# ACIP

# Central High School

## Phenix City 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?**

Central High School (CHS) is a suburban, comprehensive high school and career/technical center located in Phenix City, Alabama. According to the most recent published census from 2010, the city of Phenix City has the following demographic data:
Total Population- 32,822 (26.3% under the age of 18) White- 48.7%, Black or African American- 46.6%, Asian- 0.7%, American Indian and Alaska Native- 0.3%, Native Hawaiian and Other Pacific Islander- 0.2%, Some Other Race- 1.4%, and Population Reporting Two or More Races- 2.2%. The unemployment rate is approximately 8.6%, with a mean annual income of $34,599.00, and 23.3% of citizens below the poverty level.

Phenix City has two counties within its limits, Lee and Russell. Central High School is the only high school servicing students in grades 10-12 within Phenix City Schools. Over ten percent of the student body consist of military dependents due to the proximity of Fort Benning, GA. This provides unique challenges in transient students who come from a variety of previous educational experiences from around the world. Those students also provide unique experiences to the rest of the student body due to their vast travels.

Current enrollment at CHS is approximately 1,290 students in grades 10 through 12. The student population is sixty-seven percent black, twenty-seven percent white, three percent Hispanic and three percent other. Sixty-five percent of CHS students receive free or reduced-price lunches and eight percent are identified as special needs. Central High School has a faculty of seventy-five full-time teachers with an average of nine years of experience. Ninety-nine percent of the teaching staff meet or exceed the state and federal definitions of highly qualified. About fifty percent of faculty members hold advanced degrees.

The following major changes have been experienced by CHS:
Central High School is operating in its fifth year with a seven period day of fifty minutes, which was changed from a block schedule for the 2011- 2012 school year. To graduate, CHS students must now earn twenty-four credits. This number was a decrease from twenty-six in 2012-2013 and twenty-seven in 2011-2012. The reason for the decrease in the number of credits to graduate is due to the transition from block to periods, which does not allow for as many electives. All students must complete: Health, Career Preparedness, LIFE (PE), four math courses, including Algebra I, Geometry, and Algebra II or Algebra with Finance; four science courses, including Biology and a Physical Science; World History, US History A and B, Government and Economics; and four English courses. The class of 2016 must complete Algebra II or its equivalent in order to graduate. For the 2015-2016 school year we have included an additional advanced math class, Algebra with Finance, to meet the Algebra II or equivalent requirement.  Additionally, the class of 2016-2017 must meet the requirement of three fine art elective courses, or three foreign language elective courses, or three career technical courses, or any combination of the three adding up to the three additional electives.  The students are encouraged to take three in the same area of concentration for depth of understanding. Additionally, we added French I to our foreign language curriculum this year to help with the new state requirements for graduation.  A critical part of our high school program is for students to receive an industry certification through one of our career technical programs, so we have increased rigor and emphasis in the CTE programs.  The 2016-2017 school year is the implementation year for the high schools one to one initiative where each student was afforded the opportunity to check out a Chrome book.  Ninety-five percent of the students opted to receive this type of device.  Professional development was held over the summer for teachers to understand how to implement instruction utilizing Google classroom and other Google applications specifically for educational purposes.  All textbooks are on-line and all standardized testing will be done on-line this school year for the ACT, Aspire and Work Keys.  The Aspire test began in 2015-2016 school year for all tenth

graders to measure/predict the potential score on the ACT.  All eleventh graders began taking the ACT during the 2012-2013 school year with last year's juniors increase their average composite score one point.  All seniors take the Work Keys in the Spring of their senior year.

During the 2014-2015 school year, the Social Science department began transitioning to the Alabama College and Career Readiness Standards and completed that transition this past school year.  All other departments have completed their transition to the Alabama College and Career Readiness Standards. PLAN 2020, Alabama's accountability model, is was implemented with the 2013-2014 ninth grade cohort, which allows for more flexibility in students substituting career technical courses for college preparatory courses, and vice versa. Additionally, it allows students who wish to have a fine art or foreign language concentration to substitute those in lieu of other required electives. The goal is to better prepare the individual student for college or an immediate career and allows students to focus in areas of their interest. For the 2014-2015 school year, Central High School went to full inclusion with all of its special education students placing collaborative teachers in core classes to assist with special education students that were no longer in life skills courses. Additionally, we added a social skills elective course for some special education students in collaborative classes that need additional help. For the 2016-2017 school year, the special education department is a hybrid of collaborative classes and some essential pathways courses being taught by special education teachers who are high qualified in their content area.  The start time for school was changed from 8:00 a.m. to 9:00 a.m. in an effort to reduce student check-ins, reduce absences, and improve academic performance.

# 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.**

PHILOSOPHY In an effort to ensure continuity of the our school district's ultimate ultimate goals to produce college and career ready graduates, Central High School has adopted the Phenix City Schools mission and vision statement as stated below:

Phenix City Public Schools Mission and Vision Mission:
Phenix City Schools, in partnership with family and community, will develop responsible and productive citizens who are prepared for the challenges of the future. Vision: Pursuing excellence on behalf of every student in every school. Beliefs: Learning Environment - The learning environment should be clean, safe, well-maintained, nurturing, stimulating, challenging and conducive to teaching, working, and learning. Personnel: All district personnel will be competent, dedicated, highly motivated and will be provided with adequate resources and professional development necessary to meet both student and individual professional needs. Academic Success - Academic success for each student is the result of a rigorous curriculum, access to technology, prepared and dedicated staff, involved families and engaged students. High Expectations High expectations are held for all students and staff. Responsibility for learning is a shared partnership among schools, students, families and the community. Respect of self and others by staff and students is vital to the learning environment as well as through life. Character and Integrity Character, integrity, and service to others are an integral part of the general curriculum. Student diversity and uniqueness will be valued in order to best meet individual needs. Student Empowerment - Every student will graduate and be prepared to enter the work force or pursue further education, always striving for continuous knowledge and improvement.

Goals:
Phenix City Schools will raise the academic level of all students in all subject areas to ensure that they acquire necessary skills that will enable them to be competitive in the ever-changing work force. Phenix City Schools will recruit, employ and retain a highly qualified instructional staff and provide them with relevant and research-based professional development to ensure continuous improvement and facilitate the achievement of the mission and vision of the school district.

CHS embodies its mission and vision by providing a variety of college and/or career preparation opportunities. Career/technical programs and program certifications: Business Management & Administration - Microsoft Office Specialist (Word and/or PowerPoint and/or Excel); Finance - Microsoft Office Specialist (Word and/or PowerPoint and/or Excel); Marketing - Microsoft Office Specialist (Word and/or PowerPoint and/or Excel); Culinary Arts - Serve-Safe Credential, Cosmetology - Barbicide Credential, State of Alabama Cosmetology License; Health Care - Red Cross First Aid/CPR, Certified Nursing Assistant; Carpentry - NCCER Core and Craft Credentials, OSHA 10 Hour Certification; Masonry - NCCER Core and Craft Credentials, OSHA 10 Hour Certification; Auto Tech - NCCER Core and Craft Credentials, OSHA 10 Hour Certification; HVACR - NCCER Core and Craft Credentials, OSHA 10 Hour Certification, EPA Refrigerant Card; Welding - NCCER Core and Craft Credentials, OSHA 10 Hour Certification; Naval JROTC - Completers enlist as E3 in any military branch. 319 credentials were attempted by students in 2015-2016, and 258 credentials were earned (80.88%) with an additional 87 stackable credentials earned.

Chattahoochee Valley Community College has a partnership with CHS, which provides students with opportunities to earn postsecondary credits while in high school. Students may earn postsecondary credits in Advanced Biology (the equivalent of Biology 103 and Biology 104), Pre-Calculus, Calculus, Honors English 11 and 12 (the equivalent of English 101 and English 102), Honors US History A and B, Building Construction 5, Commercial Masonry, Welding 6, Education and Training Internship, Advanced Accounting, NJROTC 4, Health Science

Internship, Advanced Health Seminar, Culinary Arts II, Advanced Spa Techniques, and Auto Technologies B. The core dual enrollment classes are taken on campus with most of the CTE dual classes taken at CVCC.  Many of the CTE dual enrollment courses are taken free of charge due to grant money provided by the ALSDE.

There are a variety of elective courses available for students who wish to focus on furthering their potential through drama, art, foreign languages, music and Gifted. There are several levels of advancement in each of these elective areas. Additionally, Central offers over twenty varsity competition teams in a variety of extracurricular activities and over a dozen academic/social clubs to develop the total student. A chorus program has been established at Central for the 2016-2017 school year.  Additionally, a robotics club has been added to help support the STEM initiative in the Phenix City School System that will compete across the Southeast in robotics competitions.

Students who are interested in accelerating or taking additional coursework have the ability to do so through Access and Credit Advancement. Both of these options are offered during school, after school and during the summer. Access is a distance learning program that allows students to take courses that may not be offered at Central through web based instruction. Credit Advancement is software based instruction that allows students to work ahead after school or over the summer in order to free up their schedule during the school year for additional courses or to graduate early.

Phenix City Schools will maintain a clean, safe, and orderly environment that is conducive to teaching, working and learning. Phenix City Schools will meet the challenge of an exploding student population that includes, but is not limited to, adequate classroom space, materials, supplies, technology and resources necessary for 21st century teaching and learning. During the 2016-2017 school year, a four million dollar expansion facility will open to provide additional classroom space and a climate controlled, artificial surfaced 18,000 square foot enclosed facility for ROTC physical training during, band practice, and all other sports during inclement weather.  This facility will also be used in supporting our athletic training students with a state of the art training room to help prevent and rehabilitate student athletes.

# 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.**

Central High School's graduation rate for the 2012-2013 school year was 68%, 2013-2014 school year was 77%, the 2014-2015 school year was 86%, and the 2015-2106 school year is expected to surpass 90%. During the 2016-2017 school year, Central will implement a standards recovery program to help students recover standards not mastered at the end of each nine weeks rather than waiting until the end of the semester or during summer to recover half credit and whole credit courses. The implementation of a graduation coach who works hand in hand with the senior counselor allows for continuous credit monitoring and classroom achievement of those seniors who are behind. Our in-school and after school credit recovery program has proven successful in allowing students to catch up with their cohort if they were behind in credits. Additionally, we have a certified administrative athletic director that monitors all student athletes' grades and ACT scores beginning in their sophomore year to ensure that if they have the athletic ability for an athletic scholarship, that they have met all NCAA Clearinghouse requirements to receive such scholarships.

All accountability goals for the 2012-2013 school year were not met, with the proficiency goals for the All, Black and Free/Reduced Lunch subgroups for the class of 2013 not being attained in math and reading. Additionally, Central High School was identified as a Focus school due to the proficiency gap between the special education subgroup and regular education students. Extensive training, schedule modifications and improvements have been made to close the gap that is discussed in our 30-60-90 day plan. At the end of the 2016-2017 school year Central should no longer be a Focus school due to the extensive planning and implementation to address these deficiency areas.

With the change from the AHSGE accountability requirements to PLAN 2020 and the implementation of the new Alabama College and Career Readiness Standards (CCRS), CHS plans to shift our main focus from achievement on the AHSGE to continued improvement of the graduation rate, as well as improved lesson planning and instruction utilizing the new CCRS standards, increase proficiency on the ASPIRE, ACT, and Work Keys to ensure that Central High School graduates are college and career ready. The overall composite score for the eleventh graders during the 2014-2015 school year was a 17.3 and the eleventh graders for 2015-2016 improved to an overall average composite score of 18.2. All subcategories for all subgroups made significant improvements. The goal for next year is to surpass the state average for overall average composite score, which we cut the gap in half this past year. Additionally, the ASPIRE test results will be a point of focus for the upcoming school year. Finally, a concerted effort is in place to ensure students meet at least one of the indicators in the College and Career Readiness indicators, either through industry credentialing, military enlistment, dual enrollment credit, benchmark on a component of the ACT, achieving appropriate status on Work Keys, or benchmark on an AP exam. Finally, during the 2015-2016 school year, Central met the requirement for achieving its local indicator and will strive to do so for the 2016-2017 school year in the area of STEM.

# Additional Information

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

The senior class of 2013 was the last class in which graduating seniors must have passed the Alabama High School Graduation Exam (AHSGE) in order to earn an Alabama High School Diploma. The senior class of 2014 will all receive the Alabama High School Diploma if they meet the credits required and coursework required. Central will offer varying diploma endorsements based upon the students desire to pursue those endorsements. The AHSGE was phased out due to the new accountability plan for Alabama, PLAN 2020. The new assessments currently being implemented for all Alabama high school students are: ASPIRE (10th grade), ACT (11th grade), and Work Keys (12th grade).

