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) o White- 48.7%
o Black or African American- 46.6% o Asian- 0.7%
o American Indian and Alaska Native- 0.3%
o Native Hawaiian and Other Pacific Islander- 0.2% o Some Other Race- 1.4%
o Population Reporting Two or More Races- 2.2%
- Unemployment Rate- 8.6%
- Mean Annual Income- $34,599.00
- Below Poverty Level- 23.3%

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.

Current enrollment at CHS is approximately 1,274 students in grades 10 through 12. The student population is sixty-six percent black, twenty-seven percent white, five 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-four full-time teachers with an average of eight years of experience. Ninety-nine percent of the teaching staff meet or exceed the state and federal definitions of highly qualified. About fifty-one percent of faculty members hold advanced degrees.

The following major changes have been experienced by CHS:

Central High School is operating in its third 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, Computer Applications, LIFE (PE), four math courses, including Algebra I and Geometry; four science courses, including Biology and a Physical Science; World History, US History A and B, Government and Economics; and four English courses.
Starting in the Spring of 2012, Central High School implemented a Saxon math curriculum. The 2012-2013 school year was the first full year of implementation in all Algebra and Geometry courses offered. Our math course progression options have also changed, with the phasing out of the Geometry A and B track. Beginning in the 2013-2014 school year, all students completing the Algebra I curriculum, regardless of whether they take it in one or two years, must take the Geometry curriculum in its' entirety within one school year. The class of 2016 must complete Algebra II or its equivalent in order to graduate. For the 2014-2015 school year, we have moved away from teaching pure Saxon math to a modified use of the Saxon math book to teach strands with less constraints and parameters that Saxon required.

During the 2011-2012 school year, the math department began transitioning from the Alabama Course of Study to the new Alabama College and Career Readiness Standards. During the 2012-2013 school year, the English Language Arts department began transitioning from the Alabama Course of Study to the new Alabama College and Career Readiness Standards. For the 2014-2015 school year, the Social Science department is transitioning to the Alabama College and Career Readiness Standards.

PLAN 2020, Alabama's new accountability model, is being 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.

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. Additionally, this year will start the administration of Work Keys testing for seniors.

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

Responsibility for learning is a shared partnership among schools, students, families and the community.

Respect

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

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.

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.

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

Education and Training

Naval JROTC: Completers enlist as E3 in any military branch.

394 credentials were attempted by students in 2013-2014 and 301 credentials were earned. (76.4%)

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 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.

There are a variety of elective courses available for students who wish to focus on furthering their potential through drama/chorus, art, foreign languages, music and Gifted. There are several levels of advancement in each of these elective areas. Additionally, Central offers twenty varsity competition teams in a variety of extracurricular activities and over a dozen academic/social clubs to develop the total student.

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.

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 met all accountability goals based on the eleventh grade class's performance on the Alabama High School Graduation Exam for the 2010-2011 and 2011-2012 school years. Graduation rate goals for the 2010-2011, 2011-2012 and 2012-2013 school years were also met. An increase was attained between the 2009 and 2010 graduating classes, as well as between 2010 and 2011, and the 2011 and 2012 graduating classes.

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.

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 PLAN, ACT, Work Keys and End of Course Tests to ensure that Central High School graduates are college and career ready.

Starting with the graduating class of 2012, the state of Alabama changed the graduation rate calculation method to a more accurate four-year cohort graduation rate. This greatly affected CHS graduation rates when compared to previous years, although improvement was still noted from the graduating classes of 2010 and 2011, as well as between 2011 and 2012. We have seen a graduation rate increase of 11% in the last three years and have implemented programs to ensure that we continue to increase in order to surpass the state average. 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.

Central's dropout rate has decreased from 14% in 2010-2011, to 4% in 2011-2012, and to 2% in 2012-2013. Through continued counseling, monitoring and encouragement of students to stay in school students have found areas of interest in our career technical fields as motivation to remain in school.

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. 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:
- PLAN (10th grade)
- ACT (11th grade)
- Work Keys (12th grade)
- End of Course Tests (English 10 and Algebra I)

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). This is the second full year of implementation for the new English Language Arts College and Career Readiness Standards for CHS having begun the implementation process the year before. The 2012-2013 school year was the first full year of implementation of the Math College and Career Readiness Standards for CHS. For the 2014-2015 school year, the Social Science department is transitioning to the Alabama College and Career Readiness Standards.

In order to better prepare last year's junior class for the first school wide ACT administration we administered a school wide ACT practice test to the junior class. Additionally, we implemented a one hour ACT preparatory session per week through every science class. 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 2014-2015 school year. Also, during the 2014-2015 school year, an ACT preparatory course will be offered as an elective course as an additional means for students to maximize their ACT score for college admission and potential academic scholarship opportunities.

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.

Academic Accomplishments 2013-14:
1st, 2nd and 3rd Place local Farm City essay competition
1st, 2nd and 3rd Place local Farm City Media competition
1st Place State Farm City Media competition
Scholar's Bowl
1st Place Southern Union Scholar's Bowl competition
1st Place regional ASCA Scholar's Bowl competition
2nd Place Andrew College Scholar's Bowl competition

Andrew College Individual Awards:

1st place 9th grade Math

1st place 10th grade Math

1st Place 12th grade Math

1st and 2nd Place: 10th grade Science

2nd Place: All grades Writing

1st Place: all grades Art

Alabama Association for Gifted: Secondary Student of the Year and 1st place documentary competition

Math Team: 2nd Place Junior Varsity: CVCC regional Math competition

Envirobowl Team: 2nd Place regional: Advanced to State competition

Cyber Patriot Team: 2nd Place State competition

Future Problem Solving: 3 Senior and 2 Middle Teams qualified for State competition

Senior Division: 1st, 2nd and 3rd place Booklet competition: 1st place advances to International competition at Iowa State University in June

Middle Division: 1st and 2nd Place Booklet competition: 1st place advances to International competition at Iowa State University in June

Senior Division: Individual Booklet: 1st Place advances to International competition at Iowa State University in June

Senior Division Scenario Writing Competition: 1st and 2nd Place State: 1st place advances to International competition at Iowa State University in June

National Career Poetry and Poster Contest: 1st place State: Original Poster 3rd Place State: Graphic Poster

Last Year Central placed 3rd nationally in this competition.

C-Span Documentary Competition: Honorable Mention: $250 Award

Scholastic Arts and Writing Competition: Video Game Design: Honorable Mention

     Art Portfolio: Honorable Mention

     Graphic Design: Honorable Mention

Finalist: Gates Millennium Scholarship

National Science Foundation Science Summer Camp (2 students chosen from every state/ this year one of Alabama's nominees was from Central) A month long camp in West Virginia for graduated seniors ---all expenses paid.

Exchange Club Student of the Quarter: CHS Seniors selected in three quarters

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, 2014 during the faculty handbook review of committee responsibilities. The remaining committee members consist of one parent volunteer, obtained at our first Parent-Student-Teacher Association meeting on September 9, 2014, and the student council presidents at each grade level, determined after the election results were reported on September 5, 2014. 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 10, 2014. 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 August 5, 2014. At this time the purpose of the committee was explained and the next meeting data and time was scheduled. On August 21, 2014, data collection responsibilities were delegated. Data was obtained from the 2013-2014 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, PLAN, and Quality Core End-of-Course Tests (EOCTs). The current year master schedule of classes with a faculty roster identifying highly qualified teachers and the Career Technical Program Plan were also obtained. The third meeting was held on September 10, 2014, during which time the complete 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. 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.

