



ACIP

Daphne High School

Baldwin County Board of Education

Dr. Meredith Foster
9300 Champions Way
Daphne, AL 36526-5902

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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?

Daphne High School, located in suburban Baldwin County, Alabama, the largest and southern-most county in the state, bordering the Gulf of Mexico and Mobile Bay, is one of eight large high schools servicing a district-wide student population of approximately 30,000. Daphne High School is a four-year comprehensive 6A public high school with an enrollment of approximately 1300 students in a city with a population of approximately 26,000. In addition to the high school, the Daphne feeder pattern includes a K-2 school (Daphne Elementary), a K-6 school (Daphne East Elementary), a 4-6 school (WJ Carroll Intermediate), and a 7-8 grade school (Daphne Middle School). Over the past three years demographics have remained constant and include the following statistics: 32% of Daphne High School's students are eligible for free/reduced lunch, 9% receive special education services, 71% of students are white/Caucasian, 22% are African American, and 7% are of other ethnic origin. The percent of ELL students is less than 1%. Last year the student attendance rates were 93%, and the graduation rate was 94%.

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.

Over the past six years the school has established a jointly-owned vision in commitment to build community and academic press as well as to promote entrepreneurship, civic-mindedness, and international consciousness. Important work among school leaders, educational foundation leadership, the Daphne school board representative, Daphne Mayor, and city council members has resulted in the development of seven characteristics that all Daphne High School graduates are expected to possess. We as a community have taken ownership for our part in cultivating these qualities in our students. Creating a highly personalized school culture undergirds the school vision, and it is because of this community-centered atmosphere that Daphne High earned a National Blue Ribbon School award in 2012.

SCHOOL PHILOSOPHY

Education is an unending process of acquiring the tools necessary for life. The faculty at Daphne High School strives to prepare each student for a productive and fulfilling life. The school should not only provide the students with the fundamental skills that the American society demands for securing a livelihood, but also graduate them with a clear awareness of their intellectual and cultural inheritance.

As a member of a diverse community rich in culture, the students will be encouraged to consider and respect varied viewpoints. Equipped with skills and knowledge, and directed by an appreciation for their culture, the students will desire to continue growing and learning in a technologically advanced and changing society.

Consistent with this philosophy, Daphne High School offers varied curricula, including general education, college preparation, vocational training, and special education. The school associates learning with joy and generosity of spirit that nurtures an individual and sends each forth aware of this heritage and committed to serve their community.

VISION OF DAPHNE HIGH SCHOOL

The vision of Daphne High School is to provide strong academic press and a highly developed sense of community emphasizing civic-mindedness, international consciousness, and entrepreneurship.

MISSION OF DAPHNE HIGH SCHOOL

The mission of Daphne High School is to graduate all students prepared for higher education and career opportunities. Our purpose is to inspire and empower students to become meaningful contributors to their local and global communities.

MOTTO

TRADITION OF EXCELLENCE

5 Pillars for Daphne High School

1. Academic Press
2. Community Building
3. Civic Mindedness
4. Entrepreneurship
5. Internationalism

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.

In academics, Daphne High has made great strides recently.

Since Daphne High became an International Baccalaureate High School, IB continues to grow annually. The trademarks of this program include promoting inquiry, extension of knowledge that has global significance, the development of critical thinking skills that lead to creative yet reasoned, ethical decision-making, communicating effectively in more than one language and in multiple modes, acting with integrity and the ability to understand issues from multiple perspectives while showing empathy and compassion for others and being reflective about learning experiences.

While these notions have been initiated via the IB curriculum, they carry over and extend into the general school philosophy where all students are expected to follow a parallel creed.

Identified in 2012 as a National Blue Ribbon School.

The school has incorporated a College and Career Center.

Dual Enrollment courses offered are English 101/102/271/272, History 201/202 and Spanish.

Addition of AP European History for 2018-2019 School Year, leading to 5 AP courses at DPHS.

We have incorporated a school-wide strategic College & Career Readiness campaign and instituted a college forum for 10th-12th graders and their parents. Numerous clubs have been added to the repertoire as well.