The state of Alabama has adopted the Common Core State Standards and added other state-specific objectives to create the College and Career Readiness Standards (CCRS). Central High School has fully implemented these standards in all areas.
In order to better prepare last year's junior class for school wide ACT administration we administered a school wide ACT practice test to the junior class through all core classes. Additionally, we implemented a one hour a week ACT preparatory session per week through their core classes. In addition to content preparation, students were exposed to the nuances of the ACT in order for them to achieve maximum success. Also, we had an ACT question of the day during the fifth period advisory period each day for all students in order to prepare the entire student body for the ACT. Finally, we provided an ACT practice website for students to work on their own in preparing for the ACT. All of the above will again be instituted for the 2016-2017 school year.

Beginning with the class of 2013, all graduates of Central High School must have completed fifty-five hours of community service during their high school career in order to receive any type of diploma. We are one of the few high schools in the state that has this as an additional local requirement. The Phenix City Board of Education and Central High School administration felt it was imperative that students understand the importance of giving back to their community.

Student Accomplishments:
Two HOSA students attended the National Leadership Conference in Nashville, Tennessee in June (the students had to place at state to qualify); One student placed 2nd in Healthcare Administration at the April 2016 FBLA State Competition; One student placed 1st in Economics at the April 2016 FBLA State Competition; Three students placed 1st in Introduction to Business Presentation at the April 2016 FBLA State Competition; Envirobowl Team came in 3rd in the state competition; Envirothon Team came in 3rd in the state competition; Enriothon Team came in 1st in Quatics, Soils, and Forestry in the state competition; The 75 members of Interact volunteered a collective 622.5 hours; In JROTC, a cadet received the full $180,000 Navy ROTC Scholarship to attend Tuskegee University; Top 20 finish in state CyberPatriot competition; State qualifiers for Future Problem Solving and Alabama History Day; International qualifiers for Future Problem Solving; State evaluators for Future Problem Solving; Students placed 3rd in a math tournament in the geometry category; One student won the Columbus Ledger Enquirer's Page One Scholarship in the area of Career Tech; One student placed 1st in the district Farm City contest; and a grand total of $13, 270,930 in scholarship money was awarded to the senior class.

# 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.**

A Continuous Improvement (CI) Leadership team was developed within the first month of school, initially consisting of teachers and all administrators. Teachers were assigned to this committee based on subject area, availability and other areas of responsibility. They were informed at the first faculty meeting held on August 1, 2016 during the faculty handbook review of committee responsibilities. The remaining committee members consist of one parent volunteer, obtained at our first Parent-Teacher Organization meeting on September 13, 2016, and the student council presidents at each grade level, determined after the election results were reported on September 9 , 2016. Each of these members were contacted in person by the committee chair and informed of the committee's purpose and the next meeting on September 15, 2016. All meetings are planned based on need and well in advance to allow for maximum participation of all members.

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

The faculty committee members held the first meeting on September 15, 2016. At this time the purpose of the committee was explained, data collection assignments were assigned, and the next meeting data and time was scheduled. Data was obtained from the 2015-2016 school year including the CIP summary and walk-through observation data, Stakeholder Surveys (completed by parents, faculty and students), and Information Now (INow), as well as all testing data, including: ACT, ASPIRE, and WorkKeys. The current year master schedule of classes with a faculty roster identifying certified teachers and the Career Technical Program Plan were also obtained. The committee conducted a data analysis to determine areas of strengths and weakness, as well as decide improvement goals, strategies and action steps for the Continuous Improvement Plan. It was decided that we would continue to pursue our current improvement goals and strategies as our strengths and weaknesses remained the same. Together, the CI Leadership Team will also guide and review implementation and evaluation of the CIP throughout the school year on dates determined to have the least amount of conflict according to the school's master calendar. All meetings and observations held will be documented with sign-in sheets, as well as agendas, to determine participation, meeting goals and outcomes.

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

The initial Continuous Improvement Plan will be emailed to the entire faculty via our distribution list for a chance for it to be reviewed by everyone. Questions, concerns or input from any faculty member not on the CIP committee can be relayed to their department chairperson or School Leadership Team (SLT) representative at any time. Each department and the SLT hold monthly meetings to discuss any information passed along and discuss any changes or plans of action recommended. Each administrator serves as a member of the SLT and can retrieve any information pertinent to the CIP team to bring to the next monthly team meeting. The CIP will also be emailed via our class distribution lists.

All parents and students are notified of the CIP and its accessibility, as well as opportunities to get involved, through the Parental

Involvement Plan that they are provided in their student's registration packet. The school's Parental Involvement Plan, CIP and opportunities for parent and student involvement with either are also available at P.T.O. meetings and any other parental involvement activities. A copy of the initial CIP and the school's Parental Involvement Plan, as well as any subsequent changes, are also sent out via email to all stakeholders that have provided an email address. A parent/student resource area was also established to aid parents and/or students in obtaining information regarding: CHS, scholarships and various colleges, parent and/or student-related issues, etc. Students also receive a brief explanation of the plan.  The most current version of the Continuous Improvement and Parental Involvement Plans for CHS are also made available on the school's website, at the Parent Information Station, as well as in each counselor's and administrator's office for anyone to review. See parental involvement plan for updates.

# Student Performance Diagnostic

# Introduction

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

# Student Performance Data

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

# Evaluative Criteria and Rubrics

Overall Rating: 2.75

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 indifferently analyzed and presented with little 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 below what would otherwise be expected. | Level 2 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps. | Level 1 |

# Areas of Notable Achievement

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

ACT:  The ACT was required of all graduating students in the class of 2016.  Each subtest, with the exception of English, increased by at least a tenth of a point.  The composite score increase by a tenth of a point, with the following percentages meeting college readiness benchmarks:  English-36% Algebra-13% Social Science-19% Biology-11% All four-6%.

ASPIRE:  The 2015-2016 school year was the first time the ASPIRE test was administered to the 10th grade class.  Based on the scores in reading and mathematics, the following percentages were obtained:  9% were proficient in mathematics, 5% were exceeding in mathematics, 19% were proficient in reading, and 4% were exceeding in reading.

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

ACT:  For the junior class of 2016, the district average scores increase was greater than the state average scores increase when comparing each sub-test, as well as the composite score.

ASPIRE:  Because this is the first year the ASPIRE was administered, no positive trend performance exists for the 2015-2016 year.

**Which area(s) indicate the overall highest performance?**

ACT:  The ACT reading sub-test illustrated the overall highest level of performance for CHS students for the 2015-2016 school year.  The reading subset has remained the overall highest level of performance compared to all other subsets for the last five years.

ASPIRE:  Even though preliminary data is not available, based on the scores received for the 2015-2016 year, the overall highest performance was in the area of reading.

ACT WorkKeys: 227 of 391 (58%) CHS students benchmarked by CCR standards on the 2016 WorkKeys assessment at CHS.

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

ACT:  2015 was the first year that Central High School juniors were required to take the ACT test.  CHS Juniors in 2016 scored higher than the previous Junior class in subgroups of Math and Reading.

ACT:  The average composite score for Black/African American increased from 16.1 in 2014-2015 to 16.3 in 2015-2016.  The average composite score for White increased from 18.5 in 2014-2015 to 20.4 in 2015-2016.  The average composite score for Native Hawaiian/Other Pacific Islander increased from 15.0 in 2014-2015 to 17.0 in 2015-2016.  The composite for two or more races increased from 17.1 in 2014-

2015 to 17.7 in 2015-2016

**Between which subgroups is the achievement gap closing?**

Male (17.6) and Female (17.7) average composite test scores for ACT are within one-tenth of a point of one another- no gap illustrated.

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

29 % of Central High School graduates in 2013 that have gone on to higher education in the state of Alabama were reported to have required remedial coursework in the area of mathematics. 5% of Central High School graduates in 2013 that have gone on to higher education in the state of Alabama were reported to have required remedial coursework in the area of English. 33% of Central High School graduates in 2013 that have gone on to higher education in the state of Alabama were reported to have required remedial coursework in both areas of English and mathematics.

Each of these statistics is consistent with the findings that CHS average scores have failed to meet college readiness benchmark goals as measured by the ACT.

# Areas in Need of Improvement

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

ACT: All ACT average proficiency scores for each sub-test were below the minimum proficiency benchmark.

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

ACT:  When comparing the 2015 junior class ACT assessment to the 2016 junior class ACT assessment, the average proficiency score for English declined.

**Which area(s) indicate the overall lowest performance?**

ACT:  The ACT math sub-test illustrated the overall lowest level of performance for CHS students for the 2015-2016 school year.

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

All Race/ethnicity subgroups scored below the white subgroup for each sub-test of the 2015-2016 ACT.
The Black/African American subgroup scored below the Hispanic/Latino subgroup for each sub-test of the 2015-2016 ACT.

**Between which subgroups is the achievement gap becoming greater?**

Comparing the average composite scores between the subgroups in 2014-2015 and 2015-2016, there is a gap between the performance of the White and Black/African American subgroups.  For the White subgroup, the average composite score was 19.2 in 2014-2015 and 20.4 in 2015-2016.  For the Black/African American subgroup, the average composite score was 16.6 in 2014-2015 and 16.3 in 2015-2016.

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

29 % of Central High School graduates in 2013 that have gone on to higher education in the state of Alabama were reported to have required remedial coursework in the area of mathematics.
5% of Central High School graduates in 2013 that have gone on to higher education in the state of Alabama were reported to have required remedial coursework in the area of English.
33% of Central High School graduates in 2013 that have gone on to higher education in the state of Alabama were reported to have required remedial coursework in both areas of English and mathematics.

Each of these statistics is consistent with the findings that CHS average scores have failed to meet college readiness benchmark goals as measured by the ACT.

# Report Summary

## Scores By Section

Section Score

|   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics — 2.75
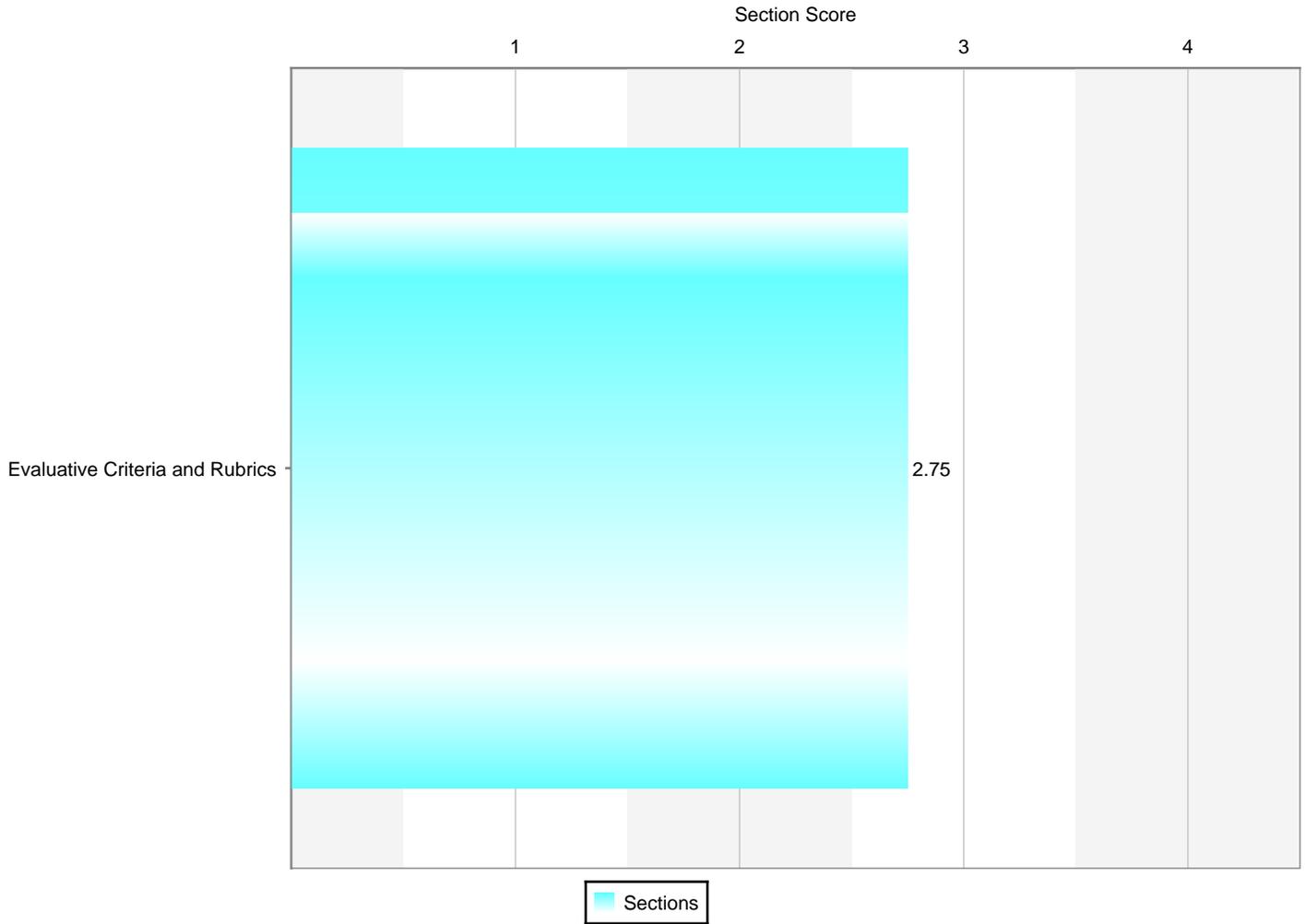
Sections

