCHS adheres to the assessment schedule set forth by the Alabama Department of Education. Current seniors are required to take the AHSGE as a graduation requirement. Seniors can take the AHSGE in September, December, March and the July prior to their senior year. Students completing Algebra I must take the End of Course Exam. EOC assessments are scheduled for core subjects. Students in the 10th grade can take the PLAN as an indicator for the ACT and AP Course selection. Monroe County Schools use the Star Math & Reading as a progress monitoring tool given to all students in the fall and spring of each year. Standards from the COS that align with assessments are documented in lesson plans.

Evidence that could support this standard includes Star Data, AHSGE data, ACT data, PLAN data, EOC data, Lesson Plans.

5.2 MCHS staff disaggregates assessment, discipline, and attendance data to determine the needs of all students. In addition, learning style inventories are conducted to aide teachers in meeting the diverse needs of students. Counselors use data sources to compare trends that help guide scheduling and placement of students in college ready courses. The Educate AL data in teacher self-assessment is used to guide professional development for individual teachers. The CIP plan addresses school needs based on strengths and weaknesses identified from data. Culture issues are addressed as a result of data from the PRIDE survey.

Evidence to support this standard includes the CIP, AHSGE data, ACT data, PLAN data, Educate AL Self-Assessment, SIR data, Attendance data, and PRIDE data.

5.3 The media specialist and select teachers have been trained in interpreting, evaluating, and using Star data and data from the Credit-recovery program GradPoint. These individuals have attended extensive professional development and are capable of training other staff members in relation to these data tools.

Evidence that could support this standard includes Training sign-in sheets and agendas.

5.4 At the beginning of each year and as data is received, the Problem-Solving Team follow the Monroe County Public School procedures for analyzing data as it related to student learning. Teachers review data as needed to improve instruction and use the self-assessment from Educate AL to guide professional development in areas of focus. The staff collaborates to complete the CIP which also is used to guide instruction aligned with the purpose of the school and needs of the students.

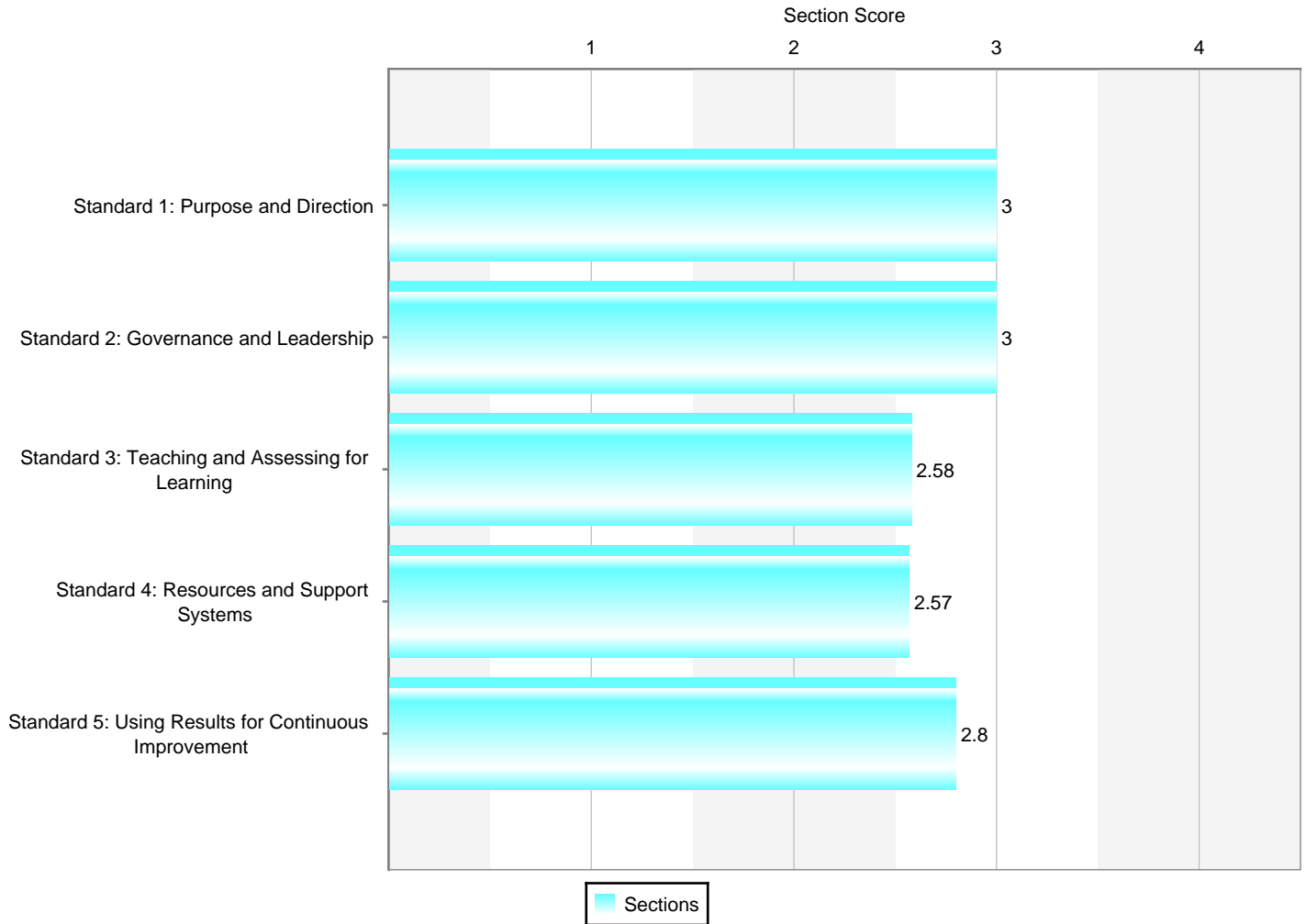
Evidence to support this standard includes PST data, CIP, EOC data, Star Reading & Math data, and Educate AL self-assessment.