Spring 2018: Received a grant from the Alabama Arts Alliance to enhance the recording studio providing students with a more authentic experience.

DPHS has 11 students recognized by the AP Board as National Scholars. Two are identified as AP with Honors and 1 student identified as AP Scholar with Distinction.

DPHS recognized as a Bi-Centennial School by the Alabama 200 Commission.

DPHS has partnered with the Alabama Humanities Foundation to participate in National History Day.

District or State Level Academic Competitions (Scholars Bowl, Science Teams, Robotics Competition, etc.)

Scholar's Bowl league MVP

FFA state qualifier small engine

Band - 6 straight superior ratings/best in show in competition

ROTC - Won numerous awards, Developed Multi-copter team and Air Rifle Team

District or State Level Athletic Competitions (all sports)

ACIP

Daphne High School

Boys Soccer 2nd in state

Volleyball - Elite 8

Girls Track - state qualifiers in 4x100 relay, 4x400 relay, 100 meter and 200 meter

Girls Soccer 7th in state

Wrestling - 6 state qualifiers in first year of program

Boys and Girls Swim both state runner up. Largest swim team in the state.

6 Special Olympics participants, 1 state qualifier.

Innovative programs you have developed to meet the needs of your students on your campus.

Parthenon blended learning program

Provides tutoring 4 days per week in every core subject and Spanish

Students take ACT prep, Work Keys Prep, Career Prep, and AP Prep classes

Enables teachers to meet in PLC groups every day

Provides additional supervised study and reading time

Student Advisory Council

Partnership with City for Student News Broadcasting (Daphne News Network)

College and Career Center

Exceptional Leaders program, where special education students grow herbs used at Tazikis

Recording Arts Studio

30 clubs offered, at least 10 of which have been added in past 2-3 years

Extreme Veteran's Day programming

Additional Information

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

AP enrollment continues to increase as more than 3/4 of our students are taking Pre-AP and AP courses, and success on the examinations has improved. An additional 115 students - or 9% - are enrolled in the International Baccalaureate (IB) program. Online learning has opened opportunities for students as an alternative to traditional classes. Online course enrollment now includes the entire student body. Baldwin County Schools' Technology Initiative has transformed Daphne High's classrooms as instruction is expected to be project-based and collaborative, and students are technologically savvy.

Daphne High's strong athletic heritage has contributed powerfully to the competitive school spirit that continue to push students through life challenges. Nine male and nine female sports are offered. Football has been instilled as a tradition of excellence at Daphne with consistent winning seasons and participation in five division 6A state championship games (2000, 2001, 2003, 2005, 2010, and winning the state title in 2001 and 2010 with a 15-0 record. Girls and boys basketball, soccer, baseball, and softball teams are frequent participants in state championship tournaments as well.

Daphne, Alabama rests within a charming artistic community, and our school prides itself on the quality of our fine arts programs. Fine arts, career tech, and ROTC programs are also strong features of Daphne High School. The band, Sound of the Eastern Shore, competes and wins first place in many competitions. A large and highly skilled group of committed students comprise the marching and symphonic band that is accentuated by a talented color guard and winter guard. Daphne High also has a percussion and jazz band that perform regularly, along with students who take guitar class. The choral music program has been reinstated after budget cuts, and class sizes along with high performance quality have resulted in a large population of students requesting courses, including ensemble. Visual arts classes are in such high demand that additional sections were added. Renovations to the Trojan Hall Fine Arts Complex have allowed for state of the art theater and visual arts classes, including a dedicated ceramics classroom. Agriscience, graphic design, business, Information technology, and culinary arts programs also enrich our school as students are able to individualize their experience by taking courses of great personal interest. Daphne High's award winning Air Force JROTC continues to be another source of pride for the community as cadets strive for excellence and remain active in their course of study.