All faculty has a chance to review the initial Continuous Improvement Plan at the Sept. 29, 2014, in-service faculty meeting. 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.S.A. 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 during their Red Devil Advisory time after the plan is approved and/or updates are made. 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.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2014-2015 Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

On the first administration of the AdvancEd surveys in the Spring of 2013 as well as the Fall 2014 administration, the Central High School students, parents and staff indicated the overall highest level of satisfaction or approval for Standard 1- Purpose and Direction.
All standard indicator and question response average scores were above 3.2 for the staff and parent surveys.

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

Fall 2014 administration resulted in no statistically significant increases or decreases in satisfaction or approval.

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

Based on the Phenix City Schools stakeholder survey results from Spring 2013 and Fall 2014, Standard 1- Purpose and Direction was also indicated to have the highest level of satisfaction or approval from the staff and students district-wide.

The parent and staff AdvancEd surveys both reported the following indicators and questions to have the highest average scores, and therefore levels of satisfaction or approval:

Standard 1
- Indicator 1.3- The schools' leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
o Question - Our school's purpose statement is clearly focused on student success.
Standard 3
- Indicator 3.9- The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports the student's educational experience.
Standard 4
- Indicator 4.6- The school provides support services to meet the physical, social and emotional needs of the student population being served.
o Question - Our school provides opportunities for students to participate in activities that interest them.

The parent and student AdvancEd surveys both reported the following indicators and questions to have the highest average scores, and therefore levels of satisfaction or approval:

Standard 2
o Question - Our school has high expectations for students in all classes.
o Question - In my school, the principal and teachers have high expectations of me.
Standard 5
- Indicator 5.4- The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

o Question - My child is prepared for success in the next school year.

o Question - My school prepares me for success in the next school year.

Areas in Need of Improvement

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

On the first administration of the AdvancEd surveys in the Spring of 2013 and the subsequent Fall 2014 administration, the Central High School parents and staff indicated the overall lowest level of satisfaction or approval for Standard 3- Teaching and Assessing for Learning. The students indicated Standard 2- Governance and Leadership and Standard 5- Using Results for Continuous Improvement as having the lowest levels of satisfaction or approval.

The student AdvancEd surveys reported the following indicators and questions to have scores lower than 3.2, and therefore determined to be areas of weakness and in need of improvement:

Standard 1
- Indicator 1.2- The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills (3.17).
o Question 4- In my school, all students are treated with respect (2.78).

Standard 2
- Indicator 2.1- The governing body establishes policies and supports practices that ensure effective administration of the school (3.10).
- Indicator 2.4- Leadership and staff foster a culture consistent with the school's purpose and direction (3.08).
o Question 6- In my school, rules are applied equally to all students (3.1).
o Question 7- In my school, students treat adults with respect (2.61).

Standard 3
- Indicator 3.3- Teachers engage students in their learning through instructional strategies that ensure achievement of learning Expectations (3.03).
- Indicator 3.8- The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress (3.17).
- Indicator 3.9- The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports the student's educational experience (3.09).
o Question 13- My school offers opportunities for my family to become involved in school activities and my learning (3.17).
o Question 14- My school makes sure there is at least one adult who knows me well and shows interest in my education and future (3.09).
o Question 17- All of my teachers change their teaching to meet my learning needs (2.77).
o Question 21- All of my teachers keep my family informed of my academic progress (3.12).

Standard 4
- Indicator 4.3- The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff (2.67).
o Question 23- In my school, the building and grounds are safe, clean, and provide a healthy place for learning (2.89).
o Question 24- In my school, student respect the property of others (2.45).
o Question 27- In my school, students help each other even if they are not friends (2.71).

Standard 5

- Indicator 5.5- Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders (2.95).

o Question 31- My school considers students' opinions when planning ways to improve the school (2.82).

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

Fall 2014 administration resulted in no statistically significant increases or decreases in satisfaction or approval.

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 secondary students.

According to the staff and parents, the curriculum, instructional design, and/or assessment practices are the main areas of ineffectiveness when it comes to accomplishing our purpose and direction. These two stakeholder groups also indicate that the school's leadership and staff do not commit to and foster a culture that is consistent with the school's purpose and direction.

CHS students believe that it's primarily the school's governance and leadership not promoting and supporting learning and failure to improve upon school weaknesses that contributes to the school's ineffectiveness. They and their parents also indicate that the school's leadership and staff do not effectively communicate with and engage families in their students' education and progress, the overall student learning conditions at the school or achievement of school improvement goals.

The school's administration and Continuous Improvement Team must look deeper at the specific indicators and questions that contributed to the negative feedback, identify possible root causes for the negativity and develop a plan to address the underlying issues.

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

Although the staff AdvancEd surveys did not report any indicators with an average score below 3.2, the following reported to have the lowest scores were also reported by the student AdvancEd surveys as being a weakness:

Standard 1

- Indicator 1.2- The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Standard 2

- Indicator 2.4- Leadership and staff foster a culture consistent with the school's purpose and direction.

Although the parent AdvancEd surveys did not report any indicators with an average score below 3.2, the following reported to have the lowest scores were also reported by the student AdvancEd surveys as being a weakness:

Standard 3

- Indicator 3.8- The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Standard 5

- Indicator 5.5- Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Based on the Phenix City Schools stakeholder survey results from Spring 2013:

Standard 2- Governance and Leadership was also indicated to have the lowest level of satisfaction or approval from the parents district-wide.

Standard 3- Teaching and Assessing for Learning was also indicated to have the lowest level of satisfaction or approval from the staff district-wide.