# 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, ELL, 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 | | CIP Committee Signatures |

| 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 | | Administrator Signatures |

| 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 | Mr. Joe Blevins Director of Student Services, Personnel, and Operations 1212 9th Avenue Phenix City, AL 36868 (334)298-0534 | Title IX Assurance |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 4. | The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically. | Yes | | Stakeholder Involvement Plan |

| 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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students. | No | Non-Title I school. We do not complete these requirements. | |

# 2016-2017 Plan for ACIP

# Overview

**Plan Name**

2016-2017 Plan for ACIP

**Plan Description**

# Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | CHS sophomores, juniors and seniors will illustrate college and/or career readiness based on various ACT benchmarks and measurements. | Objectives: 6<br>Strategies: 4<br>Activities: 7 | Academic | $0 |
| 2 | Members of the 2017 graduating class will graduate with their appropriate cohort year. | Objectives: 1<br>Strategies: 3<br>Activities: 3 | Organizational | $0 |
| 3 | Central High School will exhibit a school culture which is representative of our primary mission to produce responsible, competent citizens who possess self-worth and dignity. | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Organizational | $0 |
| 4 | All certified staff will improve upon instruction using research-based strategies in order to decrease achievement gaps between Special Education students and all other sub groups. | Objectives: 4<br>Strategies: 7<br>Activities: 13 | Organizational | $24000 |
| 5 | EL students will become proficient in reading and math by meeting requirements for the EL subgroup. | Objectives: 2<br>Strategies: 2<br>Activities: 2 | Academic | $0 |
| 6 | Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $0 |
| 7 | Implement an i3 Initiative at the school level to prepare students for 21st century college and career expectations | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $110000 |
| 8 | Careers in Technology | Objectives: 1<br>Strategies: 1<br>Activities: 3 | Organizational | $250 |

# Goal 1: CHS sophomores, juniors and seniors will illustrate college and/or career readiness based on various ACT benchmarks and measurements.

**Measurable Objective 1:**

50% of Tenth and Eleventh grade students will demonstrate a proficiency in English college and career readiness when compared to benchmark scores to be established by the Alabama State Department of Education in English Language Arts by 05/25/2017 as measured by the ASPIRE, and ACT plus Writing tests.

**(shared) Strategy 1:**

Lesson Planning - By implementing a lesson plan format that guides teachers in the strategic planning process to develop lesson plans utilizing explicit instruction

Category:

Research Cited: Alabama Reading Initiative's "Best Practices in Adolescent Literacy" 2007

| Activity - Common Lesson Plan Template | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be provided with a common lesson plan template that includes the essential elements of a strategic lesson and be provided training on its creation and implementation. | Professional Learning | 05/15/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration with support from district instructional coaches |

| Activity - ACT Preparation Core Lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers of designated courses will develop one lesson per week for ACT preparation during the second semester as follows:<br>1. All Science classes- Science subtest preparation<br>2. English 11 classes- English and Writing subtests preparation<br>3. All math courses progressing beyond Algebra I- Mathematics subtest preparation<br>4. All Social Studies courses- Reading subtest preparation | Academic Support Program | 01/09/2017 | 04/13/2017 | $0 | No Funding Required | All teachers of designated courses |

**(shared) Strategy 2:**

Student Engagement - Teachers will include student engaging activities in their daily lessons to enhance learning as required by the school-wide Professional Learning Plan goal for Educate Alabame indicator 2.6- Designs coherent lessons that integrate a variety of appropriate and effective instructional strategie:

I will develop detailed lesson plans that incorporate student engagement strategies to enhance my instructional methods. These lesson plans will be created using the school-wide template, ensuring that there are well-thought out activities, which address specific daily learning goals and outcomes. Lesson plans will be made readily available for review by administrators and will be regularly examined.

Category:

Research Cited: Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E.

Pollock, 2001, Alexandria, VA: ASCD.

| Activity - Active Student Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be provided with training and planning opportunities for heightened student engagement strategies to utilize in their lesson plans and daily instruction. | Professional Learning | 08/03/2015 | 05/25/2017 | $0 | No Funding Required | CHS Administration |

| Activity - ACT Question of the Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| 1. Beginning the first week of March, 2017, an ACT question of the day will be posted on the school's website and shown on the TVs in the cafeteria before school and during lunch.<br>2. Students will submit answers to a designated area in the main office.<br>3. Students with correct answers submitted by the closing of school each day will win a prize.<br>4.     Incorrect answers will be given back to the students if time permits to allow for an extra try. | Academic Support Program | 02/27/2017 | 04/13/2017 | $0 | No Funding Required | Core Department Chairpersons CIP Team |

| Activity - ACT Motivational Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| ACT Easter Egg Hunt- Sponsored by Student Council:<br>Easter eggs with ACT questions will be randomly placed around the school for two weeks prior to the exam. Students submitting correct answers will win a prize.<br>ACT Test Site Drawings:<br>1. Disqualified if teacher submitted student for lack of effort<br>2. One student from each test site will win a pass to eat at The Brick - These students will be allowed to bring one friend with them.<br>3. 5 students will win a paid lunch at the Brick- These students will also be allowed to bring one friend with them, but only their lunch is paid for.<br>Senior Party:<br>If the junior class meets or exceeds the state average and/or improvement rate, they will be awarded a Fall party. | Academic Support Program | 04/03/2017 | 05/25/2017 | $0 | No Funding Required | Student Council and Continuous Improvement Team |

**(shared) Strategy 3:**

Equitable and Effective Student Assessment Strategies - Teachers will utilize questioning techniques to ensure all students in the classroom have the opportunity to be engaged in checks for understanding throughout daily lessons. Teachers will also identify and remove classroom barriers to effective instruction and informal assessments.

Category:

Research Cited: Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E.

Pollock, 2001, Alexandria, VA: ASCD; A Resource for Equitable Classroom Practices Equity produced  by the  Initiatives Unit, Office of Human Resources and

Development, Montgomery County Public Schools, Maryland. 2010.

| Activity - Tools for Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Tools for Teaching training provided for all CHS teachers, with an emphasis on student engagement, walking loops and equitable students questioning and informal assessment techniques | Professional Learning | 08/07/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration and PCBOE Instructional Coaches |

**(shared) Strategy 4:**

College and Career Readiness Standards Implementation - Teachers will implement the new College and Career Readiness Standards (CCRS) for Mathematics, English Language Arts, and Social Studies, including the reading and writing standards for all content areas. These standards include the Common Core State Standards, which address student attributes of college and career readiness.

Category:

Research Cited: Westover, Jay and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovatED. March 2011.

| Activity - CCRS Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers receive training at various times in order to gain a deeper understanding of CCRS and to be able to implement these standards in their daily lesson plans when appropriate. | Professional Learning | 10/15/2012 | 05/25/2017 | $0 | No Funding Required | CCRS Leadership Team and selected CCRS Implementation Team Members |

**Measurable Objective 2:**

30% of Tenth and Eleventh grade students will demonstrate a proficiency in reading college and career readiness when compared to benchmark scores to be established by the Alabama State Department of Education in Reading by 05/25/2017 as measured by the ASPIRE and ACT plus Writing tests.

**(shared) Strategy 1:**

Lesson Planning - By implementing a lesson plan format that guides teachers in the strategic planning process to develop lesson plans utilizing explicit instruction

Category:

Research Cited: Alabama Reading Initiative's "Best Practices in Adolescent Literacy" 2007

| Activity - Common Lesson Plan Template | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be provided with a common lesson plan template that includes the essential elements of a strategic lesson and be provided training on its creation and implementation. | Professional Learning | 05/15/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration with support from district instructional coaches |

| Activity - ACT Preparation Core Lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers of designated courses will develop one lesson per week for ACT preparation during the second semester as follows:<br>1. All Science classes- Science subtest preparation<br>2. English 11 classes- English and Writing subtests preparation<br>3. All math courses progressing beyond Algebra I- Mathematics subtest preparation<br>4. All Social Studies courses- Reading subtest preparation | Academic Support Program | 01/09/2017 | 04/13/2017 | $0 | No Funding Required | All teachers of designated courses |

**(shared) Strategy 2:**

Student Engagement  - Teachers will include student engaging activities in their daily lessons to enhance learning as required by the school-wide Professional Learning Plan goal for Educate Alabame indicator 2.6- Designs coherent lessons that integrate a variety of appropriate and effective instructional strategie:

I will develop detailed lesson plans that incorporate student engagement strategies to enhance my instructional methods. These lesson plans will be created using the school-wide template, ensuring that there are well-thought out activities, which address specific daily learning goals and outcomes. Lesson plans will be made readily available for review by administrators and will be regularly examined.

Category:

Research Cited: Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E.

Pollock, 2001, Alexandria, VA: ASCD.

| Activity - Active Student Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be provided with training and planning opportunities for heightened student engagement strategies to utilize in their lesson plans and daily instruction. | Professional Learning | 08/03/2015 | 05/25/2017 | $0 | No Funding Required | CHS Administration |

| Activity - ACT Question of the Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| 1. Beginning the first week of March, 2017, an ACT question of the day will be posted on the school's website and shown on the TVs in the cafeteria before school and during lunch.<br>2. Students will submit answers to a designated area in the main office.<br>3. Students with correct answers submitted by the closing of school each day will win a prize.<br>4.　Incorrect answers will be given back to the students if time permits to allow for an extra try. | Academic Support Program | 02/27/2017 | 04/13/2017 | $0 | No Funding Required | Core Department Chairpersons CIP Team |

| Activity - ACT Motivational Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| ACT Easter Egg Hunt- Sponsored by Student Council:<br>Easter eggs with ACT questions will be randomly placed around the school for two weeks prior to the exam. Students submitting correct answers will win a prize.<br>ACT Test Site Drawings:<br>1. Disqualified if teacher submitted student for lack of effort<br>2. One student from each test site will win a pass to eat at The Brick - These students will be allowed to bring one friend with them.<br>3. 5 students will win a paid lunch at the Brick- These students will also be allowed to bring one friend with them, but only their lunch is paid for.<br>Senior Party:<br>If the junior class meets or exceeds the state average and/or improvement rate, they will be awarded a Fall party. | Academic Support Program | 04/03/2017 | 05/25/2017 | $0 | No Funding Required | Student Council and Continuous Improvement Team |

**(shared) Strategy 3:**

Equitable and Effective Student Assessment Strategies - Teachers will utilize questioning techniques to ensure all students in the classroom have the opportunity to be engaged in checks for understanding throughout daily lessons. Teachers will also identify and remove classroom barriers to effective instruction and informal assessments.

Category:

Research Cited: Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E.

Pollock, 2001, Alexandria, VA: ASCD; A Resource for Equitable Classroom Practices Equity produced by the Initiatives Unit, Office of Human Resources and Development, Montgomery County Public Schools, Maryland. 2010.

| Activity - Tools for Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Tools for Teaching training provided for all CHS teachers, with an emphasis on student engagement, walking loops and equitable students questioning and informal assessment techniques | Professional Learning | 08/07/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration and PCBOE Instructional Coaches |

**(shared) Strategy 4:**

College and Career Readiness Standards Implementation - Teachers will implement the new College and Career Readiness Standards (CCRS) for Mathematics, English Language Arts, and Social Studies, including the reading and writing standards for all content areas. These standards include the Common Core State Standards, which address student attributes of college and career readiness.