Career Tech programs continue to expand as students enjoy classes in culinary arts, business, sports marketing, agriscience, and multimedia publication.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Daphne High School ACIP Team is comprised of at least one representative from each academic discipline, the lead counselor, a curriculum leader, an assistant principal, and the principal although input is gathered from all staff including CNP, custodians, clerical, and paraprofessionals. Departmental meetings are also held once a month during the school day at which time students meet with counselors in venues by grade level. ACIP team members gather input during departmental meetings to share with the team.

During departmental meetings teachers review student achievement data and discuss instructional strategies including those that target intervention and remediation. Records of all meetings including questions posed for administration are sent to the principal for review and response.

The curriculum leader meets with administration weekly along with counselors and teachers regularly. He conducts classroom walk thrus and provides insight into instructional strategies. He also conducts research and provides insight to faculty regarding student achievement and planning for improvement. He keeps a pulse on school morale and assists in providing a positive focus and enthusiasm for academic achievement.

Parent and community input are also considered to be an important part of the school improvement process. PTSO meetings are held regularly with the principal, and input is also sought from the mayor and city council. Many teachers and other staff members are also parents of students at our school, and they serve the dual purpose of providing input on both levels.

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

The School Leadership Team (SLT) along with the Teacher Cooperative, a grass roots voluntary teacher leadership group open to all faculty and staff, assists administration in developing a school improvement plan. Students, parents, and community members are also given opportunity for input and voice through advisory groups at each level. There are two student advisory committees - 1 is comprised of student government leadership who meet twice per month, the second group is made up of various clubs and organizations representatives twice per month. The parent/community advisory meets quarterly or more often if needed.

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

Upon completion of the final improvement plan, a school-wide faculty meeting is held to discuss the plan. The presentation provided to the faculty will be posted online for parents and other community stakeholders.

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		DPHS Assessment Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

15-16

Math:

9th and 10th Grade - 55% Proficient

Reading:

9th and 10th Grade - 59.6% Proficient

17-18

Math:

9th and 10th Grade - 72.7% Proficient

Reading:

9th and 10th Grade - 71.7% Proficient

Math:

9th: 73.3

10th: 72

Reading:

9th: 69.3

10th: 73.2

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

9th and 10th Grade for both math and reading

Which area(s) indicate the overall highest performance?

9th Grade Reading

10th Grade Math

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

Reading:

Asian

Gifted

Hispanic

Math:

Asian

Gifted

Between which subgroups is the achievement gap closing?

Reading:

Economically Disadvantaged

Math:

Asian

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

No other data sources at this time.

Areas in Need of Improvement

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

Not at this time:

9th and 10th grade students are scoring in the proficient levels overall for both reading and math.

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

Both 9th and 10th grades are trending in a positive movement.

Which area(s) indicate the overall lowest performance?

9th Grade Reading

10th Grade Math

Both lower but still in the positive.

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

Reading and Math: Special Education

Between which subgroups is the achievement gap becoming greater?