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.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
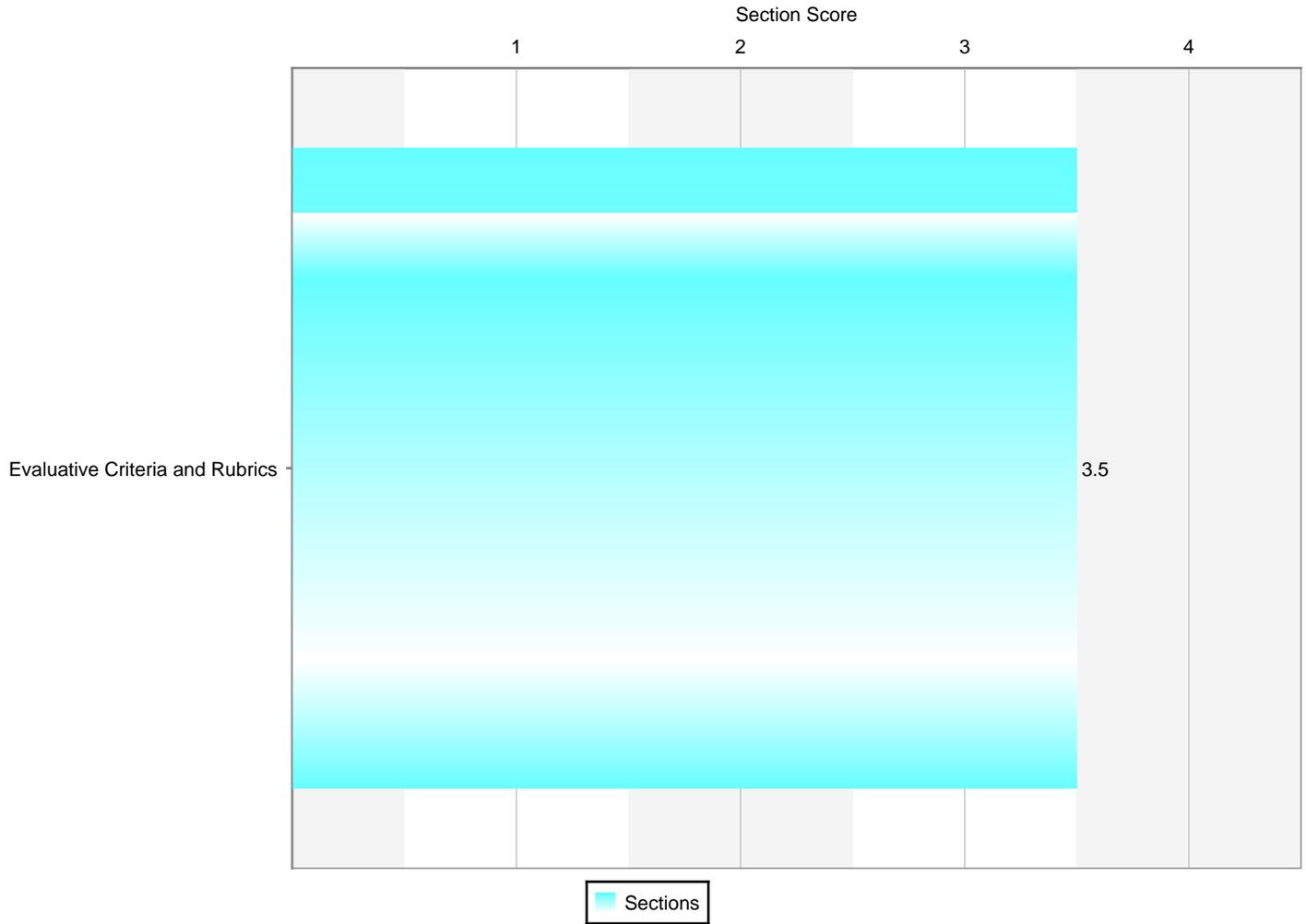
Student Performance Diagnostic

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		2014-2015 Student Performance Data Document

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:

For all optional testing for the graduating year of 2014, each subtest and composite score increased over average scores from 2013, with the following percentages meeting college readiness benchmarks:

English- 50%

Algebra- 20%

Social Science- 32%

College Biology- 14%

All four- 10%

PLAN:

In the 2012-2013 school year, the English subscore for CHS students exceeded the proficiency benchmark by 0.2.

No PLAN Average Test Scores for 2013-2014 school year were above the expected levels of performance when comparing CHS students to national PLAN average test scores or benchmark proficiency scores for English, Math, Reading and Science.

No PLAN Average Subscores for the 2012-2013 or 2013-2014 school years were above the expected levels of performance when comparing CHS students to national PLAN Average Subscores for Usage/Mechanics, Rhetorical Skills, Pre-Algebra, and Geometry.

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

ACT:

For the junior class of 2014, the district average scores decrease was less than the state average scores decrease when comparing to the optional testing group for all subtests, as well as the composite scores.

For the junior class of 2014, the white subgroup exceeded the minimum proficiency score for the English subtest by 0.6 points.

PLAN:

The 2013-2014 Plan average subscore for Pre-Algebra/Algebra increased by 1/10th of a point when compared to that of the 2012-2013 school year.

ACT Explore to PLAN Linkage:

English-

129 (42%) benchmarked on both.

Of the 136 students that did not benchmark on EXPLORE, 37 (27%) did benchmark in PLAN.

Mathematics-

32 (10%) benchmarked on both.

Of the 248 students that did not benchmark on EXPLORE, 18 (7%) did benchmark in PLAN.

Reading-

36 (12%) benchmarked on both.

Of the 254 students that did not benchmark on EXPLORE, 36 (14%) did benchmark in PLAN.

Science-

24 (8%) benchmarked on both.

Of the 218 students that did not benchmark on EXPLORE, 10 (5%) did benchmark in PLAN.

Quality Core EOCTs:

The Algebra 1 average final score increased by one point from 142 in 2012-2013 to 143 in 2013-2014 for CHS students.

Each of the following subscores for the Algebra 1 EOCT increased for the 2013-2014 assessment: Exploring Expressions, Equations and Functions in the First Degree; Exploring Quadratic Equations and Functions; and Number Sense, Operation and Graph Skills.

Which area(s) indicate the overall highest performance?

ACT:

The ACT science subtest illustrated the overall highest level of performance for CHS students for the 2013-2014 school year.

The Black/African American subgroup exceeds the state average score for the same subgroup on the following: composite score, science, English, mathematics and writing.

PLAN:

The PLAN English subtest illustrated the overall highest level of performance for CHS students for the 2012-2013 and 2013-2014 school years.

Quality Core EOCTs:

Reading comprehension on the English 10 EOCT illustrated the overall highest level of performance for CHS students for the 2013-2014 school year.

Number Sense, operation and graph skills on the Algebra 1 EOCT illustrated the overall highest level of performance for CHS students for the 2013-2014 school year.

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

ACT:

Since 2014 was the first year that Central High School juniors were required to take the ACT test, there is no increasing or declining trend data available.

PLAN:

The Asian subgroup had an overall increase in their Plan English proficiency score from 14.5 in 2012-2013 to 21.0 in 2013-2014.

The white, Hispanic/Latino and Asian subgroups had an overall increase in their Plan Math proficiency scores from 16.6, 16.4, and 17.0, respectively, in 2012-2013 to 16.9, 16.9, and 21.0, respectively in 2013-2014.

The Hispanic/Latino and Asian subgroups had an overall increase in their Plan Reading proficiency scores from 15.7 and 15.5, respectively, in 2012-2013 to 16.9 and 20.0, respectively in 2013-2014.

The Asian subgroup had an overall increase in their Plan Science proficiency score from 17.5 in 2012-2013 to 25.0 in 2013-2014.

Between which subgroups is the achievement gap closing?

Male and Female average test scores for each subtest of the ACT and PLAN were within one 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, PLAN or Quality Core EOCTs.

Areas in Need of Improvement

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

ACT:

All ACT average proficiency scores for each subtest were below the minimum proficiency benchmark.

PLAN:

All PLAN Average Test Scores were below the expected levels of performance when comparing CHS students to national PLAN average test scores for English, Math, Reading and Science.

All PLAN Average Subscores were below the expected levels of performance when comparing CHS students to national PLAN Average Subscores for Usage/Mechanics, Rhetorical Skills, Pre-Algebra, and Geometry.

Quality Core EOCTs:

Both average proficiency scores for each EOCT were below the minimum proficiency benchmark.

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

ACT:

When comparing the optional ACT testing to the 2014 junior class ACT assessment, all average proficiency scores for each subtest declined.

PLAN:

All PLAN overall and subtest average test scores declined from the 2012-2013 to the 2013-2014 scores, with the exception of the Pre-Algebra/Algebra subscore.

Quality Core EOCTs:

The average proficiency score for the English 10 EOCT, as well as all of the subscores, declined from the 2012-2013 to the 2013-2014 scores.