5.5 School leaders monitor student learning by conducting walk-through's and having dialogue with instructors. Feedback is given on instructional strategies and research-based tools that can be used to support and increase student success. MCHS Student Council and the PTO play an active role in determining motivational activities to decrease discipline referrals, promote active participation in extracurricular events, and promote academic success. School leaders communicate the achievement of school improvement goals to stakeholders through the school website, SchoolCast, posting information on the school display outside of the school, and sending notices home to parents. Articles are written and published in the local newspaper, the Monroe Journal. 21st CCLC prepares comparison data that relates day school instruction to the after school program.

Evidence to support this standard includes Walk-through documentation, the School Website, SchoolCast, and clippings of achievements in the Monroe Journal.

Report Summary

Scores By Section



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		MCHS Stakeholder feed back worksheet

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?

Our staff surveys indicated a strength in our school provides high quality student support services (e.g., counseling, referrals, educational , and career planning). (Resources and Support Systems)

Our student surveys indicated a strength in my school' programs and services are available to help me succeed. (Purpose and Direction)

Our parent surveys indicated a strength in the area of my child knows the expectations for learning in all classes. (Teaching and Assessing for Learning)

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

After looking over the surveys we showed a trend of increase in purpose and direction.

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

Purpose and direction is the area that he scored highest in and we hope the next round of surveys we will show the same results.

Areas in Need of Improvement

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

After looking at all three survey groups we were consistently low in the area of teaching and assessing for learning.

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

We were decreasing in scores in the area of teaching and assessing for learning.

What are the implications for these stakeholder perceptions?

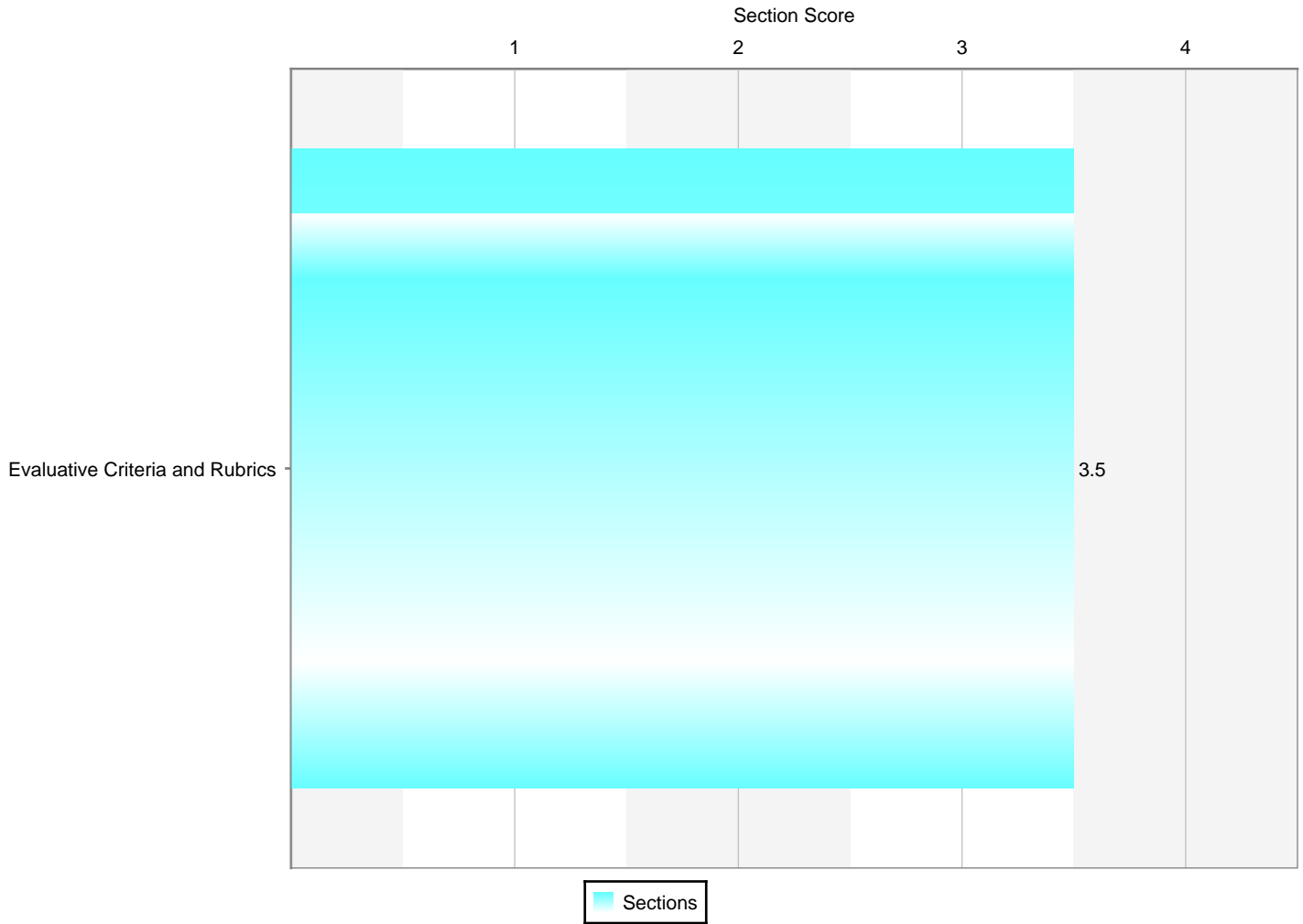
After looking at the results of the surveys we will look at purchasing software for assessing our students. Currently we only have one source of getting data for our students. We are now looking at Class Works for collecting more data on students progress.