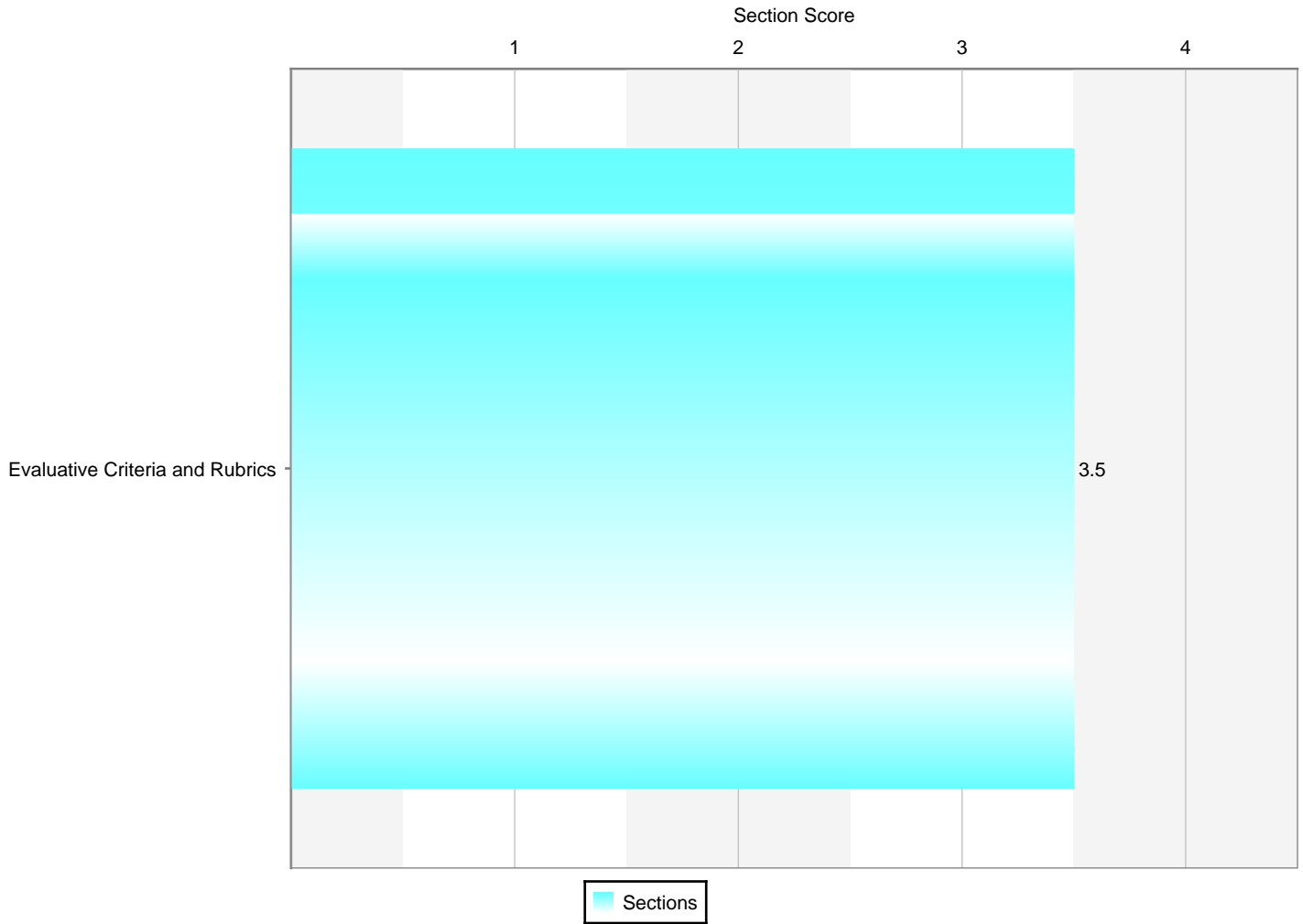
Math and Reading: Special Education

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

None at this time.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Leadership Team 2018-2019

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Meredith Foster Principal, Daphne High School 9300 Champions Way Daphne, AL 36526 251-626-8787	Compliance Form

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Handbook for 2018-2019

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	We are not a Title I school.	

2018-2019 ACIP Plan

Overview

Plan Name

2018-2019 ACIP Plan

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	To increase the number of 9th and 10th grade students who are proficient in math from 64% to 70% during the 2017-2018 school year.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
2	To increase the number of 9th and 10th grade students who are proficient in reading from 64.9% to 70% during the 2018-2019 school year.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$0
3	To increase the average composite score for 11th grade students on the ACT during the 2018-2019 school year.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	To increase the number of 12th grade students who perform at a Silver level or higher on the ACT WorkKeys Assessment.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: To increase the number of 9th and 10th grade students who are proficient in math from 64% to 70% during the 2017-2018 school year.

Measurable Objective 1:

A 6% increase of Ninth and Tenth grade students will demonstrate a proficiency by reaching the third or fourth quartile in Mathematics by 05/17/2019 as measured by Scantron Performance Series results.