The subscores for the Algebra 1 EOCT Nonlinear Equations area declined from the 2012-2013 to the 2013-2014 scores.

Which area(s) indicate the overall lowest performance?

ACT:

THE ACT math subtest illustrated the overall lowest level of performance for CHS students for the 2013-2014 school year.

PLAN:

The PLAN science subtests illustrated the overall lowest level of performance for CHS students for the 2012-2013 and 2013-2014 school

years.

Quality Core EOCTs:

CHS students illustrated the overall lowest level of performance on the Algebra 1 EOCT in the following areas: Exploring other Nonliner Equations and Functions and Exploring Quadratic Equations and Functions.

CHS students illustrated the overall lowest level of performance on the English 10 EOCT in the area of Modes of Writing.

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

The black/African American subgroup scored below the white and Hispanic/Latino subgroups for each subtest of the 2013-2014 PLAN.

The black/African American subgroup scored below the white subgroup for each subtest of the 2014 ACT.

The black/African American subgroup scored below the Hispanic/Latino subgroup for each subtest of the 2013-2014 ACT except English.

Between which subgroups is the achievement gap becoming greater?

All subgroups, with the exception of the Asian subgroup, illustrated a decline in proficiency scores.

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.

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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, PLAN or Quality Core EOCTs.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
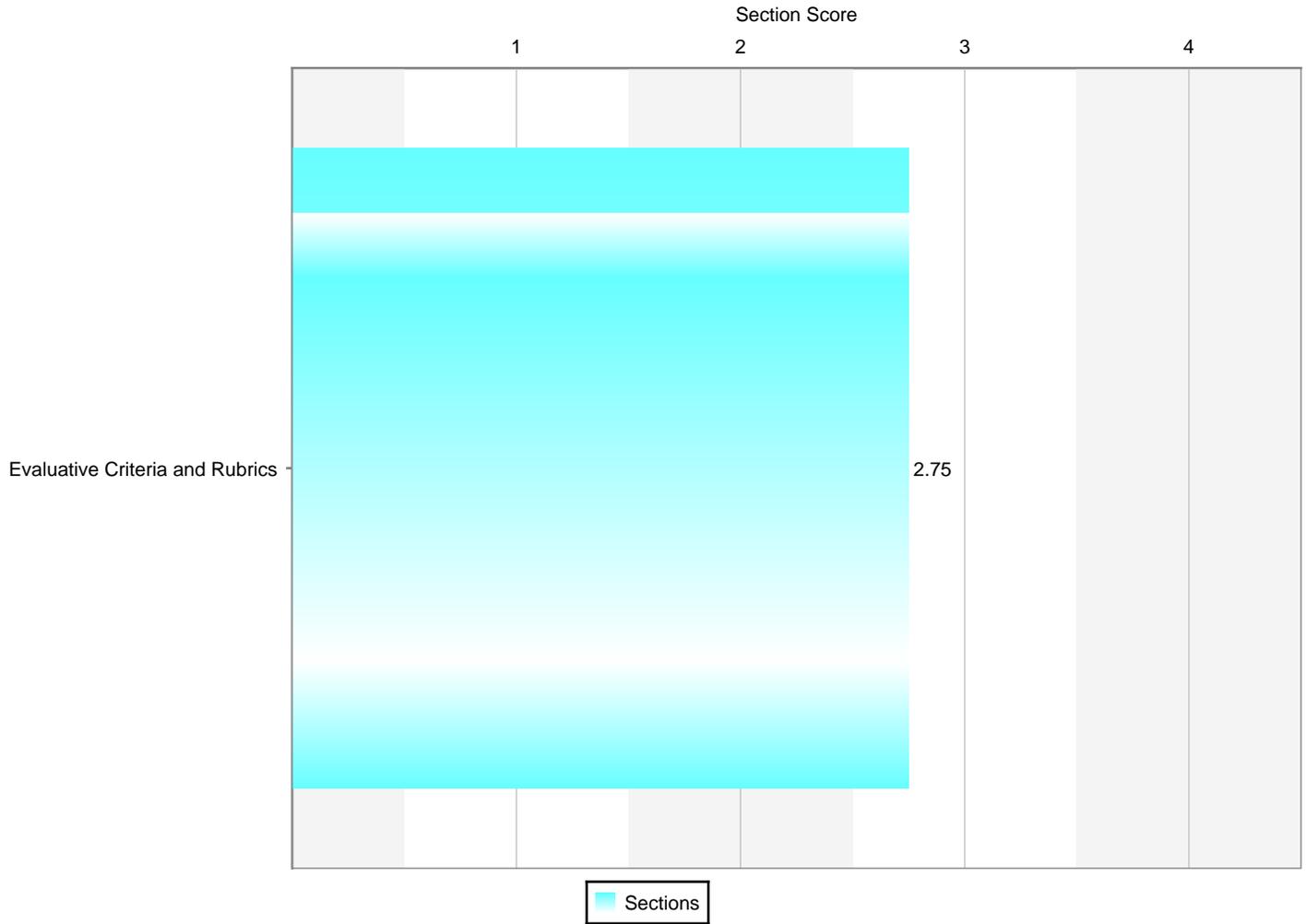
Sections

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		ACIP Team 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		ACIP Administrative 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		Title IX Compliance Signature

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	Non-Title I school- We complete a Parental Involvement Plan (attached) but do not implement Parents' Right-to-Know requirements.	Parental 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	

2014-2015 Continuous Improvement Plan- Final

Overview

Plan Name

2014-2015 Continuous Improvement Plan- Final

Plan Description

Goals, strategies and activities to address improvement initiatives for the 2014-2015 school year. This is the finalized CIP that was shared with the school faculty, parents and students.

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 Strategies: 7 Activities: 10	Academic	$0
2	Members of the 2015 graduating class will graduate with their appropriate cohort year.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	$51371
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 Strategies: 1 Activities: 4	Organizational	$0
4	As a part of the Central High School 30-60-90 Day Plan, 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: 5 Strategies: 9 Activities: 20	Organizational	$70185
5	EL students will become proficient in reading and math by meeting AYP requirements for the EL subgroup.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$0

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

This plan includes progress notes which are at the very end of this document

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 05/22/2015 as measured by the PLAN , ACT plus Writing, and English 10 Quality Core End-of-Course 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

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	05/22/2015	$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: 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	01/05/2015	04/21/2015	$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.

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	08/09/2013	05/22/2015	$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, 2015, 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. 2. Students will submit answers to a designated area in the main office. 3. Students with correct answers submitted by the closing of school each day will win a prize. 4. Incorrect answers will be given back to the students if time permits to allow for an extra try.	Academic Support Program	03/02/2015	04/21/2015	$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	04/06/2015	05/22/2015	$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.

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

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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	05/22/2015	$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.

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	05/22/2015	$0	No Funding Required	CCRS Leadership Team and selected CCRS Implementation Team Members

(shared) Strategy 5:

ACT Preparation - An ACT Preparation elective course will allow students to earn an elective course credit for the year while practicing test-taking skills and strategies daily.

Research Cited: Briggs, D. C. (2001). The effect of admissions test preparation: Evidence from NELS-88. Chance, 14(1), 10–18.

Activity - ACT Preparation Elective Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS Juniors and Seniors will have the option to take an ACT Preparatory course during the school day as one of their chosen electives.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	Designated ACT Preparation teacher CHS Counselors

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 05/22/2015 as measured by the PLAN 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

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	05/22/2015	$0	No Funding Required	CHS Administration with support from district instructional coaches

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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.