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

Based on our previous exit exam results, reading has been a focused area for us. We have purchased computers and software to help assess our students more. Star reading results have showed us the areas of focus for our students. We have also had ARI to come to the school to help teacher with strategic teaching.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

AHSGE-Math
ACT-English
ACT- Math
ACT- Reading
ACT- Science
PLAN- English

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

AHSGE-Math
ACT-English
ACT- Math
ACT- Reading
ACT- Science
PLAN- English

Which area(s) indicate the overall highest performance?

ACT-English
ACT- Science

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

AHSGE-Math
ACT-English
ACT- Math
ACT- Reading
ACT- Science
PLAN- English

Between which subgroups is the achievement gap closing?

Juniors and Seniors

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

AHSGE

Areas in Need of Improvement

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

AHSGE-Reading

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

AHSGE-Reading

Which area(s) indicate the overall lowest performance?

AHSGE-Reading

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

Seniors

Between which subgroups is the achievement gap becoming greater?

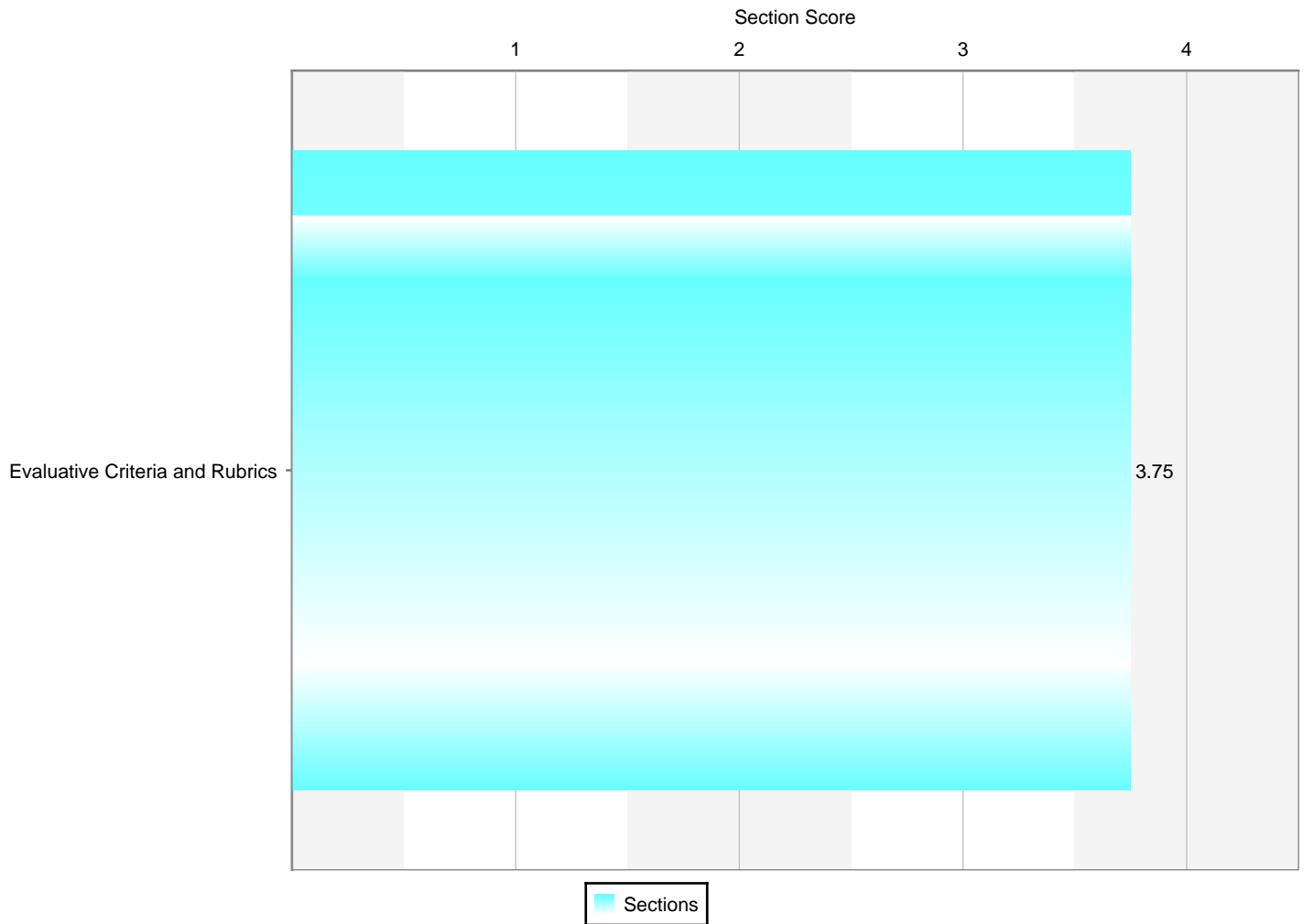
Seniors

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

AHSGE

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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 Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Monroe County High School uses Virtual Alabama to house safety plans and related information.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

2013-2014

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All new teachers at Monroe County High School will participate in the district wide mentoring program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$300
2	Increase the Graduation Rate	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$17300
3	Classroom Management	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	All students at Monroe County High School will benefit from transition services to help them be ready for the next grade, college and/or career.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All new teachers at Monroe County High School will participate in the district wide mentoring program.

Measurable Objective 1:

collaborate to support new teachers at MCHS. by 05/30/2014 as measured by conducting teacher walk-throughs, participation in Monroe County and school-wide Mentoring meetings, and classroom observations .

Strategy 1:

New Teacher Mentoring - Provide new teachers with the necessary research based instructional skills and strategies.

Research Cited: Harry Wong's book "The First Days of School", Alabama Reading Initiative

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly mentoring meetings	Professional Learning	08/19/2013	05/30/2014	\$300	Title II Part A	Mr. Melvin Preyer MCHS New Teachers

Goal 2: Increase the Graduation Rate

Measurable Objective 1:

95% of Twelfth grade Economically Disadvantaged students will demonstrate a proficiency in mastering the AHSGE in Reading by 05/30/2014 as measured by the percentage of students passing the Reading portion of the AHSGE.

Strategy 1:

Align Instruction and Standards - Teachers will align reading instruction to match the AHSGE and core curriculum standards.

Research Cited: Alabama COS, AHSGE results, STAR progress monitoring in Reading, Alabama Writer's Forum Professional Development

Activity - Identify Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead teachers will identify standards that all teachers must incorporate into lessons to improve student mastery. All teachers will incorporate reading standards into lessons.	Academic Support Program	08/19/2013	05/30/2014	\$1000	Title II Part A, Title I Part A	Administrators, Lead Teachers

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accreditation Report

Monroe County High School

Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$2000	State Funds, Title I Schoolwide, Title I SIG, Other	Administrators, Gradpoint Teachers
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Activity - Writing to Express Understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing into instruction to support comprehension and understanding as outlined in the Literacy Standards.	Direct Instruction	08/19/2013	05/30/2014	\$800	Title II Part A	All Teachers

Strategy 2:

Explicit Instruction - All teachers will implement explicit, intensive instruction by incorporating before, during, and after strategies that employ talking, writing, investigating, reading, and listening into lessons.

Research Cited: Alabama Reading Initiative

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$500	Title I Part A, General Fund	All Teachers

(shared) Strategy 3:

At-Risk Student Support - Establish non-mastery support for at-risk students.