Strategy 1:

Learning Targets - Learning targets are research based techniques that teachers will implement regularly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 'Advancing Formative Assessment in Every Classroom' by Connie M. Moss & Susan M. Brookhart, Chapter 2 Leveling the Playing Field: Sharing Learning Targets and Criteria for Success (found in Association for Supervision and Curriculum Development)

Activity - Identifying model examples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students practice identifying specific examples of what a learning outcome looks like.	Academic Support Program	08/21/2017	05/17/2019	\$0	No Funding Required	Math teachers

Strategy 2:

Depth of Knowledge - Teachers will ensure levels I, II, III, and IV are represented in weekly lessons.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marge Petit & Karin K. Hess, National Center for Assessment, Dover, NH

Activity - DOK Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers utilize a DOK matrix to ensure that their objectives include strategies from each level.	Academic Support Program	08/21/2017	05/17/2019	\$0	No Funding Required	Math Teachers
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Strategy 3:

Formative Assessment - Teachers assess students informally, on a daily basis, in order to determine their levels of understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 'Educational Assessment, Evaluation and Accountability' by Black, P. & William, D., 2009

Activity - Exit Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide students with a problem to solve, showing their work, as an exit slip from class.	Academic Support Program	08/21/2017	05/17/2019	\$0	No Funding Required	Math Teachers

Strategy 4:

Daphne Advisory Study Hall - Students will meet with academic advisor to maintain communication regarding academics and personal success and achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

Activity - Advisor/Advisee Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend a class every day that provides time to focus on academics. Every three weeks, the advisor meets with each student to discuss grades, attendance, behavior and other impactful areas that affect student achievement. Plans are devised as needed to address the areas of concern.	Academic Support Program, Behavioral Support Program	08/20/2018	05/23/2019	\$0	No Funding Required	Administration, teachers and students

Goal 2: To increase the number of 9th and 10th grade students who are proficient in reading from 64.9% to 70% during the 2018-2019 school year.

Measurable Objective 1:

A 7% increase of Ninth and Tenth grade students will demonstrate a proficiency by reaching the third or fourth quartile in Reading by 05/10/2019 as measured by Scantron Performance Series results.

Strategy 1:

Learning Targets - Learning targets are research based techniques that teachers will implement regularly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 'Advancing Formative Assessment in Every Classroom' by Connie M. Moss & Susan M. Brookhart, Chapter 2 Leveling the Playing Field: Sharing Learning Targets and Criteria for Success (found in Association for Supervision and Curriculum Development)

Activity - Identifying model examples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students practice identifying specific examples of what a learning outcome looks like.	Academic Support Program	08/21/2017	05/17/2019	\$0	No Funding Required	Core teachers

Strategy 2:

Differentiation - Teachers will design lessons based on students' learning styles, group students by shared interest topic, or ability for assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 'What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom' by Cathy Weselby in Teaching Strategies; 'Differentiated Classroom: Responding to the Needs of All Learning,' 2nd Edition by Carol Ann Tomlinson, found in ASCD

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher provides collaborative, real-life projects based on student interests in order to meet learning targets.	Academic Support Program	08/21/2017	05/17/2019	\$0	No Funding Required	Core Teachers
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Strategy 3:

Depth of Knowledge - Teachers will ensure levels I, II, III, and IV are represented in weekly lessons.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marge Petit & Karin K. Hess, National Center for Assessment, Dover, NH

Activity - DOK Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize a DOK matrix to ensure that their objectives include strategies from each level.	Academic Support Program	08/21/2017	05/17/2019	\$0	No Funding Required	Core teachers

Strategy 4:

Formative Assessment - Teachers assess students informally, on a daily basis, in order to determine their levels of understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 'Educational Assessment, Evaluation and Accountability' by Black, P. & William, D., 2009

Activity - Exit Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide students with a small set of questions from their current reading as an exit slip from class.	Academic Support Program	08/21/2017	05/17/2019	\$0	No Funding Required	Core teachers

Strategy 5:

Daphne Advisory Study Hall - Students will meet with academic advisor to maintain communication regarding academics and personal success and achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

Activity - Advisor/Advisee Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend a class every day that provides time to focus on academics. Every three weeks, the advisor meets with each student to discuss grades, attendance, behavior and other impactful areas that affect student achievement. Plans are devised as needed to address the areas of concern.	Academic Support Program, Behavioral Support Program	08/20/2018	05/23/2019	\$0	No Funding Required	Administration , Teachers and students

Goal 3: To increase the average composite score for 11th grade students on the ACT during the 2018-2019 school year.