Category:

Research Cited: Westover, Jay and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovatED. March 2011.

| Activity - CCRS Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Teachers receive training at various times in order to gain a deeper understanding of CCRS and to be able to implement these standards in their daily lesson plans when appropriate. | Professional Learning | 10/15/2012 | 05/25/2017 | $0 | No Funding Required | CCRS Leadership Team and selected CCRS Implementation Team Members |

**Measurable Objective 3:**

25% of Tenth and Eleventh grade students  will demonstrate a proficiency  in math college and career readiness when compared to benchmark scores to be established by the Alabama State Department of Education in Mathematics by 05/25/2017 as measured by the ASPIRE and ACT plus Writing tests.

**(shared) Strategy 1:**

Lesson Planning  - By implementing a lesson plan format that guides teachers in the strategic planning process to develop lesson plans utilizing explicit instruction

Category:

Research Cited: Alabama Reading Initiative's "Best Practices in Adolescent Literacy" 2007

| Activity - Common Lesson Plan Template | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be provided with a common lesson plan template that includes the essential elements of a strategic lesson and be provided training on its creation and implementation. | Professional Learning | 05/15/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration with support from district instructional coaches |

| Activity - ACT Preparation Core Lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers of designated courses will develop one lesson per week for ACT preparation during the second semester as follows:<br>1. All Science classes- Science subtest preparation<br>2. English 11 classes- English and Writing subtests preparation<br>3. All math courses progressing beyond Algebra I- Mathematics subtest preparation<br>4. All Social Studies courses- Reading subtest preparation | Academic Support Program | 01/09/2017 | 04/13/2017 | $0 | No Funding Required | All teachers of designated courses |

**(shared) Strategy 2:**

Student Engagement  - Teachers will include student engaging activities in their daily lessons to enhance learning as required by the school-wide Professional Learning Plan goal for Educate Alabame indicator 2.6- Designs coherent lessons that integrate a variety of appropriate and effective instructional strategie:

I will develop detailed lesson plans that incorporate student engagement strategies to enhance my instructional methods. These lesson plans will be created using the school-wide template, ensuring that there are well-thought out activities, which address specific daily learning goals and outcomes. Lesson plans will be made readily available for review by administrators and will be regularly examined.

Category:

Research Cited: Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E.

Pollock, 2001, Alexandria, VA: ASCD.

| Activity - Active Student Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be provided with training and planning opportunities for heightened student engagement strategies to utilize in their lesson plans and daily instruction. | Professional Learning | 08/03/2015 | 05/25/2017 | $0 | No Funding Required | CHS Administration |

| Activity - ACT Question of the Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| 1. Beginning the first week of March, 2017, an ACT question of the day will be posted on the school's website and shown on the TVs in the cafeteria before school and during lunch.<br>2. Students will submit answers to a designated area in the main office.<br>3. Students with correct answers submitted by the closing of school each day will win a prize.<br>4.    Incorrect answers will be given back to the students if time permits to allow for an extra try. | Academic Support Program | 02/27/2017 | 04/13/2017 | $0 | No Funding Required | Core Department Chairpersons CIP Team |

| Activity - ACT Motivational Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| ACT Easter Egg Hunt- Sponsored by Student Council:<br>Easter eggs with ACT questions will be randomly placed around the school for two weeks prior to the exam. Students submitting correct answers will win a prize.<br>ACT Test Site Drawings:<br>1. Disqualified if teacher submitted student for lack of effort<br>2. One student from each test site will win a pass to eat at The Brick - These students will be allowed to bring one friend with them.<br>3. 5 students will win a paid lunch at the Brick- These students will also be allowed to bring one friend with them, but only their lunch is paid for.<br>Senior Party:<br>If the junior class meets or exceeds the state average and/or improvement rate, they will be awarded a Fall party. | Academic Support Program | 04/03/2017 | 05/25/2017 | $0 | No Funding Required | Student Council and Continuous Improvement Team |

**(shared) Strategy 3:**

Equitable and Effective Student Assessment Strategies - Teachers will utilize questioning techniques to ensure all students in the classroom have the opportunity to be engaged in checks for understanding throughout daily lessons. Teachers will also identify and remove classroom barriers to effective instruction and informal assessments.

Category:

Research Cited: Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E.

Pollock, 2001, Alexandria, VA: ASCD; A Resource for Equitable Classroom Practices Equity produced  by the  Initiatives Unit, Office of Human Resources and

Development, Montgomery County Public Schools, Maryland. 2010.

| Activity - Tools for Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Tools for Teaching training provided for all CHS teachers, with an emphasis on student engagement, walking loops and equitable students questioning and informal assessment techniques | Professional Learning | 08/07/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration and PCBOE Instructional Coaches |

**(shared) Strategy 4:**

College and Career Readiness Standards Implementation - Teachers will implement the new College and Career Readiness Standards (CCRS) for Mathematics, English Language Arts, and Social Studies, including the reading and writing standards for all content areas. These standards include the Common Core State Standards, which address student attributes of college and career readiness.

Category:

Research Cited: Westover, Jay and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovatED. March 2011.

| Activity - CCRS Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers receive training at various times in order to gain a deeper understanding of CCRS and to be able to implement these standards in their daily lesson plans when appropriate. | Professional Learning | 10/15/2012 | 05/25/2017 | $0 | No Funding Required | CCRS Leadership Team and selected CCRS Implementation Team Members |

**Measurable Objective 4:**

25% of Tenth and Eleventh grade students will demonstrate a proficiency in science college and career readiness when compared to benchmark scores to be established by the Alabama State Department of Education in Science by 05/25/2017 as measured by the ASPIRE and ACT plus Writing tests.

**(shared) Strategy 1:**

Lesson Planning - By implementing a lesson plan format that guides teachers in the strategic planning process to develop lesson plans utilizing explicit instruction

Category:

Research Cited: Alabama Reading Initiative's "Best Practices in Adolescent Literacy" 2007

| Activity - Common Lesson Plan Template | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers will be provided with a common lesson plan template that includes the essential elements of a strategic lesson and be provided training on its creation and implementation. | Professional Learning | 05/15/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration with support from district instructional coaches |

| Activity - ACT Preparation Core Lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers of designated courses will develop one lesson per week for ACT preparation during the second semester as follows:<br>1. All Science classes- Science subtest preparation<br>2. English 11 classes- English and Writing subtests preparation<br>3. All math courses progressing beyond Algebra I- Mathematics subtest preparation<br>4. All Social Studies courses- Reading subtest preparation | Academic Support Program | 01/09/2017 | 04/13/2017 | $0 | No Funding Required | All teachers of designated courses |

**(shared) Strategy 2:**

Student Engagement  - Teachers will include student engaging activities in their daily lessons to enhance learning as required by the school-wide Professional Learning Plan goal for Educate Alabame indicator 2.6- Designs coherent lessons that integrate a variety of appropriate and effective instructional strategie:

I will develop detailed lesson plans that incorporate student engagement strategies to enhance my instructional methods. These lesson plans will be created using the school-wide template, ensuring that there are well-thought out activities, which address specific daily learning goals and outcomes. Lesson plans will be made readily available for review by administrators and will be regularly examined.

Category:

Research Cited: Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001, Alexandria, VA: ASCD.

| Activity - Active Student Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be provided with training and planning opportunities for heightened student engagement strategies to utilize in their lesson plans and daily instruction. | Professional Learning | 08/03/2015 | 05/25/2017 | $0 | No Funding Required | CHS Administration |

| Activity - ACT Question of the Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| 1. Beginning the first week of March, 2017, an ACT question of the day will be posted on the school's website and shown on the TVs in the cafeteria before school and during lunch.<br>2. Students will submit answers to a designated area in the main office.<br>3. Students with correct answers submitted by the closing of school each day will win a prize.<br>4.    Incorrect answers will be given back to the students if time permits to allow for an extra try. | Academic Support Program | 02/27/2017 | 04/13/2017 | $0 | No Funding Required | Core Department Chairpersons CIP Team |

| Activity - ACT Motivational Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| ACT Easter Egg Hunt- Sponsored by Student Council: Easter eggs with ACT questions will be randomly placed around the school for two weeks prior to the exam. Students submitting correct answers will win a prize. ACT Test Site Drawings: 1. Disqualified if teacher submitted student for lack of effort 2. One student from each test site will win a pass to eat at The Brick - These students will be allowed to bring one friend with them. 3. 5 students will win a paid lunch at the Brick- These students will also be allowed to bring one friend with them, but only their lunch is paid for. Senior Party: If the junior class meets or exceeds the state average and/or improvement rate, they will be awarded a Fall party. | Academic Support Program | 04/03/2017 | 05/25/2017 | $0 | No Funding Required | Student Council and Continuous Improvement Team |

**(shared) Strategy 3:**

Equitable and Effective Student Assessment Strategies - Teachers will utilize questioning techniques to ensure all students in the classroom have the opportunity to be engaged in checks for understanding throughout daily lessons. Teachers will also identify and remove classroom barriers to effective instruction and informal assessments.

Category:

Research Cited: Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E.

Pollock, 2001, Alexandria, VA: ASCD; A Resource for Equitable Classroom Practices Equity produced by the Initiatives Unit, Office of Human Resources and Development, Montgomery County Public Schools, Maryland. 2010.

| Activity - Tools for Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Tools for Teaching training provided for all CHS teachers, with an emphasis on student engagement, walking loops and equitable students questioning and informal assessment techniques | Professional Learning | 08/07/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration and PCBOE Instructional Coaches |

**(shared) Strategy 4:**

College and Career Readiness Standards Implementation - Teachers will implement the new College and Career Readiness Standards (CCRS) for Mathematics, English Language Arts, and Social Studies, including the reading and writing standards for all content areas. These standards include the Common Core State Standards, which address student attributes of college and career readiness.

Category:

Research Cited: Westover, Jay and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovatED. March 2011.

| Activity - CCRS Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers receive training at various times in order to gain a deeper understanding of CCRS and to be able to implement these standards in their daily lesson plans when appropriate. | Professional Learning | 10/15/2012 | 05/25/2017 | $0 | No Funding Required | CCRS Leadership Team and selected CCRS Implementation Team Members |
|---|---|---|---|---|---|---|

**Measurable Objective 5:**

50% of Eleventh and Twelfth grade students  will demonstrate a proficiency  for modes of composition in Writing by 05/25/2017 as measured by college or career readiness standards proficiency on the ACT Plus Writing and WorkKeys tests .

**(shared) Strategy 1:**

Lesson Planning  - By implementing a lesson plan format that guides teachers in the strategic planning process to develop lesson plans utilizing explicit instruction

Category:

Research Cited: Alabama Reading Initiative's "Best Practices in Adolescent Literacy" 2007

| Activity - Common Lesson Plan Template | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will be provided with a common lesson plan template that includes the essential elements of a strategic lesson and be provided training on its creation and implementation. | Professional Learning | 05/15/2013 | 05/25/2017 | $0 | No Funding Required | CHS Administration with support from district instructional coaches |

| Activity - ACT Preparation Core Lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers of designated courses will develop one lesson per week for ACT preparation during the second semester as follows:<br>1. All Science classes- Science subtest preparation<br>2. English 11 classes- English and Writing subtests preparation<br>3. All math courses progressing beyond Algebra I- Mathematics subtest preparation<br>4. All Social Studies courses- Reading subtest preparation | Academic Support Program | 01/09/2017 | 04/13/2017 | $0 | No Funding Required | All teachers of designated courses |

**(shared) Strategy 2:**

College and Career Readiness Standards Implementation - Teachers will implement the new College and Career Readiness Standards (CCRS) for Mathematics, English Language Arts, and Social Studies, including the reading and writing standards for all content areas. These standards include the Common Core State Standards, which address student attributes of college and career readiness.

Category:

Research Cited: Westover, Jay and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovatED. March 2011.

| Activity - CCRS Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers receive training at various times in order to gain a deeper understanding of CCRS and to be able to implement these standards in their daily lesson plans when appropriate. | Professional Learning | 10/15/2012 | 05/25/2017 | $0 | No Funding Required | CCRS Leadership Team and selected CCRS Implementation Team Members |

**Measurable Objective 6:**

10% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency  in workforce readiness skills in Career & Technical by 05/25/2017 as measured by ACT WorkKeys, career readiness indicator credentialing and/or Career Technical dual enrollment attainment.