Research Cited: RtI, AP Laying the Foundation, 21st CCLC after-school Program, AHSGE

Activity - 21st CCLC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive intervention and tutoring after school.	Academic Support Program	08/19/2013	05/30/2014	\$10000	Other	21st CCLC Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use STAR and USA Test Prep to monitor student progress. Teachers will provide Tier II and Tier III instruction when needed.	Academic Support Program	08/19/2013	05/30/2014	\$500	General Fund, State Funds	Core Teachers

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP's Laying the Foundation Program will be used with all students to increase curriculum based skills.	Academic Support Program	08/19/2013	05/30/2014	\$2000	Other, Title II Part A	Pre-AP Teachers trained in Laying the Foundation

Accreditation Report

Monroe County High School

Measurable Objective 2:

95% of Twelfth grade Economically Disadvantaged students will demonstrate a proficiency in mastering the AHSGE in Mathematics by 05/30/2014 as measured by the percentage of students passing the Math portion of the AHSGE.

(shared) Strategy 1:

At-Risk Student Support - Establish non-mastery support for at-risk students.

Research Cited: Rtl, AP Laying the Foundation, 21st CCLC after-school Program, AHSGE

Activity - 21st CCLC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive intervention and tutoring after school.	Academic Support Program	08/19/2013	05/30/2014	\$10000	Other	21st CCLC Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use STAR and USA Test Prep to monitor student progress. Teachers will provide Tier II and Tier III instruction when needed.	Academic Support Program	08/19/2013	05/30/2014	\$500	State Funds, General Fund	Core Teachers

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP's Laying the Foundation Program will be used with all students to increase curriculum based skills.	Academic Support Program	08/19/2013	05/30/2014	\$2000	Title II Part A, Other	Pre-AP Teachers trained in Laying the Foundation

Strategy 2:

Direct Instruction - Teachers will provide direct instruction on math standards incorporating a variety of method.

Research Cited: Alabama Reading Initiative

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core Teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$500	Title II Part A	Math Teachers

Goal 3: Classroom Management

Measurable Objective 1:

demonstrate a behavior to decrease the office referrals from the previous year by 05/30/2014 as measured by a decrease in the number of office referrals.

Strategy 1:

Decrease Disciplinary Referrals - Teachers will design a well-organized, structured environment to create a positive learning environment: teachers will stand at their doors between classes and will greet students when they enter, provide effective classroom instruction (e.g., smooth transitions, little downtime, engaging activities), set high expectations for student behavior and academics.

Research Cited: Harry Wong's book "The First Days of School"

Activity - Teacher Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide assistance to teachers who struggle with classroom management.	Professional Learning	08/19/2013	05/30/2014	\$0	Title II Part A, Other	Teachers who struggle with classroom management
Activity - 21st CCLC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive character education, leadership skills, tutoring, and anti-bullying intervention.	Academic Support Program	08/19/2013	05/30/2014	\$0	Other	21st CCLC Teachers

Goal 4: All students at Monroe County High School will benefit from transition services to help them be ready for the next grade, college and/or career.

Measurable Objective 1:

collaborate to provide incoming and exiting students and their parents with information regarding high school requirements and opportunities by 05/30/2014 as measured by students and parents participating in transition services.

Strategy 1:

Student & Parent Orientation - Provide orientation and transition information regarding the high school's curriculum requirements, opportunities for involvement for students and parents, information about programs.

Research Cited: Sean Covey's book "The 7 Habits of Highly Effective Teens"

Activity - Student Transition Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prepare students for the transition from 8th grade to 9th grade and from 11th grade to 12th grade.	Academic Support Program	08/19/2013	08/18/2014	\$0	Title I Part A	Administrators, Freshmen and Senior Teachers

