



ALABAMA STATE DEPARTMENT OF EDUCATION
 Joseph B. Morton, State Superintendent of Education
2007 - 2008



CONTINUOUS IMPROVEMENT PLAN
NON-TITLE I School Programs

Note: Blank copy is available on www.alsde.edu, Sections, Accountability Roundtable, Publications
 Submit plans via e-mail to plans@alsde.edu

NAME OF SCHOOL: Central High School				
STREET ADDRESS: 2400 Dobbs Drive		CITY: Phenix City	STATE: Alabama	ZIP CODE: 36870
CONTACT: Anne Phillips		TELEPHONE: (334) 298-3626	E-MAIL: aphillips@pcboe.net	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/>				
ALL PLANS: Submit to LEA for Board approval. Retain the original plan in the LEA. Submit a copy of the plan electronically to your system's E-GAP Document Library by November 26, 2007.				
If using any Federal funding: Submit to LEA for Board approval. <u>Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures</u> to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan with budget electronically to your system's E-GAP Document Library by November 26, 2007.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> <i>If NO, complete PART III of the Continuous Improvement Plan</i> N/A <input checked="" type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are any federal resources like Title II, III, IV, V, and VI used to coordinate with and supplement existing services and are not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites) : This plan will be made available on the school's website, in the library and in each administrator's office.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Board approval received on _____, 2007.				
Superintendent Signature:			Date:	
LEA Representative Signature: (responsible for monitoring plan)			Date:	
Principal Signature:			Date:	

System:
 School:
 August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April/May – September 200_): August 2007 – February 2008

Provide a brief description of the planning process including how teachers will be involved in decisions regarding the use of state academic assessments and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing and implementing the CIP:

Each department chairperson nominated one member from their department to serve on the Continuous Improvement Leadership team. Each department also developed goals to improve academic achievement in a chosen subject area, targeting specific Alabama High School Graduation Examination objectives from the Spring 2007 administration. Developed departmental goals will be put into the Continuous Improvement Plan and checked weekly for implementation, using lesson plan documentation. 2006-2007 PEPE data will also be reviewed by the CI Leadership team to develop teacher improvement goals. Parent and student representation.....

<p style="text-align: center;">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p style="text-align: center;">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p style="text-align: center;">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
<p style="text-align: center;">Jan Funderburk Anne Phillips Chris Bouldin Marcie Cox Mandi Edwards Shane Flippo Anne Fry Kelli Hughes Christopher Matthews Kimberley Moulton/Mary Capo Rachael Otwell Kimberly Rey Cynthia Weaver Wallace, Michelle</p>	<p style="text-align: center;">Principal Administrator Faculty- Foreign Language Faculty-Social Studies Faculty- Business Faculty- Career Technology Faculty- Health and P.E. Faculty- Language Arts Faculty- Fine Arts Faculty- Special Education Faculty- Science Faculty- Health Care Faculty- Mathematics Parent</p>	

System:
School:
August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007

Part I – SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
Adequate Yearly Progress Status for 2007-2008
Based on School Year 2006-2007 Data

184 Phenix City - 0030 Central High School

2007-2008 AYP Status	This school met 17 goals out of 17 (100%).
	Made AYP
	Not in School Improvement

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	2.80	Yes
Special Education	90	N/A	-48.00	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	99	Yes	-0.67	Yes(CI)
Hispanic	~	N/A	No Data	No Data
White	98	Yes	9.88	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	99	Yes	-0.15	Yes(CI)

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	97	Yes	14.93	Yes
Special Education	87	N/A	-41.00	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	98	Yes	13.93	Yes
Hispanic	~	N/A	No Data	No Data
White	95	Yes	17.10	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	98	Yes	12.49	Yes

Additional Academic Indicator - Graduation Rate		
Made AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
	93%	Yes

System:
School:
August 2007

Part I - continued - DIRECTIONS - SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators.

- Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data). Data used is obtained from the School Report Card, the AYP Accountability Report Card, the master schedule of classes with faculty roster identifying highly qualified, all test results including the Alabama High School Graduation Examination, the Alabama Direct Assessment of Writing, and the Alabama Alternative Assessment, the School Incidence Report, the attendance and discipline summary reports for the previous school year, the Career Technical Program Plan, and the Needs Assessment Surveys for faculty and parents. All of the data reports are analyzed to identify the weaknesses and strengths involved with each data source.