**(shared) Strategy 1:**

College and Career Readiness Standards Implementation - Teachers will implement the new College and Career Readiness Standards (CCRS) for Mathematics,

English Language Arts, and Social Studies, including the reading and writing standards for all content areas. These standards include the Common Core State

Standards, which address student attributes of college and career readiness.

Category:

Research Cited: Westover, Jay and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovatED. March 2011.

| Activity - CCRS Implementation Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers receive training at various times in order to gain a deeper understanding of CCRS and to be able to implement these standards in their daily lesson plans when appropriate. | Professional Learning | 10/15/2012 | 05/25/2017 | $0 | No Funding Required | CCRS Leadership Team and selected CCRS Implementation Team Members |

# Goal 2: Members of the 2017 graduating class will graduate with their appropriate cohort year.

**Measurable Objective 1:**

collaborate to increase the graduation rate by 05/25/2017 as measured by the four-year cohort percentage of graduates .

**Strategy 1:**

Credit Recovery Program - Students will complete specified objectives from courses previously failed in the web-based program Edgenuity.

Category:

Research Cited: Edgenuity Efficacy Studies, accessed at http://www.edgenuity.com/Curriculum-Research/Research

| Activity - Red-to-Black Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Seniors missing multiple credits and attending before and after school Edgenuity sessions may be allowed to withdraw from unnecessary elective courses and be placed in a designated computer lab during the instructional day, in order to complete those required credits utilizing Edgenuity. | Academic Support Program | 08/11/2014 | 05/25/2017 | $0 | No Funding Required | Distance Learning Coordinator, Senior Counselor, and designated teachers |

**Strategy 2:**

CHS Tutoring Program  - Students will receive subject area specific tutoring to aid them in mastering the necessary objectives for identified courses.

Category:

Research Cited: Westover, Jay and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovateED. March 2011.

| Activity - CHS Tutoring Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Additional instructional assistance is offered to students who experience difficulty mastering proficiency of required core classes. Information regarding tutoring is sent home to parents via the mass email system, as well as announced during Red Devil TV and lunch announcements to the students. Students may choose to attend on their own or teachers may individually contact parents, extracurricular sponsors or coaches to encourage their attendance due to a lack of performance in the classroom. Teachers utilize test reports and graded assignments from class to help determine which objectives were not mastered and require reteaching. General tutoring sessions for all core subjects are offered from 8:15 - 8:55 AM, Monday-Thursday or by appointment. | Academic Support Program | 08/08/2016 | 05/25/2017 | $0 | No Funding Required | School Tutoring Coordinator |

**Strategy 3:**

Standards Recovery Program - Edgenuity will be utilized to allow students in danger of failing a semester to make up the standard causing him/her to fail.

Category: Develop/Implement Learning Supports

Research Cited: Edgenuity Efficacy Studies, accessed at http://www.edgenuity.com/Curriculum-Research/Research

| Activity - Standards Recovery Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students in danger of failing a semester in a core class will be allowed to make up the standard causing him/her to fail. | Academic Support Program | 08/08/2016 | 05/25/2017 | $0 | No Funding Required | CHS Faculty |

# Goal 3: Central High School will exhibit a school culture which is representative of our primary mission to produce responsible, competent citizens who possess self-worth and dignity.

**Measurable Objective 1:**

collaborate to provide a safe, orderly environment with a professional, caring staff teaching a relevant, challenging curriculum by 05/25/2017 as measured by AdvancEd Stakeholder Surveys.

**Strategy 1:**

School Culture Improvement  - CHS staff will implement strategies to promote and foster a positive, student-centered climate.

Category:

Research Cited: Valentine, Jerry. Collaborative Culture for School Improvement: Significance, Definition, and Measurement. Research Summary Middle Level Leadership Center. June 2006.

| Activity - Improved Stakeholder Communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Added communication modes utilized within the first 30 days and beyond for increased student and parent involvement: - Numerous parent/student meeting and after-school hours visiting opportunities throughout the school year, including: * Conference availability for parents anytime with counselors and within 48 hours notice for teachers * Counselor availability for students before and after school, during lunch and any other time by signing the counselors' log request forms. * Special Education Parent Meeting * One Parent, Teacher Organization Open House meetings * CHS School Tour Day prior to the start of school - School-wide Remind 101 account for each grade level. Text messages sent to parents, students and teachers. - Quarterly counselor newsletters - Monthly principal newsletters - Teacher distribution emails sent when necessary; often used for school-wide announcements - RDTV link on the CHS webpage with access to the RDTV video segments, as well as listed announcements - SchoolCast call out system is used often to provide announcements to all students and parents via telephone, as an added measure for those homes that do not have internet and/or texting capabilities. - Parent and student information stations in the CHS main office. Official Twitter account established to disseminate information to stakeholders who follow @CentralRedDevil. | Community Engagement | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | All CHS staff |

| Activity - CHS Educational Beautification Efforts | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Many improvements being made to the building in order to beautify the campus (ie, remodel existing bathrooms, paint and update media center, etc.) | Other | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | Maintenance Department |

# Goal 4: All certified staff will improve upon instruction using research-based strategies in order to decrease achievement gaps between Special Education students and all other sub groups.

**Measurable Objective 1:**

collaborate to identify focus areas for Special Education students and provide targeted professional development  by 10/01/2015 as measured by meeting/PD session agendas, minutes, attendance documentation and the updated Continuous Improvement Plan  .

**Strategy 1:**

Special Education Focus Team  - Central High School Special Education teachers and administrative leaders will work together as an instructional team for the purpose of reflecting on the desired and current state of research-based instructional strategies being used for special needs students.The team will have a designated member to aide in the updating and implementation of the Continuous Improvement Plan, review students' progress and provide support for professional development.

Category:

Research Cited: Duchnowski, Albert, Kutash, Krista and Oliviera, Brian. A Systematic Examination of School Improvement Activities That Include Special Education. Remedial and Special Education. March 1, 2004.

| Activity - Continuous Improvement Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The Central High School CIP team will modify the CIP to include strategies with a more significant focus on Special Education and EL students. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | The Central High School Continuous Improvement team |

| Activity - Edgenuity MyPath | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The Central High School Special Education Collaborative Team will implement the use of Edgenuity MyPath, a supplemental program offering data-driven differentiated instruction for math and reading. The program is designed to meet students at their learning levels and help them close the gap while they progress to their appropriate grade level. Edgenuity MyPath includes a reading and math placement exam to determine an ILP for each student. The ILPs focus on the skills and concepts each student is ready to learn. Real-time reports from MyPath provide teachers with topics that are challenging to students to help create focus groups. Data from MyPath allows teachers to see when students are ready to move on to the next topic. | Technology, Academic Support Program | 08/10/2015 | 05/25/2016 | $24000 | District Funding | Selected Special Education and collaborative teachers |

**Strategy 2:**

Targeted Professional Development  - Teachers will become familiar with co-teaching in an inclusion setting, effective lesson planning, differentiated instruction, EL and RtI strategies.

Category:

Research Cited:  Barbara Stacy Rieckhoff, Ph.D and Catherine Larsen, Ph.D. The Impact of a Professional Development Network on Leadership Development and School Improvement Goals. School-University Partnerships, v5 n1 p57-73. Spring 2012.

| Activity - DOK Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Training to improve instructional delivery and student achievement on the Aspire and ACT. This training is designed to help staff more effectively recognize the instructional rigor for Reading and Math, plus other subjects. | Academic Support Program | 10/07/2015 | 05/25/2017 | $0 | No Funding Required | Select teachers and administrators |

| Activity - AMSTI Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| These professional development sessions are targeted toward CCRS Implementation with a focus on science.  These meetings will assist teachers in understanding the changes to the Science Course of Study and subsequent implications to instruction in the classroom. | Academic Support Program | 09/24/2015 | 05/25/2017 | $0 | No Funding Required | Select CHS staff and administrators. |

**Strategy 3:**

Continued Targeted Professional Development - Professional development sessions on differentiated instruction targeted to address strategies to more effectively instruct students with special needs, as identified by CHS teachers using Survey Monkey. This training will be provided for all staff in order to help teachers instruct special populations, such as special education students and English learners.

Category:

Research Cited: Barbara Stacy Rieckhoff, Ph.D and Catherine Larsen, Ph.D. The Impact of a Professional Development Network on Leadership Development and School Improvement Goals. School-University Partnerships, v5 n1 p57-73. Spring 2012.

| Activity - Differentiated Instruction/RtI Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional development training on differentiated instruction to all teachers, with a focus on English learner (EL) and Special Education subgroups. | Professional Learning | 09/29/2014 | 05/25/2017 | $0 | No Funding Required | Mrs. Tracey DuBose (Graduation Coach & PST/RtI committee member) |

| Activity - PST/RtI Training and Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Within 60 days of the start of school and beyond, teachers will receive and implement training the identification, referral for RtI, and intervention of at-risk students to intervene before failure of a current class. Data analyzed will include report cards/progress report grades, ASPIRE and ACT assessment data.Identified students will be required to attend assigned tutoring sessions. | Professional Learning | 09/29/2014 | 05/25/2017 | $0 | No Funding Required | CHS Problem Solving/RtI Team and designated intervention teachers |

**(shared) Strategy 4:**

Classroom Observations and Follow-Up - Classroom observations focused on differentiated instruction in regular education classrooms, as well as special education resource and collaborative classes, will provide teachers with constructive feedback to improve instruction and student achievement.

Category:

Research Cited: Ho, Andrew D. ; Kane, Thomas J. The Reliability of Classroom Observations by School Personnel. Research Paper. MET Project. Bill & Melinda Gates Foundation. 36 pp.

| Activity - Special Education Classroom Observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Regular walk-through observations of Special Education resource and collaborative classes with follow-up meetings to address best practices and provide feedback for improvement. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | Mr. Thomas Vickers-Principal Mr. Antonio Griffin and Dr. April Parker-CHS Assistant Principals Mr. David Jones and Dr. Darrell Seldon-PCBOE |

| Activity - Walk-Through Observations and Follow Up | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Regular walk-through observations, involving special education teacher participation, will include a focus on inclusion strategies for special needs students | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | Mr. Thomas Vickers-Principal Mr. Antonio Griffin and Dr. April Parker-CHS Assistant Principals Mr. David Jones and Dr. Darrell Seldon-PCBOE |

**(shared) Strategy 5:**

Data Analysis and Planning Collaboration - Continued collaborative data analysis and improvement planning will foster effective teaching practices and increased

student achievement.

Category:

Research Cited: Good, Jennifer M. ; Kochan, Frances. Creating a Quality Program by Linking Strategic Planning and Assessment through Collaboration. Online Submission, Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (New Orleans, LA, Feb 2008). 14 pp.

| Activity - Continuous Improvement Collaboration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The CHS administrative and CIP teams, along with department chairpersons, will continue analyzing data from ACT assessments, classroom observations, stakeholder surveys, Educate Alabama, or any other pertinent data source, in order to continue fostering and imbedding effective instructional practices through-out the entire school.  These data analyses will also be utilized in the preparation of the CHS Continuous Improvement Plan for the 2016-2017 school year. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | CHS Administrators, Continuous Improvement Team and department chairpersons |

**Measurable Objective 2:**

collaborate to familiarize CHS staff, parents and students within the first 30 days of school with the CIP as well as Special Education services and changes made within the CHS Special Education Department by 10/28/2016 as measured by faculty meeting agendas/minutes, parent letters, sign-in sheets, the Parental Involvement Plan and Continuous Improvement Plan reviews.

**Strategy 1:**

Stakeholder Involvement - CHS staff, parents and students will be afforded opportunities to familiarize themselves with the CHS Continuous Improvement Plan, as well as provide input.