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
21st CCLC Program	Students will receive character education, leadership skills, tutoring, and anti-bullying intervention.	Academic Support Program	08/19/2013	05/30/2014	\$0	21st CCLC Teachers
Teacher Mentoring Program	To provide assistance to teachers who struggle with classroom management.	Professional Learning	08/19/2013	05/30/2014	\$0	Teachers who struggle with classroom management
Intervention Classes	Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Gradpoint Teachers
21st CCLC Program	Students will receive intervention and tutoring after school.	Academic Support Program	08/19/2013	05/30/2014	\$10000	21st CCLC Teachers
Laying the Foundation	AP's Laying the Foundation Program will be used with all students to increase curriculum based skills.	Academic Support Program	08/19/2013	05/30/2014	\$1500	Pre-AP Teachers trained in Laying the Foundation
Total					\$12000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TWIRL	All teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$300	All Teachers
Identify Standards	Lead teachers will identify standards that all teachers must incorporate into lessons to improve student mastery. All teachers will incorporate reading standards into lessons.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Lead Teachers
Student Transition Services	Prepare students for the transition from 8th grade to 9th grade and from 11th grade to 12th grade.	Academic Support Program	08/19/2013	08/18/2014	\$0	Administrators, Freshmen and Senior Teachers
Total					\$800	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Monthly mentoring meetings	Professional Learning	08/19/2013	05/30/2014	\$300	Mr. Melvin Preyer MCHS New Teachers
Writing to Express Understanding	Teachers will incorporate writing into instruction to support comprehension and understanding as outlined in the Literacy Standards.	Direct Instruction	08/19/2013	05/30/2014	\$800	All Teachers
Identify Standards	Lead teachers will identify standards that all teachers must incorporate into lessons to improve student mastery. All teachers will incorporate reading standards into lessons.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Lead Teachers
Laying the Foundation	AP's Laying the Foundation Program will be used with all students to increase curriculum based skills.	Academic Support Program	08/19/2013	05/30/2014	\$500	Pre-AP Teachers trained in Laying the Foundation
Teacher Mentoring Program	To provide assistance to teachers who struggle with classroom management.	Professional Learning	08/19/2013	05/30/2014	\$0	Teachers who struggle with classroom management
TWIRL	Core Teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$500	Math Teachers
Total					\$2600	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Teachers will use STAR and USA Test Prep to monitor student progress. Teachers will provide Tier II and Tier III instruction when needed.	Academic Support Program	08/19/2013	05/30/2014	\$500	Core Teachers
TWIRL	All teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$200	All Teachers
Total					\$700	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Gradpoint Teachers

Accreditation Report

Monroe County High School

Progress Monitoring	Teachers will use STAR and USA Test Prep to monitor student progress. Teachers will provide Tier II and Tier III instruction when needed.	Academic Support Program	08/19/2013	05/30/2014	\$0	Core Teachers
Total					\$500	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Gradpoint Teachers
Total					\$500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Gradpoint Teachers
Total					\$500	

Plan for Alabama Technology Plan: Transform 2020

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All new teachers at Monroe County High School will participate in the district wide mentoring program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$300
2	Increase the Graduation Rate	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$17300
3	Classroom Management	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	All students at Monroe County High School will benefit from transition services to help them be ready for the next grade, college and/or career.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: All new teachers at Monroe County High School will participate in the district wide mentoring program.

Measurable Objective 1:

collaborate to support new teachers at MCHS. by 05/30/2014 as measured by conducting teacher walk-throughs, participation in Monroe County and school-wide Mentoring meetings, and classroom observations .

Strategy 1:

New Teacher Mentoring - Provide new teachers with the necessary research based instructional skills and strategies.

Research Cited: Harry Wong's book "The First Days of School", Alabama Reading Initiative

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly mentoring meetings	Professional Learning	08/19/2013	05/30/2014	\$300	Title II Part A	Mr. Melvin Preyer MCHS New Teachers

Goal 2: Increase the Graduation Rate

Measurable Objective 1:

95% of Twelfth grade Economically Disadvantaged students will demonstrate a proficiency in mastering the AHSGE in Reading by 05/30/2014 as measured by the percentage of students passing the Reading portion of the AHSGE.

Strategy 1:

Align Instruction and Standards - Teachers will align reading instruction to match the AHSGE and core curriculum standards.

Research Cited: Alabama COS, AHSGE results, STAR progress monitoring in Reading, Alabama Writer's Forum Professional Development

Activity - Identify Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead teachers will identify standards that all teachers must incorporate into lessons to improve student mastery. All teachers will incorporate reading standards into lessons.	Academic Support Program	08/19/2013	05/30/2014	\$1000	Title II Part A, Title I Part A	Administrators, Lead Teachers

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accreditation Report

Monroe County High School

Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$2000	Title I Schoolwide, Other, Title I SIG, State Funds	Administrators, Gradpoint Teachers
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Activity - Writing to Express Understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing into instruction to support comprehension and understanding as outlined in the Literacy Standards.	Direct Instruction	08/19/2013	05/30/2014	\$800	Title II Part A	All Teachers

Strategy 2:

Explicit Instruction - All teachers will implement explicit, intensive instruction by incorporating before, during, and after strategies that employ talking, writing, investigating, reading, and listening into lessons.

Research Cited: Alabama Reading Initiative

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$500	General Fund, Title I Part A	All Teachers

(shared) Strategy 3:

At-Risk Student Support - Establish non-mastery support for at-risk students.