Measurable Objective 1:

achieve college and career readiness by increasing the average composite score on the ACT from 19.7 to 20.5 by 04/26/2019 as measured by ACT school reports.

Strategy 1:

ACT Preparation - Classes are provided to equip students with the necessary tools and strategies to demonstrate knowledge and understanding of test formats, procedures and ACT standards assessed.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Local

Activity - ACT Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The class is designed to equip students with the necessary tools and strategies to demonstrate knowledge and understanding of test formats, procedures and ACT standards assessed. The teachers that provide the instruction have had prior experience as ACT tutors.	Academic Support Program	08/20/2018	05/17/2019	\$0	No Funding Required	ACT Prep Teachers

Activity - DASH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DASH Incorporates instructional opportunities focus on testing taking skills, ACT vocabulary and review of Pre-ACT results	Academic Support Program, Direct Instruction	08/20/2018	05/23/2019	\$0	No Funding Required	DASH Advisors

Activity - ACT Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Academy is a free, personalized online learning tool and test practice program designed to help students master the skills they need to improve their ACT scores and succeed in college and career.	Academic Support Program, Direct Instruction	08/20/2018	05/23/2019	\$0	No Funding Required	Administration and faculty

Goal 4: To increase the number of 12th grade students who perform at a Silver level or higher on the ACT WorkKeys Assessment.

Measurable Objective 1:

achieve college and career readiness by increasing the percentage of students who have achieved Silver level or higher to 85% by 05/23/2019 as measured by ACT WorkKeys Assessment Report.

Strategy 1:

WorkKeys Preparation - Classes are provided to equip students with the necessary tools and strategies to demonstrate knowledge and understanding of test formats, procedures and ACT WorkKeys standards assessed.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Local

Activity - Daphne Advisory Study Hall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors are reviewing with students content specific to WorkKeys. Advisors will also work with students to address areas of concern based off the projected score from the ACT.	Academic Support Program, Direct Instruction	08/20/2018	05/17/2019	\$0	No Funding Required	DASH Teachers

Activity - WorkKey Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the online WorkKeys curriculum - a course delivered via personalized management system. The platform provides students with a customized study schedule and detailed instructional content in the areas of applied math, graphic literacy, and workplace documents.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Administration and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning	Teacher provides collaborative, real-life projects based on student interests in order to meet learning targets.	Academic Support Program	08/21/2017	05/17/2019	\$0	Core Teachers
Advisor/Advisee Conferences	Students attend a class every day that provides time to focus on academics. Every three weeks, the advisor meets with each student to discuss grades, attendance, behavior and other impactful areas that affect student achievement. Plans are devised as needed to address the areas of concern.	Academic Support Program, Behavioral Support Program	08/20/2018	05/23/2019	\$0	Administration, Teachers and students
DOK Matrix	Teachers utilize a DOK matrix to ensure that their objectives include strategies from each level.	Academic Support Program	08/21/2017	05/17/2019	\$0	Math Teachers
WorkKey Curriculum	Students will use the online WorkKeys curriculum - a course delivered via personalized management system. The platform provides students with a customized study schedule and detailed instructional content in the areas of applied math, graphic literacy, and workplace documents.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Administration and teachers
Identifying model examples	Students practice identifying specific examples of what a learning outcome looks like.	Academic Support Program	08/21/2017	05/17/2019	\$0	Math teachers
Identifying model examples	Students practice identifying specific examples of what a learning outcome looks like.	Academic Support Program	08/21/2017	05/17/2019	\$0	Core teachers
DASH	DASH Incorporates instructional opportunities focus on testing taking skills, ACT vocabulary and review of Pre-ACT results	Academic Support Program, Direct Instruction	08/20/2018	05/23/2019	\$0	DASH Advisors
Exit Tickets	Teachers provide students with a problem to solve, showing their work, as an exit slip from class.	Academic Support Program	08/21/2017	05/17/2019	\$0	Math Teachers