4Part I - Continued:	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
<p>Staffing decisions are based on several items. Several people for each position are interviewed in order to get the best person for the job. This is based on resume, interview, and contact with references in an effort to fill each position at CHS with a highly qualified person. Years of experience in the field and at the high school level also come into play. Once we have gone through this process, we offer the position to the most qualified teacher.</p> <p>Academic needs are addressed by hiring the teacher that is an “expert” in their subject area. They should have the academic skills, classroom management skills, people skills, and professional skills to be successful in the classroom. They are expected to teach all students regardless of their ability. These teachers have a great understanding of students’ academic needs and meet them to the best of their ability.</p>	
Number and percentage of Non-HQT: 19- 32%	Number and percentage of Classes Taught by Non-HQT: 80 classes taught by Non-HQ teachers = 14.7% of total classes
Alabama High School Graduation Exam (AHSGE):	
Strengths: Made AYP for all 17 goals for the 2006-2007 school year.	Weaknesses: Met reading goals for the black and free/reduced lunch subpopulations by the confidence interval.
Alabama Reading and Mathematics Test (ARMT):	
Strengths: N/A	Weaknesses:
Stanford 10:	
Strengths: N/A	Weaknesses:
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: N/A	Weaknesses:

Alabama Direct Assessment of Writing (ADAW):	
Strengths: 71% met or exceeded the standard for all writing modes on the February 2007 assessment.	Weaknesses: 29% partially or did not meet the standard for all writing modes on the February 2007 assessment.
ACCESS for English Language Learners (ELLs):	
Strengths: N/A	Weaknesses:
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: The competency mean for all teachers was a 3.3/4.0 for the 2006-2007 school year.	Weaknesses:
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA] School Technology Plan Data)	
Strengths: 100% of students tested met or exceeded standards in Reading.	Weaknesses: 100% of students tested did not meet standards in Mathematics.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: N/A	Weaknesses:
Career and Technical Education Program Improvement Plan:	
Strengths: Met standard 2S1- Attainment of Diploma or Equivalent for the 2006-2007 school year.	Weaknesses: Did not meet Standards 1S1, 1S2, 3S1, 4S1 and 4S2 for the 2006-2007 school year.

Part I - Continued:

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, student attendance).

Strengths: 94.03 % Average Daily Attendance	Weaknesses: Defiance of Authority→ 507 referrals (474 suspended, 45 sent to alternative school, 6 corporal punishment) Possession of Drugs→ 26 referrals (15 sent to alternative school) Profanity or Vulgarity→ 16 referrals (3 suspended, 8 sent to alternative school, 1 corporal punishment)
--	---

School Demographic Information related to drop-out information and graduation rate data.

Strengths: Met and exceeded the graduation rate goal with 93% for the 2006-2007 school year.	Weaknesses: N/A
---	----------------------------------

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

Strengths: Teacher attendance at 96.41% based on 88 faculty members for 187 days. New on campus 18.18%: 16 of 88 faculty members	Weaknesses: New faculty unfamiliar with day to day operation and expectations, large class sizes, handling paperwork, scheduling, lesson plans, discipline and classroom management. Of those new on campus, 43.75% did not return for 07-08 year
---	--

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).

Strengths: 1360 students enrolled 14, 306 total absences Average daily attendance is 1301.4 students = 94.03%	Weaknesses:
--	--------------------

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.

Strengths: 48% of parents feel there is no need to learn how to work within the social group, to learn more about school rules and policies or to participate in small group counseling sessions.	Weaknesses: 39% of parents feel there is a strong need to learn strategies for scoring higher on tests and to understand how interests and abilities relate to future career plans. 41% of parents feel there is a strong need to understand what people do in different jobs.
--	---

School Perception Information related to student PRIDE data.

Strengths: 83% of students feel tobacco and 72.6% feel marijuana is harmful or very harmful. Less than 10% students use tobacco, alcohol or marijuana at school.	Weaknesses: 15.1% of students use tobacco daily. 5.6% of students drink alcohol daily. 6.8% of students use marijuana daily. 64.4% of students feel alcohol is fairly easy or very easy to get. 31.1% - 45.6% never or seldom feel safe in school settings.
---	--

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).