Research Cited: Rtl, AP Laying the Foundation, 21st CCLC after-school Program, AHSGE

Activity - 21st CCLC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive intervention and tutoring after school.	Academic Support Program	08/19/2013	05/30/2014	\$10000	Other	21st CCLC Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use STAR and USA Test Prep to monitor student progress. Teachers will provide Tier II and Tier III instruction when needed.	Academic Support Program	08/19/2013	05/30/2014	\$500	State Funds, General Fund	Core Teachers

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accreditation Report

Monroe County High School

AP's Laying the Foundation Program will be used with all students to increase curriculum based skills.	Academic Support Program	08/19/2013	05/30/2014	\$2000	Other, Title II Part A	Pre-AP Teachers trained in Laying the Foundation
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Measurable Objective 2:

95% of Twelfth grade Economically Disadvantaged students will demonstrate a proficiency in mastering the AHSGE in Mathematics by 05/30/2014 as measured by the percentage of students passing the Math portion of the AHSGE.

(shared) Strategy 1:

At-Risk Student Support - Establish non-mastery support for at-risk students.

Research Cited: Rtl, AP Laying the Foundation, 21st CCLC after-school Program, AHSGE

Activity - 21st CCLC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive intervention and tutoring after school.	Academic Support Program	08/19/2013	05/30/2014	\$10000	Other	21st CCLC Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use STAR and USA Test Prep to monitor student progress. Teachers will provide Tier II and Tier III instruction when needed.	Academic Support Program	08/19/2013	05/30/2014	\$500	State Funds, General Fund	Core Teachers

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP's Laying the Foundation Program will be used with all students to increase curriculum based skills.	Academic Support Program	08/19/2013	05/30/2014	\$2000	Title II Part A, Other	Pre-AP Teachers trained in Laying the Foundation

Strategy 2:

Direct Instruction - Teachers will provide direct instruction on math standards incorporating a variety of method.

Research Cited: Alabama Reading Initiative

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core Teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$500	Title II Part A	Math Teachers

Goal 3: Classroom Management

Measurable Objective 1:

demonstrate a behavior to decrease the office referrals from the previous year by 05/30/2014 as measured by a decrease in the number of office referrals.

Strategy 1:

Decrease Disciplinary Referrals - Teachers will design a well-organized, structured environment to create a positive learning environment: teachers will stand at their doors between classes and will greet students when they enter, provide effective classroom instruction (e.g., smooth transitions, little downtime, engaging activities), set high expectations for student behavior and academics.

Research Cited: Harry Wong's book "The First Days of School"

Activity - Teacher Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide assistance to teachers who struggle with classroom management.	Professional Learning	08/19/2013	05/30/2014	\$0	Other, Title II Part A	Teachers who struggle with classroom management
Activity - 21st CCLC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive character education, leadership skills, tutoring, and anti-bullying intervention.	Academic Support Program	08/19/2013	05/30/2014	\$0	Other	21st CCLC Teachers

Goal 4: All students at Monroe County High School will benefit from transition services to help them be ready for the next grade, college and/or career.

Measurable Objective 1:

collaborate to provide incoming and exiting students and their parents with information regarding high school requirements and opportunities by 05/30/2014 as measured by students and parents participating in transition services.

Strategy 1:

Student & Parent Orientation - Provide orientation and transition information regarding the high school's curriculum requirements, opportunities for involvement for students and parents, information about programs.

Research Cited: Sean Covey's book "The 7 Habits of Highly Effective Teens"

Accreditation Report

Monroe County High School

Activity - Student Transition Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prepare students for the transition from 8th grade to 9th grade and from 11th grade to 12th grade.	Academic Support Program	08/19/2013	08/18/2014	\$0	Title I Part A	Administrator s, Freshmen and Senior Teachers

Goal 5: Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a proficiency using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/28/2014 as measured by Student portfolios • Classroom/student observations • Final products/ performance that demonstrate mastery of State Course of Study standards • Decreased usage of paper and hard copy materials • Written Teacher Reports Implementation of Courses .

Strategy 1:

Strategy for Engaging and Empowering the Learner through Technology - 1. Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

2. Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

3. Provide, support, and fund instructional technology integration specialists/technology coaches at the school level (1:50 teachers) to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.

4. Provide student portfolio hosting for all schools.

5. Provide free tools for principals to use to document digital learning experiences in the

Activity - Engage and Empower the Learner Through Technology Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none">• Speak Up Surveys• Transform2020 Surveys• Principal/Teacher PBL Snapshot Survey• Paper & Hard Copy Usage Data• Teacher Narrative• ACCESS Course Enrollments• Alabama Courses of Study	Technology	08/12/2013	05/30/2014	\$0	No Funding Required	Kristin Black, Technology Site Coordinator Maurice Woody, Principal Chitunda Howard, Assistant Principal Kenneth Smith, Assistant Principal

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Activity - Star Math/Star Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will progress monitor by taking the tests on Star Math/Star Reading.	Technology	08/05/2013	05/30/2014	\$0	No Funding Required	Chintuda Howard, Assistant Principal
Activity - School Cast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School information is disseminated through SchoolCast and via the school website to inform students, parents, and the community.	Technology	08/12/2013	05/30/2014	\$0	No Funding Required	Maurice Woody, Principal
Activity - GradPoint	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GradPoint is used to provide students who are behind in coursework an opportunity to complete courses independently online and thus graduate on time. Wireless access to the network has been established to allow students and teachers the capabilities to use the Internet as a learning tool in all classrooms.	Technology	08/12/2013	05/30/2014	\$0	No Funding Required	Chintuda Howard, Assistant Principal