Category:

Research Cited: Good, Jennifer M. ; Kochan, Frances. Creating a Quality Program by Linking Strategic Planning and Assessment through Collaboration. Online Submission, Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (New Orleans, LA, Feb 2008). 14 pp.

| Activity - Continuous Improvement Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Information from the Continuous Improvement Planning Team data analyses will be used to incorporate strategies and action steps based on discussions with the CIP team members. Department chairpersons will be present for discussions and will duplicate them in follow-up department meetings. The district ACIP will be adjusted to incorporate information gathered from the CHS data analysis and planning to include a more significant presence of special education focus. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | Continuous Improvement Planning Team |

| Activity - Special Education Parent Meeting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Within the first 30 days of school, parents will be afforded the opportunity to become familiar with the move from self-contained Special Education core classes to collaborative/inclusion core classes and the four levels of support for CHS Special Education students. They will be afforded opportunities to ask questions and meet with Special Education staff. | Parent Involvement | 08/19/2014 | 05/25/2017 | $0 | No Funding Required | collaborative teachers |

| Activity - Increased Communication Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Added communication modes utilized within the first 30 days and beyond for increased student and parent involvement:<br>- Numerous parent/student meeting and after-school hours visiting opportunities throughout the school year, including:<br>* Conference availability for parents anytime with counselors and within 48 hours notice for teachers<br>* Counselor availability for students before and after school, during lunch and any other time by signing the counselors' log request forms.<br>* Special Education Parent Meeting<br>* Two Parent, Teacher Organization Open House meetings<br>* CHS School Tour Day prior to the start of school<br>- School-wide Remind 101 account for each grade level. Text messages sent to parents, students and teachers.<br>- Quarterly counselor newsletters<br>- Monthly principal newsletters<br>- Teacher distribution emails sent when necessary; often used for school-wide announcements<br>- RDTV link on the CHS webpage with access to the RDTV video segments, as well as listed announcements<br>- SchoolCast call out system is used often to provide announcements to all students and parents via telephone, as an added measure for those homes that do not have internet and/or texting capabilities.<br>- Parent and student information stations in the CHS main office<br>- Official Twitter account established to disseminate information to followers of @CentralRedDevil | Community Engagement | 08/10/2015 | 05/25/2016 | $0 | No Funding Required | All CHS staff CHS Guidance Department and administration |

**Measurable Objective 3:**

collaborate to continue monitoring implementation and modification of differentiated instructional practices, continue data analysis and improvement planning for the current and upcoming school years, and prepare further professional development by 05/25/2017 as measured by classroom observation and walk-through data, data analysis documentation, CIP progress notes, and in-service agendas.

**(shared) Strategy 1:**

Classroom Observations and Follow-Up - Classroom observations focused on differentiated instruction in regular education classrooms, as well as special education

resource and collaborative classes, will provide teachers with constructive feedback to improve instruction and student achievement.

Category:

Research Cited: Ho, Andrew D. ; Kane, Thomas J. The Reliability of Classroom Observations by School Personnel. Research Paper. MET Project. Bill & Melinda Gates Foundation. 36 pp.

| Activity - Special Education Classroom Observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Regular walk-through observations of Special Education resource and collaborative classes with follow-up meetings to address best practices and provide feedback for improvement. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | Mr. Thomas Vickers-Principal Mr. Antonio Griffin and Dr. April Parker-CHS Assistant Principals Mr. David Jones and Dr. Darrell Seldon-PCBOE |
|---|---|---|---|---|---|---|

| Activity - Walk-Through Observations and Follow Up | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Regular walk-through observations, involving special education teacher participation, will include a focus on inclusion strategies for special needs students | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | Mr. Thomas Vickers-Principal Mr. Antonio Griffin and Dr. April Parker-CHS Assistant Principals Mr. David Jones and Dr. Darrell Seldon-PCBOE |

**(shared) Strategy 2:**

Data Analysis and Planning Collaboration - Continued collaborative data analysis and improvement planning will foster effective teaching practices and increased student achievement.

Category:

Research Cited: Good, Jennifer M. ; Kochan, Frances. Creating a Quality Program by Linking Strategic Planning and Assessment through Collaboration. Online Submission, Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (New Orleans, LA, Feb 2008). 14 pp.

| Activity - Continuous Improvement Collaboration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| The CHS administrative and CIP teams, along with department chairpersons, will continue analyzing data from ACT assessments, classroom observations, stakeholder surveys, Educate Alabama, or any other pertinent data source, in order to continue fostering and imbedding effective instructional practices through-out the entire school.  These data analyses will also be utilized in the preparation of the CHS Continuous Improvement Plan for the 2016-2017 school year. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | No Funding Required | CHS Administrators, Continuous Improvement Team and department chairpersons |
|---|---|---|---|---|---|---|

**Measurable Objective 4:**

collaborate to move from Special Education self-contained classes to collaborative/inclusion classes for identified Special Education Students  by 10/01/2014 as measured by class rosters and CHS scheduling.

**Strategy 1:**

Collaborative Teams - Regular education and Special Education teachers will be selected to work together in the four core areas. Selections will be made to promote the appropriate classroom climates for student success.

Category:

Research Cited: Co-Teaching: General and Special Educators Working Together at:

http://nichcy.org/schoolage/effective-practices/coteaching

| Activity - Targeted Support for Special Education Students | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Within 30 days of the start of school and beyond, Special Education students will be scheduled appropriately into one of four levels of support, based on their Individualized Education Plans:<br>Non-Collaborative- Students will attend regular education core classes and have a help lab available for needed assistance.<br>Collaborative- Students will attend inclusion/co-teaching core classes with collaborative teachers. The Special Education collaborative teacher may pull identified students into an alternative setting for assessment purposes at designated times.<br>Resource- Multi-needs students who are not being evaluated with the AAA assessment, as well as identified intellectual disability students, will attend Special Education core Life Skills classes.<br>Multi-Needs- Students being prepared for the Alabama Alternate Assessment will attend Alternate Achievement Standards core classes. With the higher-functioning multi-needs students being pulled for Resource, AAA students will be awarded more focus and attention.<br>Social Developmental Skills courses will also be available to identified students as an added support class. | Academic Support Program | 08/06/2014 | 05/25/2017 | $0 | No Funding Required | CHS Administration, Special Education Case Managers |

# Goal 5: EL students will become proficient in reading and math by meeting requirements for the EL subgroup.

**Measurable Objective 1:**

53% of English Learners students  will demonstrate a proficiency  iluustrating adequate progress in language acquisition in English Language Arts by 05/25/2017 as measured by the state's AMAO-A goal .

**(shared) Strategy 1:**

Continued Targeted Professional Development - Professional development sessions on differentiated instruction targeted to address strategies more effectively instruct students with special needs, as identified by CHS teachers using Survey Monkey. This training will be provided for all staff in order to help teachers instruct special populations, such as special education students and English learners.

Category:

Research Cited: Barbara Stacy Rieckhoff, Ph.D. and Catherine Larsen, Ph.D. The Impact of a Professional Development Network on Leadership Development and School Improvement Goals. School-University Partnerships, v5 n1 p57-73. Spring 2012

| Activity - Differentiated Instruction/RtI Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional development training on differentiated instruction to all teachers, with a focus on English Learner (EL) and Special Education subgroups. | Professional Learning | 09/29/2014 | 05/25/2017 | $0 | No Funding Required | Mrs. Tracey DuBose (PST/RtI Committee members) |

**(shared) Strategy 2:**

Special Populations Support - Hire a new bi-lingual Special Education certified teacher to provide targeted support for special population students (Special Education and/or English Learner) across the school district.

Category:

Research Cited: Genesee, F. Lindholm-Leary, K., Saunders, W., and Christian, D. 2006. Educating English Language Learners. NY: Cambridge University Press.

| Activity - Special Populations Instructional Support Specialist | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Due to the influx of English Learners and other special populations with or without language barriers, a newly hired Special Education teacher is bilingual and will function as and instructional support specialist for the district. This staff member will receive cross training with these special populations to effectively provide support. | Academic Support Program | 08/06/2014 | 05/25/2017 | $0 | No Funding Required | PC Schools Special Services Department |

**Measurable Objective 2:**

19% of English Learners students  will demonstrate a proficiency  in attainment of the English language  in English Language Arts by 05/25/2017 as measured by the State's AMAO-B goal .

**(shared) Strategy 1:**

Continued Targeted Professional Development - Professional development sessions on differentiated instruction targeted to address strategies more effectively instruct

students with special needs, as identified by CHS teachers using Survey Monkey. This training will be provided for all staff in order to help teachers instruct special populations, such as special education students and English learners.

Category:

Research Cited: Barbara Stacy Rieckhoff, Ph.D. and Catherine Larsen, Ph.D. The Impact of a Professional Development Network on Leadership Development and School Improvement Goals. School-University Partnerships, v5 n1 p57-73. Spring 2012

| Activity - Differentiated Instruction/RtI Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional development training on differentiated instruction to all teachers, with a focus on English Learner (EL) and Special Education subgroups. | Professional Learning | 09/29/2014 | 05/25/2017 | $0 | No Funding Required | Mrs. Tracey DuBose (PST/RtI Committee members) |

**(shared) Strategy 2:**

Special Populations Support - Hire a new bi-lingual Special Education certified teacher to provide targeted support for special population students (Special Education and/or English Learner) across the school district.

Category:

Research Cited: Genesee, F. Lindholm-Leary, K., Saunders, W., and Christian, D. 2006. Educating English Language Learners. NY: Cambridge University Press.

| Activity - Special Populations Instructional Support Specialist | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Due to the influx of English Learners and other special populations with or without language barriers, a newly hired Special Education teacher is bilingual and will function as and instructional support specialist for the district. This staff member will receive cross training with these special populations to effectively provide support. | Academic Support Program | 08/06/2014 | 05/25/2017 | $0 | No Funding Required | PC Schools Special Services Department |

# Goal 6: Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

**Measurable Objective 1:**

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through implementation of STEM lessons and activities across the core academic areas including language arts, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons in core academic areas as noted in lesson plans and by student performance on STEM related activities and assignments.

**Strategy 1:**

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0

| Activity - STEM Lessons and Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8 | Academic Support Program | 08/10/2015 | 05/22/2020 | $0 | No Funding Required | Tommy Vickers, William R. Wilkes, Darrell Seldon |

# Goal 7: Implement an i3 Initiative at the school level to prepare students for 21st century college and career expectations

**Measurable Objective 1:**

collaborate to increase student engagement in STEM related lessons and activities by 05/20/2016 as measured by an increase in student participation in STEM lessons from a baseline of 40% during the 2014-2015 school year to 80% during the 2016-2017 school year.

**Strategy 1:**

STEM Education Pedagogy - At the beginning of the 2015-2016 school year, Phenix City Schools implemented a long-range i3 Initiative which includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, digital media/coding, robotics, and engineering labs at South Girard Junior High School, SmartLab Programs at the primary and elementary levels, and a state-of-the art STEM Center at Phenix City Intermediate School that will house multiple STEM labs and learning centers which will ultimately be utilized by students of all ages. STEM lessons and activities will be embedded in the core curriculum areas at all grade levels.

Category: Develop/Implement Learning Supports

Research Cited: https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0

| Activity - STEM Lessons and Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Incorporate STEM lessons and activities into core academic subjects to support major STEM rollout in grades 6-8 | Academic Support Program | 08/10/2015 | 05/25/2017 | $110000 | Other | Tommy Vickers, William R. Wilkes, Darrell Seldon |

# Goal 8: Careers in Technology

**Measurable Objective 1:**

increase student growth  in technology career interest  by 05/24/2017 as measured by a 2% increase in the agree/strongly agree categories on a STEM career interest inventory from a baseline of 55% in fall 2016 to a target goal of 57% in spring 2017.

**Strategy 1:**

i3 Initiative - The school will align Career Day activities, STEM Nights, and classroom STEM instruction to familiarize students with STEM careers.