ACIP

Daphne High School

Advisor/Advisee Conferences	Students attend a class every day that provides time to focus on academics. Every three weeks, the advisor meets with each student to discuss grades, attendance, behavior and other impactful areas that affect student achievement. Plans are devised as needed to address the areas of concern.	Academic Support Program, Behavioral Support Program	08/20/2018	05/23/2019	\$0	Administration, teachers and students
Exit Tickets	Teachers provide students with a small set of questions from their current reading as an exit slip from class.	Academic Support Program	08/21/2017	05/17/2019	\$0	Core teachers
DOK Matrix	Teachers utilize a DOK matrix to ensure that their objectives include strategies from each level.	Academic Support Program	08/21/2017	05/17/2019	\$0	Core teachers
ACT Prep Classes	The class is designed to equip students with the necessary tools and strategies to demonstrate knowledge and understanding of test formats, procedures and ACT standards assessed. The teachers that provide the instruction have had prior experience as ACT tutors.	Academic Support Program	08/20/2018	05/17/2019	\$0	ACT Prep Teachers
Daphne Advisory Study Hall	Advisors are reviewing with students content specific to WorkKeys. Advisors will also work with students to address areas of concern based off the projected score from the ACT.	Academic Support Program, Direct Instruction	08/20/2018	05/17/2019	\$0	DASH Teachers
ACT Academy	ACT Academy is a free, personalized online learning tool and test practice program designed to help students master the skills they need to improve their ACT scores and succeed in college and career.	Academic Support Program, Direct Instruction	08/20/2018	05/23/2019	\$0	Administration and faculty
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		MRA Results

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

Staff Survey-Resources & Support Systems: Our school provides opportunities for students to participate in activities that interest them.

Student Survey-Resources & Support Systems: In my school, I have access to counseling, career planning and other programs to help me in school.

MRA Results:

Staff Social-Emotional Teaching Readiness

Model Personal Effectiveness

Staff Satisfaction

Staff Fulfillment

Teacher Efficacy

Goal Focus and Achievement

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

Teaching & Assessing for Learning were ranked high in all surveys.

MRAs were given for the first time the Spring 2018.

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

Resources & Support Systems

Areas in Need of Improvement

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

Staff Survey-Teaching & Assessing for Learning: In our school, a formal process is in place to support new staff members in their professional practice.

Student Survey-Teaching & Assessing for Learning: All of my teachers change their teaching to meet my learning needs.

MRA Results

Leadership

Student Leadership

Culture

Student Engagement

Academics

Student-Led Achievement

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

Purpose & Direction: In my school, all students are treated with respect.

Governance & Leadership: In my school, students treat adults with respect.

MRAs were administered in the Spring of 2018.

What are the implications for these stakeholder perceptions?

Responses, from all surveys, consistently indicate the lowest scores for how students treat others.