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
Laying the Foundation	AP's Laying the Foundation Program will be used with all students to increase curriculum based skills.	Academic Support Program	08/19/2013	05/30/2014	\$1500	Pre-AP Teachers trained in Laying the Foundation
Intervention Classes	Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Gradpoint Teachers
21st CCLC Program	Students will receive character education, leadership skills, tutoring, and anti-bullying intervention.	Academic Support Program	08/19/2013	05/30/2014	\$0	21st CCLC Teachers
21st CCLC Program	Students will receive intervention and tutoring after school.	Academic Support Program	08/19/2013	05/30/2014	\$10000	21st CCLC Teachers
Teacher Mentoring Program	To provide assistance to teachers who struggle with classroom management.	Professional Learning	08/19/2013	05/30/2014	\$0	Teachers who struggle with classroom management
Total					\$12000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TWIRL	All teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$300	All Teachers
Student Transition Services	Prepare students for the transition from 8th grade to 9th grade and from 11th grade to 12th grade.	Academic Support Program	08/19/2013	08/18/2014	\$0	Administrators, Freshmen and Senior Teachers
Identify Standards	Lead teachers will identify standards that all teachers must incorporate into lessons to improve student mastery. All teachers will incorporate reading standards into lessons.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Lead Teachers
Total					\$800	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Mentoring Program	To provide assistance to teachers who struggle with classroom management.	Professional Learning	08/19/2013	05/30/2014	\$0	Teachers who struggle with classroom management
Identify Standards	Lead teachers will identify standards that all teachers must incorporate into lessons to improve student mastery. All teachers will incorporate reading standards into lessons.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Lead Teachers
Professional Development	Monthly mentoring meetings	Professional Learning	08/19/2013	05/30/2014	\$300	Mr. Melvin Preyer MCHS New Teachers
TWIRL	Core Teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$500	Math Teachers
Laying the Foundation	AP's Laying the Foundation Program will be used with all students to increase curriculum based skills.	Academic Support Program	08/19/2013	05/30/2014	\$500	Pre-AP Teachers trained in Laying the Foundation
Writing to Express Understanding	Teachers will incorporate writing into instruction to support comprehension and understanding as outlined in the Literacy Standards.	Direct Instruction	08/19/2013	05/30/2014	\$800	All Teachers
Total					\$2600	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Teachers will use STAR and USA Test Prep to monitor student progress. Teachers will provide Tier II and Tier III instruction when needed.	Academic Support Program	08/19/2013	05/30/2014	\$500	Core Teachers
TWIRL	All teachers will incorporate TWIRL strategies throughout lessons.	Direct Instruction	08/19/2013	05/30/2014	\$200	All Teachers
Total					\$700	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Gradpoint Teachers

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Progress Monitoring	Teachers will use STAR and USA Test Prep to monitor student progress. Teachers will provide Tier II and Tier III instruction when needed.	Academic Support Program	08/19/2013	05/30/2014	\$0	Core Teachers
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Star Math/Star Reading	The students will progress monitor by taking the tests on Star Math/Star Reading.	Technology	08/05/2013	05/30/2014	\$0	Chintuda Howard, Assistant Principal
GradPoint	GradPoint is used to provide students who are behind in coursework an opportunity to complete courses independently online and thus graduate on time. Wireless access to the network has been established to allow students and teachers the capabilities to use the Internet as a learning tool in all classrooms.	Technology	08/12/2013	05/30/2014	\$0	Chintuda Howard, Assistant Principal
Engage and Empower the Learner Through Technology Activity	<ul style="list-style-type: none"> • Speak Up Surveys • Transform2020 Surveys • Principal/Teacher PBL Snapshot Survey • Paper & Hard Copy Usage Data • Teacher Narrative • ACCESS Course Enrollments • Alabama Courses of Study 	Technology	08/12/2013	05/30/2014	\$0	Kristin Black, Technology Site Coordinator Maurice Woody, Principal Chintuda Howard, Assistant Principal Kenneth Smith, Assistant Principal
School Cast	School information is disseminated through SchoolCast and via the school website to inform students, parents, and the community.	Technology	08/12/2013	05/30/2014	\$0	Maurice Woody, Principal
Total					\$0	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Gradpoint Teachers
Total					\$500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Students who need to pass the reading section of the AHSGE will be placed in reading remediation classes.	Academic Support Program	08/19/2013	05/30/2014	\$500	Administrators, Gradpoint Teachers
Total					\$500	