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(shared) Strategy 3:

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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

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Strategy 6:

Targeted Reading Instruction for At-Risk Students - A new teacher, highly qualified in reading instruction, will be employed at the Phenix City Success Academy.

Research Cited: Brookover, W. B. & Lezotte, L. W. (1979). Changes in school characteristics coincident with changes in student achievement. East Lansing, MI: The Institute for Research on Teaching.

Activity - At-Risk Student Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A highly-qualified reading teacher at the Success Academy will provide each student placed there with a diagnostic reading assessment. Those identified as below proficiency for their grade level will receive individualized reading instruction during their Success Academy assignment.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	Success Academy staff

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 05/22/2015 as measured by the PLAN, ACT plus Writing, and Algebra I Quality Core End-of-Course tests.

(shared) Strategy 1:

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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.

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	05/22/2015	$0	No Funding Required	CCRS Leadership Team and selected CCRS Implementation Team Members

(shared) Strategy 5:

ACT Preparation - An ACT Preparation elective course will allow students to earn an elective course credit for the year while practicing test-taking skills and strategies daily.

Research Cited: Briggs, D. C. (2001). The effect of admissions test preparation: Evidence from NELS-88. Chance, 14(1), 10–18.

Activity - ACT Preparation Elective Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS Juniors and Seniors will have the option to take an ACT Preparatory course during the school day as one of their chosen electives.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	Designated ACT Preparation teacher CHS Counselors

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 05/22/2015 as measured by the PLAN 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

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 | 05/22/2015 | $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: 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	01/05/2015	04/21/2015	$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.
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	08/09/2013	05/22/2015	$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, 2015, 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. 2. Students will submit answers to a designated area in the main office. 3. Students with correct answers submitted by the closing of school each day will win a prize. 4. Incorrect answers will be given back to the students if time permits to allow for an extra try.	Academic Support Program	03/02/2015	04/21/2015	$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	04/06/2015	05/22/2015	$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.

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	05/22/2015	$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.

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	05/22/2015	$0	No Funding Required	CCRS Leadership Team and selected CCRS Implementation Team Members

(shared) Strategy 5:

ACT Preparation - An ACT Preparation elective course will allow students to earn an elective course credit for the year while practicing test-taking skills and strategies daily.

Research Cited: Briggs, D. C. (2001). The effect of admissions test preparation: Evidence from NELS-88. Chance, 14(1), 10–18.

Activity - ACT Preparation Elective Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS Juniors and Seniors will have the option to take an ACT Preparatory course during the school day as one of their chosen electives.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	Designated ACT Preparation teacher CHS Counselors

Measurable Objective 5:

50% of Eleventh and Twelfth grade students will demonstrate a proficiency for modes of composition in Writing by 05/22/2015 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

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	05/22/2015	$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:
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 | 01/05/2015 | 04/21/2015 | $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.

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	05/22/2015	$0	No Funding Required	CCRS Leadership Team and selected CCRS Implementation Team Members

(shared) Strategy 3:

ACT Preparation - An ACT Preparation elective course will allow students to earn an elective course credit for the year while practicing test-taking skills and strategies daily.

Research Cited: Briggs, D. C. (2001). The effect of admissions test preparation: Evidence from NELS-88. Chance, 14(1), 10–18.

Activity - ACT Preparation Elective Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS Juniors and Seniors will have the option to take an ACT Preparatory course during the school day as one of their chosen electives.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	Designated ACT Preparation teacher CHS Counselors

Measurable Objective 6:

10% of All Students will demonstrate a proficiency in workforce readiness skills in Career & Technical by 05/22/2015 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.

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	05/22/2015	$0	No Funding Required	CCRS Leadership Team and selected CCRS Implementation Team Members

Strategy 2:

ACT KeyTrain - Seniors will utilize an interactive training system to learn and develop foundation career readiness skills.

Research Cited: Dockery, J. A. (2006). The Effectiveness Of Computer-Assisted Instruction In Preparing Academically At-Risk Students For The Georgia High School Graduation Test. A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy, Capella University.

Key Links

•Course Offerings

•ACT WorkKeys

•ACT National Career Readiness Certificate

•Career Clusters

•System Requirements

•Run ACT KeyTrain

Purchase ACT Keytrain Courses

Individuals may purchase the ACT Keytrain courses at the ACT Online Store.

Note: ACT KeyTrain is available for licensing by organizations. Request information about licensing your site.

Efficacy Research

Find out more about how ACT KeyTrain courses are making a difference in users' test performance.

•Nevada State High School

•Claremore High School

•Baldwin County, Georgia

Activity - ACT KeyTrain Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors will work through courses in the ACT KeyTrain program a minimum of twice monthly for the first semester from the time of availablility.	Career Preparation/Orientation	10/01/2014	01/09/2015	$0	No Funding Required	Designated teachers of senior-level courses

Goal 2: Members of the 2015 graduating class will graduate with their appropriate cohort year.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the graduation rate by 05/22/2015 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.

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	05/22/2015	$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.

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.	Academic Support Program	08/11/2014	05/22/2015	$0	No Funding Required	School Tutoring Coordinator

Strategy 3:

Red Devil Advisory Program - Students have an adult advocate outside of the counseling team with whom they will hold regular meetings with.

Research Cited: Burns, J. (1996). "The Five Attributes of Satisfying Advisories." NELMS Journal. Vol. 9, No. 1. Accessible online at

www.vla.com/idesign/attributes2.html

Activity - Advisory Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Red Devil Advisory program will take place a minimum of twice monthly, during which times the advisor will review and discuss pertinent issues with students in relation to staying on track to graduating college and/or career ready. I.E. Attendance, grades, credits, school spirit and culture influence, work/study habits, and social and professional etiquette,	Other	08/28/2014	05/13/2015	$0	No Funding Required	All advisory teachers

Measurable Objective 2:

collaborate to employ a graduation coach at Central High School to identify and monitor at-risk seniors by 08/06/2014 as measured by at least 80% of the 2015 graduating class completing their Alabama High School Diploma requirements .

Strategy 1:

Graduation Coach - The CHS Graduation Coach will have responsibility for facilitating the comprehensive support services model (processes/programs/best practices) in coordinating appropriate interventions, implementing identified district or school strategies for dropout prevention, and collaborating with state, district, school, and community stakeholders in aligning services to support at-risk students and their families. The main areas of responsibility are attendance, truancy, teacher discipline referrals, course credits, adult advocacy, and student/social/behavioral support, community links, early warning, academic and behavioral interventions, parental engagement, and innovative pathways for student success.

Research Cited: Lacefield, W., Zeller, P., & Van Kannel-Ray (May 1, 2010). Graduation coaching in high need urban, high schools. A paper presentation during the 2010 annual conference of the American Educational Research Association. Dever, Colorado.

Activity - Graduation Coach Position	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire and train a certified teacher to carry out all of the functions of a full-time graduation coach.	Academic Support Program	07/30/2014	05/22/2015	$51371	General Fund	Principal, Graduation Coach

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.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to provide a safe, orderly environment with a professional, caring staff teaching a relevant, challenging curriculum by 08/06/2014 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.