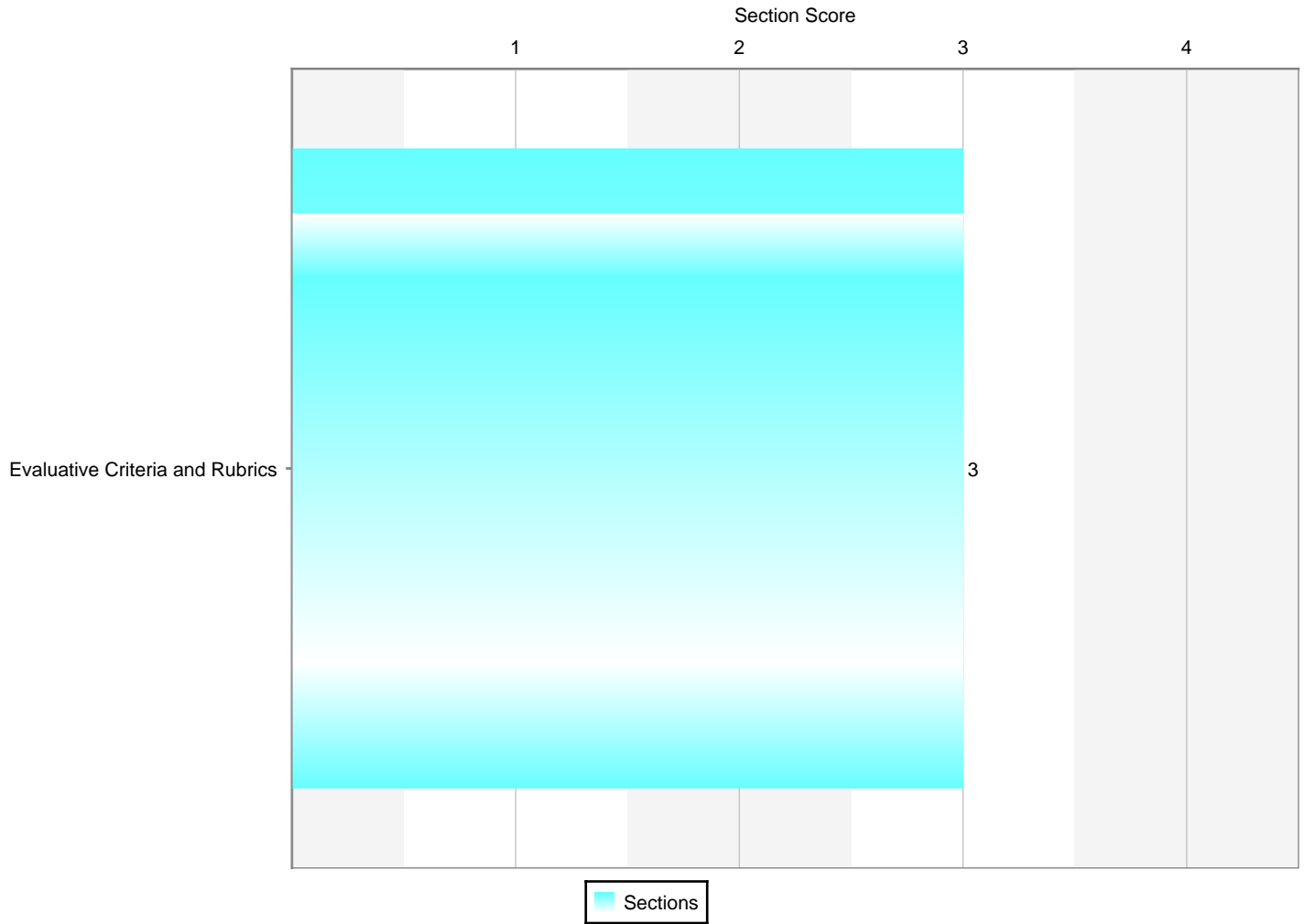
Addressing student leadership and student-led achievement is a need.

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

Perceptions of how students treat others could be improved.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	71.16

Provide the number of classroom teachers.

71.12

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3908230.0

Total

3,908,230.00

Administrator Units

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

Provide the number of administrators.

3.50

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	105722.0

Total

105,722.00

Assistant Principal

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

Provide the number of Assistant Principals.

2.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	189835.0

Total

189,835.00

Counselor

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

Provide the number of Counselors.

3.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	175638.0

Total

175,638.00

Librarian

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

Provide the number of Librarians.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	124715.0

Total

124,715.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.00

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total

0.00

Technology

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	23898.0

Total

23,898.00

Professional Development

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	7169.0

Total

7,169.00

EL Teachers

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

Provide the number of EL Teachers.

0.00

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

Total

0.00

Instructional Supplies

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	42703.0

Total

42,703.00

Library Enhancement

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	7658.0

Total

7,658.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	2500.0

Provide a brief explanation and breakdown of expenses.

Beautification of grounds and school building improvements