Category: Other - Increase awareness of STEM careers, specifically technology

Research Cited: https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0

| Activity - STEM Lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will include technology learning and technology use in lesson plans. | Career Preparation/Orientation, Technology, Academic Support Program | 08/04/2016 | 05/25/2017 | $0 | No Funding Required | classroom teachers |

| Activity - STEM Night | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The school will host at least one STEM Night during the 2016-2017 school year with an emphasis placed on STEM careers. | Technology, Academic Support Program, Behavioral Support Program, Parent Involvement | 08/04/2016 | 05/25/2017 | $250 | General Fund | administrators and teachers |

| Activity - Career Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| The school will implement a Career Day program with an emphasis on STEM careers, especially technology. | Career Preparation/Orientation, Technology, Academic Support Program | 10/03/2016 | 05/25/2017 | $0 | No Funding Required | guidance counselors; administrators |
|---|---|---|---|---|---|---|

# 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 |
|---|---|---|---|---|---|---|
| STEM Lessons and Activities | Incorporate STEM lessons and activities into core academic subjects to support major STEM rollout in grades 6-8 | Academic Support Program | 08/10/2015 | 05/25/2017 | $110000 | Tommy Vickers, William R. Wilkes, Darrell Seldon |
| | | | | **Total** | $110000 | |

## General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| STEM Night | The school will host at least one STEM Night during the 2016-2017 school year with an emphasis placed on STEM careers. | Technology, Academic Support Program, Behavioral Support Program, Parent Involvement | 08/04/2016 | 05/25/2017 | $250 | administrators and teachers |
| | | | | **Total** | $250 | |

## District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|

| Edgenuity MyPath | The Central High School Special Education Collaborative Team will implement the use of Edgenuity MyPath, a supplemental program offering data-driven differentiated instruction for math and reading. The program is designed to meet students at their learning levels and help them close the gap while they progress to their appropriate grade level. Edgenuity MyPath includes a reading and math placement exam to determine an ILP for each student. The ILPs focus on the skills and concepts each student is ready to learn. Real-time reports from MyPath provide teachers with topics that are challenging to students to help create focus groups. Data from MyPath allows teachers to see when students are ready to move on to the next topic. | Technology, Academic Support Program | 08/10/2015 | 05/25/2016 | $24000 | Selected Special Education and collaborative teachers |
|---|---|---|---|---|---|---|
| | | | | **Total** | $24000 | |

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| ACT Question of the Day | 1. Beginning the first week of March, 2017, an ACT question of the day will be posted on the school's website and shown on the TVs in the cafeteria before school and during lunch.<br>2. Students will submit answers to a designated area in the main office.<br>3. Students with correct answers submitted by the closing of school each day will win a prize.<br>4.    Incorrect answers will be given back to the students if time permits to allow for an extra try. | Academic Support Program | 02/27/2017 | 04/13/2017 | $0 | Core Department Chairpersons CIP Team |

| Increased Communication Strategies | Added communication modes utilized within the first 30 days and beyond for increased student and parent involvement:<br>- Numerous parent/student meeting and after-school hours visiting opportunities throughout the school year, including:<br>* Conference availability for parents anytime with counselors and within 48 hours notice for teachers<br>* Counselor availability for students before and after school, during lunch and any other time by signing the counselors' log request forms.<br>* Special Education Parent Meeting<br>* Two Parent, Teacher Organization Open House meetings<br>* CHS School Tour Day prior to the start of school<br>- School-wide Remind 101 account for each grade level. Text messages sent to parents, students and teachers.<br>- Quarterly counselor newsletters<br>- Monthly principal newsletters<br>- Teacher distribution emails sent when necessary; often used for school-wide announcements<br>- RDTV link on the CHS webpage with access to the RDTV video segments, as well as listed announcements<br>- SchoolCast call out system is used often to provide announcements to all students and parents via telephone, as an added measure for those homes that do not have internet and/or texting capabilities.<br>- Parent and student information stations in the CHS main office<br>- Official Twitter account established to disseminate information to followers of @CentralRedDevil | Community Engagement | 08/10/2015 | 05/25/2016 | $0 | All CHS staff CHS Guidance Department and administration |
|---|---|---|---|---|---|---|
| CCRS Implementation Training | Teachers receive training at various times in order to gain a deeper understanding of CCRS and to be able to implement these standards in their daily lesson plans when appropriate. | Professional Learning | 10/15/2012 | 05/25/2017 | $0 | CCRS Leadership Team and selected CCRS Implementation Team Members |
| STEM Lessons and Activities | Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8 | Academic Support Program | 08/10/2015 | 05/22/2020 | $0 | Tommy Vickers, William R. Wilkes, Darrell Seldon |
| Career Day | The school will implement a Career Day program with an emphasis on STEM careers, especially technology. | Career Preparation/Orientation, Technology, Academic Support Program | 10/03/2016 | 05/25/2017 | $0 | guidance counselors; administrators |

**ACIP**
Central High School

| Differentiated Instruction/RtI Strategies | Professional development training on differentiated instruction to all teachers, with a focus on English learner (EL) and Special Education subgroups. | Professional Learning | 09/29/2014 | 05/25/2017 | $0 | Mrs. Tracey DuBose (Graduation Coach & PST/RtI committee member) |
|---|---|---|---|---|---|---|
| Common Lesson Plan Template | Teachers will be provided with a common lesson plan template that includes the essential elements of a strategic lesson and be provided training on its creation and implementation. | Professional Learning | 05/15/2013 | 05/25/2017 | $0 | CHS Administration with support from district instructional coaches |
| Special Education Parent Meeting | Within the first 30 days of school, parents will be afforded the opportunity to become familiar with the move from self-contained Special Education core classes to collaborative/inclusion core classes and the four levels of support for CHS Special Education students. They will be afforded opportunities to ask questions and meet with Special Education staff. | Parent Involvement | 08/19/2014 | 05/25/2017 | $0 | collaborative teachers |
| PST/RtI Training and Implementation | Within 60 days of the start of school and beyond, teachers will receive and implement training the identification, referral for RtI, and intervention of at-risk students to intervene before failure of a current class. Data analyzed will include report cards/progress report grades, ASPIRE and ACT assessment data.Identified students will be required to attend assigned tutoring sessions. | Professional Learning | 09/29/2014 | 05/25/2017 | $0 | CHS Problem Solving/RtI Team and designated intervention teachers |
| Targeted Support for Special Education Students | Within 30 days of the start of school and beyond, Special Education students will be scheduled appropriately into one of four levels of support, based on their Individualized Education Plans:<br>Non-Collaborative- Students will attend regular education core classes and have a help lab available for needed assistance.<br>Collaborative- Students will attend inclusion/co-teaching core classes with collaborative teachers. The Special Education collaborative teacher may pull identified students into an alternative setting for assessment purposes at designated times.<br>Resource- Multi-needs students who are not being evaluated with the AAA assessment, as well as identified intellectual disability students, will attend Special Education core Life Skills classes.<br>Multi-Needs- Students being prepared for the Alabama Alternate Assessment will attend Alternate Achievement Standards core classes. With the higher-functioning multi-needs students being pulled for Resource, AAA students will be awarded more focus and attention.<br>Social Developmental Skills courses will also be available to identified students as an added support class. | Academic Support Program | 08/06/2014 | 05/25/2017 | $0 | CHS Administration, Special Education Case Managers |

| Special Populations Instructional Support Specialist | Due to the influx of English Learners and other special populations with or without language barriers, a newly hired Special Education teacher is bilingual and will function as and instructional support specialist for the district. This staff member will receive cross training with these special populations to effectively provide support. | Academic Support Program | 08/06/2014 | 05/25/2017 | $0 | PC Schools Special Services Department |
|---|---|---|---|---|---|---|
| Continuous Improvement Collaboration | The CHS administrative and CIP teams, along with department chairpersons, will continue analyzing data from ACT assessments, classroom observations, stakeholder surveys, Educate Alabama, or any other pertinent data source, in order to continue fostering and imbedding effective instructional practices through-out the entire school.  These data analyses will also be utilized in the preparation of the CHS Continuous Improvement Plan for the 2016-2017 school year. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | CHS Administrators, Continuous Improvement Team and department chairpersons |
| CHS Tutoring Program | Additional instructional assistance is offered to students who experience difficulty mastering proficiency of required core classes. Information regarding tutoring is sent home to parents via the mass email system, as well as announced during Red Devil TV and lunch announcements to the students. Students may choose to attend on their own or teachers may individually contact parents, extracurricular sponsors or coaches to encourage their attendance due to a lack of performance in the classroom. Teachers utilize test reports and graded assignments from class to help determine which objectives were not mastered and require reteaching.<br>General tutoring sessions for all core subjects are offered from 8:15 - 8:55 AM, Monday-Thursday or by appointment. | Academic Support Program | 08/08/2016 | 05/25/2017 | $0 | School Tutoring Coordinator |
| CHS Educational Beautification Efforts | Many improvements being made to the building in order to beautify the campus (ie, remodel existing bathrooms, paint and update media center, etc.) | Other | 08/10/2015 | 05/25/2017 | $0 | Maintenance Department |
| ACT Motivational Activities | ACT Easter Egg Hunt- Sponsored by Student Council: Easter eggs with ACT questions will be randomly placed around the school for two weeks prior to the exam. Students submitting correct answers will win a prize.<br>ACT Test Site Drawings:<br>1. Disqualified if teacher submitted student for lack of effort<br>2. One student from each test site will win a pass to eat at The Brick - These students will be allowed to bring one friend with them.<br>3. 5 students will win a paid lunch at the Brick- These students will also be allowed to bring one friend with them, but only their lunch is paid for.<br>Senior Party:<br>If the junior class meets or exceeds the state average and/or improvement rate, they will be awarded a Fall party. | Academic Support Program | 04/03/2017 | 05/25/2017 | $0 | Student Council and Continuous Improvement Team |

| DOK Training | Training to improve instructional delivery and student achievement on the Aspire and ACT. This training is designed to help staff more effectively recognize the instructional rigor for Reading and Math, plus other subjects. | Academic Support Program | 10/07/2015 | 05/25/2017 | $0 | Select teachers and administrators |
|---|---|---|---|---|---|---|
| Continuous Improvement Planning | The Central High School CIP team will modify the CIP to include strategies with a more significant focus on Special Education and EL students. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | The Central High School Continuous Improvement team |
| Red-to-Black Program | Seniors missing multiple credits and attending before and after school Edgenuity sessions may be allowed to withdraw from unnecessary elective courses and be placed in a designated computer lab during the instructional day, in order to complete those required credits utilizing Edgenuity. | Academic Support Program | 08/11/2014 | 05/25/2017 | $0 | Distance Learning Coordinator, Senior Counselor, and designated teachers |
| ACT Preparation Core Lessons | Teachers of designated courses will develop one lesson per week for ACT preparation during the second semester as follows: 1. All Science classes- Science subtest preparation 2. English 11 classes- English and Writing subtests preparation 3. All math courses progressing beyond Algebra I- Mathematics subtest preparation 4. All Social Studies courses- Reading subtest preparation | Academic Support Program | 01/09/2017 | 04/13/2017 | $0 | All teachers of designated courses |

| Improved Stakeholder Communication | Added communication modes utilized within the first 30 days and beyond for increased student and parent involvement: - Numerous parent/student meeting and after-school hours visiting opportunities throughout the school year, including: * Conference availability for parents anytime with counselors and within 48 hours notice for teachers * Counselor availability for students before and after school, during lunch and any other time by signing the counselors' log request forms. * Special Education Parent Meeting * One Parent, Teacher Organization Open House meetings * CHS School Tour Day prior to the start of school - School-wide Remind 101 account for each grade level. Text messages sent to parents, students and teachers. - Quarterly counselor newsletters - Monthly principal newsletters - Teacher distribution emails sent when necessary; often used for school-wide announcements - RDTV link on the CHS webpage with access to the RDTV video segments, as well as listed announcements - SchoolCast call out system is used often to provide announcements to all students and parents via telephone, as an added measure for those homes that do not have internet and/or texting capabilities. - Parent and student information stations in the CHS main office. Official Twitter account established to disseminate information to stakeholders who follow @CentralRedDevil. | Community Engagement | 08/10/2015 | 05/25/2017 | $0 | All CHS staff |
|---|---|---|---|---|---|---|
| Continuous Improvement Planning | Information from the Continuous Improvement Planning Team data analyses will be used to incorporate strategies and action steps based on discussions with the CIP team members. Department chairpersons will be present for discussions and will duplicate them in follow-up department meetings. The district ACIP will be adjusted to incorporate information gathered from the CHS data analysis and planning to include a more significant presence of special education focus. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | Continuous Improvement Planning Team |
| Walk-Through Observations and Follow Up | Regular walk-through observations, involving special education teacher participation, will include a focus on inclusion strategies for special needs students | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | Mr. Thomas Vickers- Principal Mr. Antonio Griffin and Dr. April Parker-CHS Assistant Principals Mr. David Jones and Dr. Darrell Seldon-PCBOE |

| Tools for Teaching | Tools for Teaching training provided for all CHS teachers, with an emphasis on student engagement, walking loops and equitable students questioning and informal assessment techniques | Professional Learning | 08/07/2013 | 05/25/2017 | $0 | CHS Administration and PCBOE Instructional Coaches |
|---|---|---|---|---|---|---|
| Special Education Classroom Observations | Regular walk-through observations of Special Education resource and collaborative classes with follow-up meetings to address best practices and provide feedback for improvement. | Academic Support Program | 08/10/2015 | 05/25/2017 | $0 | Mr. Thomas Vickers-Principal Mr. Antonio Griffin and Dr. April Parker-CHS Assistant Principals Mr. David Jones and Dr. Darrell Seldon-PCBOE |
| Active Student Engagement | Teachers will be provided with training and planning opportunities for heightened student engagement strategies to utilize in their lesson plans and daily instruction. | Professional Learning | 08/03/2015 | 05/25/2017 | $0 | CHS Administration |
| STEM Lessons | Teachers will include technology learning and technology use in lesson plans. | Career Preparation/Orientation, Technology, Academic Support Program | 08/04/2016 | 05/25/2017 | $0 | classroom teachers |
| Differentiated Instruction/RtI Strategies | Professional development training on differentiated instruction to all teachers, with a focus on English Learner (EL) and Special Education subgroups. | Professional Learning | 09/29/2014 | 05/25/2017 | $0 | Mrs. Tracey DuBose (PST/RtI Committee members) |
| AMSTI Training | These professional development sessions are targeted toward CCRS Implementation with a focus on science. These meetings will assist teachers in understanding the changes to the Science Course of Study and subsequent implications to instruction in the classroom. | Academic Support Program | 09/24/2015 | 05/25/2017 | $0 | Select CHS staff and administrators. |
| Standards Recovery Program | Students in danger of failing a semester in a core class will be allowed to make up the standard causing him/her to fail. | Academic Support Program | 08/08/2016 | 05/25/2017 | $0 | CHS 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? | No | N/A | |