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

Activity - Red Devil Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Red Devil Advisory Program will meet a minimum of twice monthly to allow for each student to have an adult advocate other than the CHS counselors. This program will also foster the building of relationships for all students.	Academic Support Program	08/21/2014	05/22/2015	$0	No Funding Required	All CHS teachers CHS Guidance Department

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 * Two 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	Community Engagement	08/06/2014	05/22/2015	$0	No Funding Required	All CHS staff

Activity - Secondary Later Start Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to decrease student absences and late check-ins, the Phenix City Schools secondary start time was adjusted from 7:50 AM to 9:00 AM.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	CHS and PCBOE Administration

Activity - CHS Educational Beautification Efforts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After visits to the Ron Clark Academy, CHS teachers collaborated with advanced art students to begin painting designated walls with content-specific art. I.E. Math hall will have famous mathematician portraits.	Other	09/22/2014	05/22/2015	$0	No Funding Required	CHS Art Department

Goal 4: As a part of the Central High School 30-60-90 Day Plan, 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.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to identify focus areas for Special Education students and provide targeted professional development by 10/01/2014 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.

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 - Global Scholar Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Central High School Special Education Collaborative Team will analyze the data from Global Scholar Performance Series and other data sources to identify specific areas of focus for identified students. - Within 60 days, a plan for initial testing of Special Education students will be completed - Within 90 days, all Special Education students will be tested utilizing Global Scholar Performance Series Reading and Mathematics subtests - Benchmark testing will be completed for identified students at the start of second semester and again in May.	Academic Support Program	08/06/2014	05/21/2015	$0	No Funding Required	Central High School Special Education Collaborative Team

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	08/06/2014	10/15/2014	$0	No Funding Required	The Central High School Continuous Improvement team

Activity - Student Computer Updates for Special Education Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the 60 days of the start of school, 6 additional computers will be purchases and utilized in the Special Education resource room to facilitate expeditious implementation of Global Scholar testing of identified students. Twenty student computers were relocated from various areas to a newly created computer lab as an added resource for teacher use and assessment purposes (reallocation of resources).	Technology	09/24/2014	10/29/2014	$0	No Funding Required	PC Schools Technology Department

Activity - SmartBoard Update	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To address instruction through multi-modalities, a SmartBoard will be purchased within the first 90 days of school for the Special Education resource room.	Technology	09/24/2014	01/01/2015	$1200	District Funding	PC Schools Special Services, Curriculum and Instruction and Technology Departments

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.

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 - How to Effectively Co-Teach in an Inclusion Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train collaborative teachers on effective co-teaching models and strategies in order to have a successful transition to inclusion core classes at CHS. Initial training within the first 30 days of the implementation of this plan. Follow-up training in January, 2015	Professional Learning	07/21/2014	01/09/2015	$0	No Funding Required	EARIC/ARI representatives

Activity - Collaborative Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| CHS collaborative teachers will observe Opelika High School collaborative classes, with a focus on science and social studies. Observations will be used to cross train Special Education teachers in effective collaborative strategies. Observations will take place within 30 days and again within 90 days. | Professional Learning | 10/15/2014 | 01/09/2015 | $0 | No Funding Required | CHS Administration and PC Schools Special Services Director |

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.

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	09/29/2014	$0	No Funding Required	Mrs. Crystal Adams (PST/RtI committee member) and Mrs. Tracey DuBose (Graduation Coach)

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, EXPLORE, PLAN and ACT assessment data.Identified students will be required to attend assigned tutoring sessions.	Professional Learning	09/29/2014	05/22/2015	$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.

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 | 08/06/2014 | 05/22/2015 | $0 | No Funding Required | Mr. Thomas Vickers-Principal Mrs. Lisa B. Coleman and Mrs. Lynn Herman-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	02/18/2014	03/21/2014	$0	No Funding Required	Mr. Thomas Vickers-Principal Mrs. Lisa B. Coleman, Dr. Cordelia Moffett and Mrs. Lynn Herman-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.

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 2014-2015 school year.	Academic Support Program	10/15/2014	05/22/2015	$0	No Funding Required	CHS Administrators, Continuous Improvement Team and department chairpersons

Strategy 6:

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.

Research Cited: Genesee, F., Lindholm-Leary, K., Saunders, W., and

Christian, D. 2006. Educating English Language

Learners. NY: Cambridge University Press; quote from

p. 28.

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 an instructional support specialist for the disctrict. This staff member will receive cross-training with these special populations to effectively provide support.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	PC Schools Special Services Department

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 09/29/2014 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.

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 Assessment Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Continuous Improvement Team, including administrators, a Special Education Focus Team and core department representatives, will gather and analyze data from winter testing in Global Scholar Performance and Achievement Series in order to identify achievement gaps, with an emphasis on the special education subgroup.	Academic Support Program	02/18/2014	03/21/2014	$0	No Funding Required	Continuous Improvement Planning Team

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	08/06/2014	05/22/2015	$0	No Funding Required	Continuous Improvement Planning Team Special Education Focus 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 | 08/19/2014 | $0 | No Funding Required | Special Education Focus Team and 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: - 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 * Two 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	Community Engagement	08/06/2014	05/22/2015	$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 05/02/2014 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.

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 | 08/06/2014 | 05/22/2015 | $0 | No Funding Required | Mr. Thomas Vickers-Principal Mrs. Lisa B. Coleman and Mrs. Lynn Herman-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	02/18/2014	03/21/2014	$0	No Funding Required	Mr. Thomas Vickers-Principal Mrs. Lisa B. Coleman, Dr. Cordelia Moffett and Mrs. Lynn Herman-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.

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 2014-2015 school year.	Academic Support Program	10/15/2014	05/22/2015	$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.

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

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

Activity - Special Education Collaborative Teacher Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the first 30 days of school, two collaborative teachers were hired to be a part of the CHS collaborative team, along with the four special education teachers already employed. These teachers will be scheduled into classes based on their strengths and certification. One other collaborative teacher was selected and hired to work at the Success Academy with special education students also classified as at-risk due to disciplinary issues. Each special education teacher is highly-qualified in the chosen core areas or highly trained in collaborative teaching. Special Education teachers have prior experience or have received in-depth training. Three of the six Special Education collaborative teachers are highly qualified in their core areas. Two are collaborative trained and certified. The core science Special Education teacher selected is a veteran Special Education teacher and will receive additional training in science collaboration.	Recruitment and Retention	08/06/2014	09/10/2014	$68985	State Funds	CHS Administration and PC Schools Special Services representatives

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: Non-Collaborative- Students will attend regular education core classes and have a help lab available for needed assistance. 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. 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. 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. Social Developmental Skills courses will also be available to identified students as an added support class.	Academic Support Program	08/06/2014	10/01/2014	$0	No Funding Required	CHS Administration, Special Education Case Managers

Activity - Collaborative Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the first 30 days of school, the master schedule was modified to enable Special Education and regular education collaborative teachers to share a common planning time.	Academic Support Program	08/06/2014	09/22/2014	$0	No Funding Required	CHS Administration

Measurable Objective 5:

collaborate to establish the Red Devil Advisory Program by 08/21/2014 as measured by advisory meeting schedule and agendas .

Strategy 1:

Red Devil Advisory Set Up - Within the first 30 days of school, an advisory program will be established to allow for a mentor/mentee ratio of no more than 15-20 students per teacher.