# Evaluative Criteria and Rubrics

Overall Rating: 1.0

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

| | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **2.** | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly. | Level 1 |

# Areas of Notable Achievement

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

On the 2015-2016 administration of the Phenix City Public Schools Parent Survey, there were three definitive areas where the parents showed high levels of satisfaction or approval.  They are:  95% stated they felt welcomed at the school; 89% claimed they could easily reach their child's classroom teacher in order to discuss their child; and 87% of the parents stated they felt that teachers in the school are interested and cooperative when discussing their child's academic progress and/or other concerns.

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

No trend data is available at this time.

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

In the Fall of 2016, the CHS counselors conducted a Needs Assessment survey of teachers, students, and parents using locally generated questions. Both the parent and the student surveys indicated a strength of CHS as helping students adjust to separation and divorce of parents.  These surveys were also consistent with the parents' feelings of being supported by the school, teachers, and administrators when it concerned the overall well-being of each student.

# Areas in Need of Improvement

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

Upon the administration of the 2015-2016 Phenix City Public Schools Parent Survey, there was one area that stood out as having the lowest satisfaction level of all. Based on the results from the survey, 76% of the parents reported that they did not know the school's academic goals or how they could be involved. Additionally, in the Fall of 2016, CHS counselors conducted student, teacher, and parent surveys containing questions generated locally. All three surveys indicated that there is a need to help better prepare students for tests. Strategies for improving test scores and study skills appeared on survey results from teachers, students, and parents.

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

No trend data is available at this time.

**What are the implications for these stakeholder perceptions?**

These results imply that the majority of Central High School stakeholders feel that our core mission and values are appropriate for the purpose and direction needed in the teaching, learning, development and care for our students. One area in which the school excels is making the parents and community feel welcomed at the school. Additionally, the parents feel the teachers are easily accessible and cooperative if there ever is a problem or concern about their child(ren). An area that still needs improving is communicating the school's academic goals to the stakeholders.

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

Based on the CHS counselors' Stakeholder Needs Assessment Surveys, all identified needs by teachers, parents and students are aspects of student-centered learning: turning in school work, strategies to score higher on and prepare for tests, study skills, and wise use of time. This goes hand-in-hand with the need to better communicate the school's academic goals. If students and parents were more informed about the school's academic expectations, it is believed student performance would improve over time.

# Report Summary

## Scores By Section

Section Score
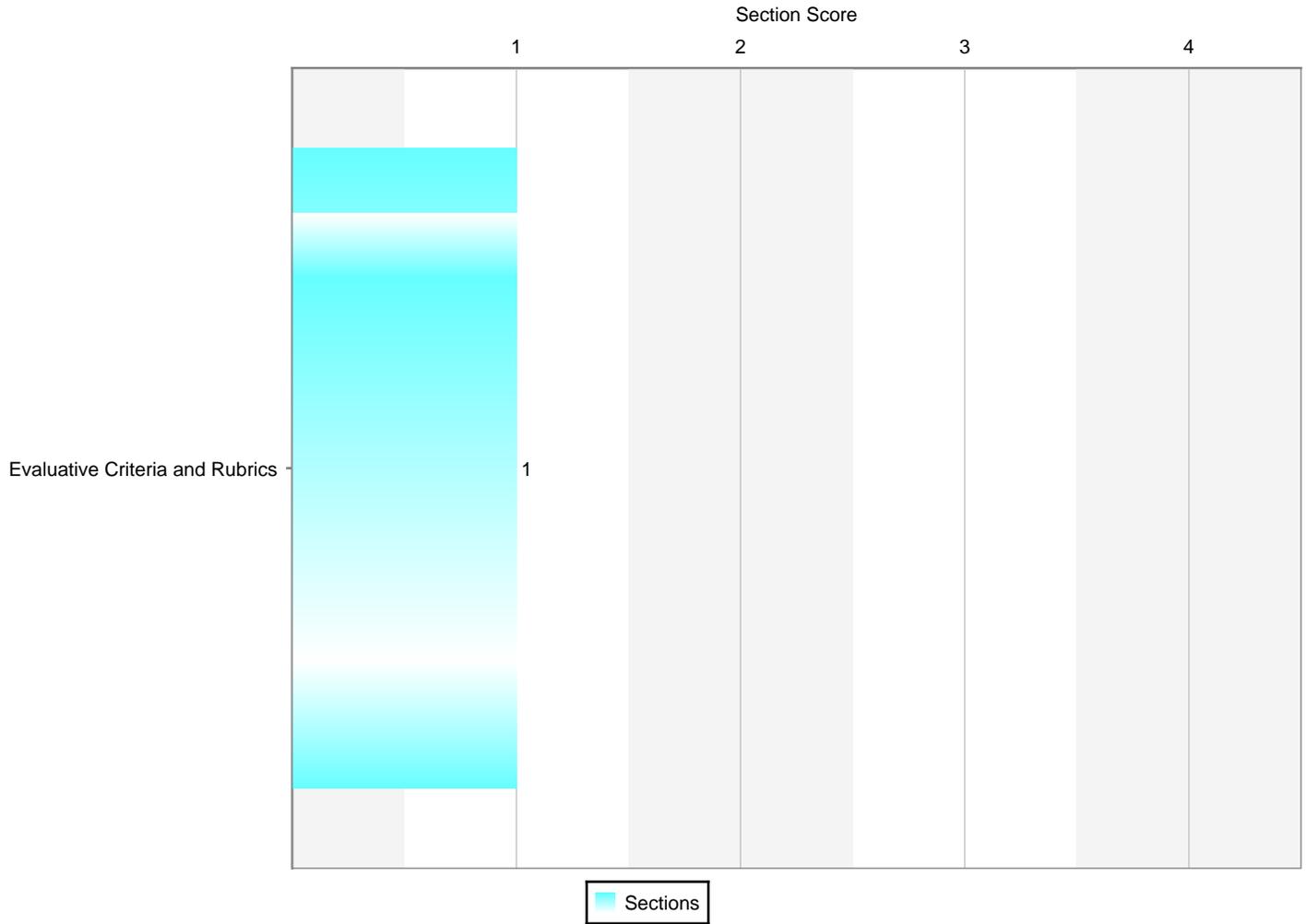
# Coordination of Resources - Comprehensive Budget

# Introduction

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

## I. State Foundation Funds:

|  | **FTE's Earned** | **Units Placed** | **Total Salaries** |
|---|---|---|---|
| FTE Teacher Units | 73.21 | 73.87 | 3,804,628.00 |
| Administrator Units | 1.00 | 1.00 | 105,009.00 |
| Assistant Principal | 2.50 | 2.50 | 188,737.00 |
| Counselor | 3.00 | 3.00 | 210,489.00 |
| Librarian | 2.00 | 2.00 | 95,599.00 |
| Career and Technical Education Administrator | 0.00 | 1.00 | 74,830.00 |
| Career and Technical Education Counselor | 0.00 | 1.00 | 73,934.00 |
| Technology | 0.00 | 0.00 | 13,837.00 |
| Professional Development | 0.00 | 0.00 | 5,212.00 |
| State ELL Funds | 0.00 | 0.00 | 0.00 |
| Instructional Supplies | 0.00 | 0.00 | 33,130.00 |
| Library Enhancement | 0.00 | 0.00 | 1,737.00 |
| **Totals** |  |  | 4,607,142.00 |

# Title I

| Label | Question | Value |
|---|---|---|
| **1.** | Improving the Academic Achievement of the Disadvantaged<br>Provide the total. | 0.0 |

**Provide a brief explanation and breakdown of expenses.**

N/A

| Label | Question | Value |
|---|---|---|
| **1.** | ARRA Funds<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

N/A

# Title II

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Professional Development Activites<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

These funds are housed at the Central Office and will be requested for use.

# Title III

| Label | Question | Value |
|-------|----------|-------|
| **1.** | For English Language Learners Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

N/A

# Title IV

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Safe and Drug-Free Schools<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

N/A

# Title VI

| Label | Question | Value |
|-------|----------|-------|
| **1.** | For Rural and Low-income Schools<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

N/A

# Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Basic Grant (Title I)<br>Provide total. | 0.0 |

**Provide a brief explanation and breakdown of expenses.**

N/A - Career and Technical funding

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Tech Prep (Title II)<br>Provide the total. | 0.0 |

**Provide a brief explanation and breakdown of expenses.**

N/A - Career and Technical funding is allocated to the district budget.

# Other

| Label | Question | Value |
|-------|----------|-------|
| **1.** | 21st Century, Learn and Serve, Even Start, School Improvement Grant<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

N/A

# Local Funds

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the total | 2637140.0 |

**Provide a brief explanation and breakdown of expenses**

1.00 teacher unit over state/federal allocation

0.50 Assistant Principal unit over state/federal allocation

9.97 non-certified support personnel over state/federal allocation

# Strategies to Increase Parental Involvement

# Introduction

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

# Strategies to Increase Parental Involvement

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

N/A

**2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

N/A

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

N/A

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

N/A

**5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

The CHS completed CIP will be available to parents in the front office.  Parents will be notified of this via e-mail (teacher distribution lists as well as SchoolMint distribution lists), posting on the school website, a call-out announcement, and through our official Twitter account, @CentralRedDevil.  Parents are welcome to review these plans at their leisure and address any concerns/comments they may have with our administration via appointment or e-mail.

**6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

At CHS, we can conduct conferences to help parents understand the State and PCBOE academic content standards, State and local academic assessments, and help parents educate their students at home in order to improve achievement. We will encourage parents to work hand-in-hand with CHS and let them know that the staff at CHS has an open-door policy and together we can make it great.

**6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

CHS can conduct conferences to help parents understand the State and PCBOE academic content standards and help parents educate their students at home in order to improve achievement.

**6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

CHS will provide a variety of times for different events to promote parental involvement. Phone calls, face-to-face meetings, flyer invitations, e-mails, web-sites, call-outs, text messages (Remind and SchoolMint), and tweets (@CentralRedDevil) can be utilized to inform parents of important activities taking place at CHS.

**6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal**

programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

A parent resource area is located in the lobby of the main office.  This area is set up to provide parents with access to school and community resources, technology, and school information.  All documents related to curriculum programs offered, improvement plans, and academic assessments are available to parents in this area.  Upon request, parents are provided with resources and web-sites to assist students at home.

**6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**
**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**
**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

Phone calls, face-to-face meetings, flyer invitations, e-mails, web-sites, call-outs, text messages (Remind and SchoolMint), tweets (@CentralRedDevil), and planners can be utilized to inform parents of important activities taking place at CHS.  We will, when feasible, provide translations in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information and providing interpreters at school and during school events.

**6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**
**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**
**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

We encourage parents to be part of CHS.  If they have a concern or suggestion, they may e-mail or call us with their concern.  We will work together to find a common ground which will be best for the student.

**7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

CHS will, when feasible, give information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information and providing interpreters at school and during school events. We will work with the district ESL support team to do so.