Research Cited: Osofsky, D., Sinner, G., & Wolk, D. (2003). Changing systems to personalize learning: The power of advisories. Retrieved from Brown University, Education Alliance website: http://www.brown.edu/academics/education-alliance/publications/changing-systems-personalize-learning-power-advisories [external link]

Activity - Red Devil Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Red Devil Advisory Program will meet a minimum of twice monthly to allow for each student to have an adult advocate other than the CHS counselors. This program will also foster the building of relationships for our special populations of students. Case managers will be used as advisors for Special Education students.	Academic Support Program	08/21/2014	05/22/2015	$0	No Funding Required	All CHS teachers CHS Guidance Department

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency iluustrating adequate progress in language acquisition in English Language Arts by 05/22/2015 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.

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 | 01/05/2015 | $0 | No Funding Required | Mrs. Crystal Adams and 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.

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	05/22/2015	$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 05/22/2015 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.

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	01/05/2015	$0	No Funding Required	Mrs. Crystal Adams and 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.

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	05/22/2015	$0	No Funding Required	PC Schools Special Services Department

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 2014-2015 school year.	Academic Support Program	10/15/2014	05/22/2015	$0	CHS Administrators, Continuous Improvement Team and department chairpersons
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 * Two 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	Community Engagement	08/06/2014	05/22/2015	$0	All CHS staff

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: Non-Collaborative- Students will attend regular education core classes and have a help lab available for needed assistance. 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. 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. 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. Social Developmental Skills courses will also be available to identified students as an added support class.	Academic Support Program	08/06/2014	10/01/2014	$0	CHS Administration, Special Education Case Managers
Advisory Meetings	The Red Devil Advisory program will take place a minimum of twice monthly, during which times the advisor will review and discuss pertinent issues with students in relation to staying on track to graduating college and/or career ready. I.E. Attendance, grades, credits, school spirit and culture influence, work/study habits, and social and professional etiquette,	Other	08/28/2014	05/13/2015	$0	All advisory teachers
Global Scholar Testing	The Central High School Special Education Collaborative Team will analyze the data from Global Scholar Performance Series and other data sources to identify specific areas of focus for identified students. - Within 60 days, a plan for initial testing of Special Education students will be completed - Within 90 days, all Special Education students will be tested utilizing Global Scholar Performance Series Reading and Mathematics subtests - Benchmark testing will be completed for identified students at the start of second semester and again in May.	Academic Support Program	08/06/2014	05/21/2015	$0	Central High School Special Education Collaborative Team
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	05/22/2015	$0	CHS Administration with support from district instructional coaches

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. 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	04/06/2015	05/22/2015	$0	Student Council and Continuous Improvement Team
Secondary Later Start Time	In an effort to decrease student absences and late check-ins, the Phenix City Schools secondary start time was adjusted from 7:50 AM to 9:00 AM.	Academic Support Program	08/06/2014	05/22/2015	$0	CHS and PCBOE Administration
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	08/06/2014	05/22/2015	$0	Continuous Improvement Planning Team Special Education Focus Team
Student Computer Updates for Special Education Department	Within the 60 days of the start of school, 6 additional computers will be purchases and utilized in the Special Education resource room to facilitate expeditious implementation of Global Scholar testing of identified students. Twenty student computers were relocated from various areas to a newly created computer lab as an added resource for teacher use and assessment purposes (reallocation of resources).	Technology	09/24/2014	10/29/2014	$0	PC Schools Technology Department
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	08/06/2014	05/22/2015	$0	Mr. Thomas Vickers-Principal Mrs. Lisa B. Coleman and Mrs. Lynn Herman-PCBOE

Increased Communication Strategies	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 * Two 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	Community Engagement	08/06/2014	05/22/2015	$0	All CHS staff CHS Guidance Department and administration
ACT Question of the Day	1. Beginning the first week of March, 2015, 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. 2. Students will submit answers to a designated area in the main office. 3. Students with correct answers submitted by the closing of school each day will win a prize. 4. Incorrect answers will be given back to the students if time permits to allow for an extra try.	Academic Support Program	03/02/2015	04/21/2015	$0	Core Department Chairpersons CIP 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	05/22/2015	$0	Distance Learning Coordinator, Senior Counselor, and designated teachers
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	08/06/2014	10/15/2014	$0	The Central High School Continuous Improvement team

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	08/19/2014	$0	Special Education Focus Team and collaborative 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	01/05/2015	$0	Mrs. Crystal Adams and Mrs. Tracey DuBose (PST/RtI Committee members)
ACT KeyTrain Implementation	Seniors will work through courses in the ACT KeyTrain program a minimum of twice monthly for the first semester from the time of availablility.	Career Preparation/Orientation	10/01/2014	01/09/2015	$0	Designated teachers of senior-level courses
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. General tutoring sessions for all core subjects are offered from 8:15 - 8:55 AM, Monday-Thursday.	Academic Support Program	08/11/2014	05/22/2015	$0	School Tutoring Coordinator
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	01/05/2015	04/21/2015	$0	All teachers of designated courses
Red Devil Advisory	The Red Devil Advisory Program will meet a minimum of twice monthly to allow for each student to have an adult advocate other than the CHS counselors. This program will also foster the building of relationships for our special populations of students. Case managers will be used as advisors for Special Education students.	Academic Support Program	08/21/2014	05/22/2015	$0	All CHS teachers CHS Guidance Department
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	08/09/2013	05/22/2015	$0	CHS Administration

How to Effectively Co-Teach in an Inclusion Setting	Train collaborative teachers on effective co-teaching models and strategies in order to have a successful transition to inclusion core classes at CHS. Initial training within the first 30 days of the implementation of this plan. Follow-up training in January, 2015	Professional Learning	07/21/2014	01/09/2015	$0	EARIC/ARI representatives
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	05/22/2015	$0	CCRS Leadership Team and selected CCRS Implementation Team Members
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 an instructional support specialist for the disctrict. This staff member will receive cross-training with these special populations to effectively provide support.	Academic Support Program	08/06/2014	05/22/2015	$0	PC Schools Special Services Department
CHS Educational Beautification Efforts	After visits to the Ron Clark Academy, CHS teachers collaborated with advanced art students to begin painting designated walls with content-specific art. I.E. Math hall will have famous mathematician portraits.	Other	09/22/2014	05/22/2015	$0	CHS Art Department
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	05/22/2015	$0	PC Schools Special Services Department
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, EXPLORE, PLAN and ACT assessment data.Identified students will be required to attend assigned tutoring sessions.	Professional Learning	09/29/2014	05/22/2015	$0	CHS Problem Solving/RtI Team and designated intervention teachers
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	05/22/2015	$0	CHS Administration and PCBOE Instructional Coaches
Collaborative Observations	CHS collaborative teachers will observe Opelika High School collaborative classes, with a focus on science and social studies. Observations will be used to cross train Special Education teachers in effective collaborative strategies. Observations will take place within 30 days and again within 90 days.	Professional Learning	10/15/2014	01/09/2015	$0	CHS Administration and PC Schools Special Services Director

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	09/29/2014	$0	Mrs. Crystal Adams (PST/RtI committee member) and Mrs. Tracey DuBose (Graduation Coach)
ACT Preparation Elective Course	CHS Juniors and Seniors will have the option to take an ACT Preparatory course during the school day as one of their chosen electives.	Academic Support Program	08/06/2014	05/22/2015	$0	Designated ACT Preparation teacher CHS Counselors
Red Devil Advisory	The Red Devil Advisory Program will meet a minimum of twice monthly to allow for each student to have an adult advocate other than the CHS counselors. This program will also foster the building of relationships for all students.	Academic Support Program	08/21/2014	05/22/2015	$0	All CHS teachers CHS Guidance Department
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	02/18/2014	03/21/2014	$0	Mr. Thomas Vickers-Principal Mrs. Lisa B. Coleman, Dr. Cordelia Moffett and Mrs. Lynn Herman-PCBOE
At-Risk Student Reading Instruction	A highly-qualified reading teacher at the Success Academy will provide each student placed there with a diagnostic reading assessment. Those identified as below proficiency for their grade level will receive individualized reading instruction during their Success Academy assignment.	Academic Support Program	08/06/2014	05/22/2015	$0	Success Academy staff
Collaborative Master Schedule	Within the first 30 days of school, the master schedule was modified to enable Special Education and regular education collaborative teachers to share a common planning time.	Academic Support Program	08/06/2014	09/22/2014	$0	CHS Administration
Continuous Improvement Assessment Data Analysis	The Continuous Improvement Team, including administrators, a Special Education Focus Team and core department representatives, will gather and analyze data from winter testing in Global Scholar Performance and Achievement Series in order to identify achievement gaps, with an emphasis on the special education subgroup.	Academic Support Program	02/18/2014	03/21/2014	$0	Continuous Improvement Planning Team
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graduation Coach Position	Hire and train a certified teacher to carry out all of the functions of a full-time graduation coach.	Academic Support Program	07/30/2014	05/22/2015	$51371	Principal, Graduation Coach
				Total	$51371	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Collaborative Teacher Selection	Within the first 30 days of school, two collaborative teachers were hired to be a part of the CHS collaborative team, along with the four special education teachers already employed. These teachers will be scheduled into classes based on their strengths and certification. One other collaborative teacher was selected and hired to work at the Success Academy with special education students also classified as at-risk due to disciplinary issues. Each special education teacher is highly-qualified in the chosen core areas or highly trained in collaborative teaching. Special Education teachers have prior experience or have received in-depth training. Three of the six Special Education collaborative teachers are highly qualified in their core areas. Two are collaborative trained and certified. The core science Special Education teacher selected is a veteran Special Education teacher and will receive additional training in science collaboration.	Recruitment and Retention	08/06/2014	09/10/2014	$68985	CHS Administration and PC Schools Special Services representatives
				Total	$68985	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SmartBoard Update	To address instruction through multi-modalities, a SmartBoard will be purchased within the first 90 days of school for the Special Education resource room.	Technology	09/24/2014	01/01/2015	$1200	PC Schools Special Services, Curriculum and Instruction and Technology Departments
				Total	$1200	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Strategy	Equitable and Effective Student Assessment Strategies		November 25, 2013: Walk-Through Reviews: - Walking loops are evident in classes that can accommodate this, but often not being used purposefully.	November 25, 2013	Rachael Fowler
Strategy	Lesson Planning		November 25, 2013: Walk-Through Reviews: - 18/20 teachers observed had completed lesson plans in the appropriate format and location. - The use of the lesson plan template is improving lesson plan quality and consistency. Next Steps: - Departments to review each others' lesson plan notebooks in department meetings and share engagement strategies, etc. - Continued individual remediation provided in lesson plan notebook reviews by administrators	November 25, 2013	Rachael Fowler
Strategy	Student Engagement		November 25, 2013: Walk-Through Reviews: - 13/20 classrooms observed had active student engagement to some extent. - The focus on student engagement is evident, even though not all teachers fully understand how to differentiate between engagement and compliance. Next Steps: - Departments to review each others' lesson plan notebooks in department meetings and share engagement strategies, etc. - Continued individual remediation provided in lesson plan notebook reviews by administrators - All CHS teachers to observe a peer using the ELEOT tool and document experience and learning in Educate Alabama evidence by December 6, 2013. - Need for specific PD on 2-3 engagement strategies for classroom use- January 2014	November 25, 2013	Rachael Fowler
Strategy	College and Career Readiness Standards Implementation		November 25, 2013: Next Steps: - Need for more PD on the reading and writing anchor standards use for lesson planning in subjects other than English.	November 25, 2013	Rachael Fowler
Activity	Common Lesson Plan Template	Completed	Trainings: - CHS staff training provided on Monday, August 12, 2013. - Teachers given time on Monday, August 12, 2013 to prepare lesson plan notebooks and begin utilizing the lesson plan template provided	November 25, 2013	Rachael Fowler

Activity	Active Student Engagement	Completed	Trainings: - CHS staff training completed on Friday, August 9, 2013 - Differentiated instruction training provided on Monday, October 14, 2013 - More active engagement strategies shared with the CHS staff during a faculty meeting on November 6th.	November 25, 2013	Rachael Fowler
Activity	Tools for Teaching	Completed	Trainings: - CHS staff training completed on Wednesday, August 7, 2013. o All teachers provided with time to go into their classroom and arrange for a walking loop. - New PCBOE teacher 12 week training completed on November 7, 2013. o Training very elementary o Secondary teachers need a modified version	November 25, 2013	Rachael Fowler
Activity	CCRS Implementation Training	In Progress	Training: - Training and implementation ongoing throughout 2013-2014 - All CHS teachers were provided with an instructional sheet on Global Scholar data analysis and the Alabama CCRS Insight Tool at a faculty meeting on November 6th. - CCRS team conducted an in-depth Global Scholar data training on October 14th and 15th for all English and mathematics teachers.	November 25, 2013	Rachael Fowler
Activity	CHS Tutoring Program	In Progress	As of November 13, 2013: - Teachers have observed too many students wandering the hallways prior to 3:45 PM with bus passes Next Steps: - Need 1st semester tutoring data, including number of students attended tutoring on each day by subject area/teacher - Need 1st semester tutoring bus utilization data	November 25, 2013	Rachael Fowler
Activity	Red-to-Black Program	In Progress	As of November 13, 2013: - We have 6 Red-To-Black labs throughout the day totaling 68 seniors. So far 5 seniors have been able to recover a total of 4 credits towards this school year's graduation. Next Steps: - Amendments need to be made to the payment requirement. Currently students are allowed to pay the fees associated with their course at any point during the school year.	November 25, 2013	Rachael Fowler
Strategy	School Culture Improvement		November 25, 2013: Next Steps: - Work order to repair or replace broken or missing locks on all student bathroom stalls was submitted in response to student bullying survey results. - Bullying committee for 2014-2015 school year encouraged.	November 25, 2013	Rachael Fowler

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: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	73.01

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	81.76

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	3.0

Label	Question	Value
4.	Provide the number of Counselors.	3.0

Label	Question	Value
5.	Provide the number of Librarians.	2.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	1.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	1.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	3319741.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	95237.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	129504.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	127767.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	100446.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	80205.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	71090.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	25268.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   3,949,258.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Not Applicable

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	0.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Not applicable

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

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

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Not applicable

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

Not Applicable

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Not applicable

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Not applicable- Career and Technical funding is allocated to the district budget.

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	100461.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

Not applicable- Career and Technical funding is allocated to the district budget.

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

Not applicable

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

3.00 teacher units over state/federal allocation

.05 administrator units over state/federal allocation

7.49 non-certified support personnel over state/federal allocation

Label	Question	Value
2.	Local Funds Provide the total.	1141150.5