Strengths: N/A	Weaknesses: N/A
---------------------------------	----------------------------------

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).

Strengths: N/A	Weaknesses: N/A
---------------------------------	----------------------------------

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement should be related to the weaknesses identified in the data summary.

DUPLICATE PAGES AS NEEDED.

CONTINUOUS IMPROVEMENT GOAL SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal format: Increase the number of free/reduced meal and black eleventh grade students scoring in the proficient range (87%) for reading on the Spring 2008 Alabama High School Graduation Examination. Increase all subpopulations of eleventh grade students scoring in the proficient range (77%) for mathematics on the Spring 2008 Alabama High School Graduation Examination.

Data Results on which goal is based: Spring 2007 AHSGE- Free/reduced lunch meal and black students scored within the confidence interval in reading on the Alabama High School Graduation Examination in March of 2007. All other subpopulations met and/or exceeded the proficiency goals in reading and mathematics.

TARGET GRADE LEVEL(S): All grades	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S):
-----------------------------------	--	--	---------------------------------	-----------------------------

STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)	WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?
I. Fine Arts All Reading AHSGE objectives	KWL, T- Charts	Inclusion of weekly reading activities in lesson plans reviewed by Dept. chair. Monitor students grades weekly for improvement.	Juniors enrolled in Fine Arts courses will pass the reading portion of the AHSGE during the 07-08 school year with and 11% increase Seniors will pass the reading portion with an 11% increase	Theatre and Art courses will enhance skills or provide additional remediation in the reading content area. Music classes will implement weekly activities that will enhance skills or provide additional remediation in the math content area.	Classroom/Lab Instruction	N/A
II: Social Studies All Reading AHSGE objectives	KWL, Word Wall, snowballing, T-charts	AHSGE results reviewed, monitor student grades, lesson plans reviewed by department chair for inclusion of weekly reading activity.		Parents/students will be notified of failing grade. Remediation classes offered during regular school hours. After school remediation. Summer remediation. Reteach/retest	Classroom instruction Flashcards Weekly	

System:
School:
August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007

III: PE, DRIVER'S ED, HEALTH LANG: II-1: Use clear, vivid, precise language READ: II-1: Identify main idea IV-1: Determine meaning of words	LANG: Word Wall using Tier II words and unfamiliar words in text. Use synonyms and antonyms where applicable. ABC Brainstorm for specific topic. READ: ARI Reading Strategies	Results of AHSGE Spring 2008	LANG: Increase from 31.5 to 33.5 or greater READ: II-1: Increase scores from 17.1 to 19.1 or greater IV-1: Increase scores from 23.7 to 25.7 or greater	Parent notification Tutoring Remediation	GLENCOE Health text, ARI Reading Strategies	WEEKLY: Activities included in weekly Lesson Plans
IV: Special Education 11.3.1, 12.2.1 Read with comprehension a variety of textual/informational and functional materials, recognize organizational patters, evaluating the strengths or weaknesses of argument, and identifying directions that are implied or embedded in a passage.	Student reading scores on the KTEA-Brief Form (or other appropriate achievement testing) will be used to check for student comprehension skills IEP goal progress will be monitored and documented.	KTEA-Brief (or other applicable achievement testing) IEP Goals AHSGE scores for special education students	10%	Individual reading intervention through reading comprehension activities and practice.	KTEA – Brief protocols or other applicable testing. IEP goals Textbooks for academic classes Supplemental reading activities and materials.	Special Education students are continuously monitored for progress in all academic areas.
V. Mathematics AHSGE Math Objectives <ul style="list-style-type: none"> VII-8 solve problems: Algebraic Concepts VI-1 Translate: Verbal/Symbolic Graph: Equations/Inequalities * VII-2 Apply Pythagorean Theorem 	I. Mathematics Department <ul style="list-style-type: none"> A. Restructure the Geometry curriculum to include 6 weeks of AHSGE objectives; 9 weeks of Geometry and 3 weeks of mixed AHSGE/Geometry. B. Incorporate a 5-day intensive review of the AHSGE objectives the week before the exam. C. Weekly selected practice problems for the AHSGE. 	Grades reviewed weekly to monitor students' progress. Lesson plans review weekly for AHSGE inclusion in Geometry. AHSGE results reviewed yearly in spring 2008.	VII.8 increase total mastery from 6.4 % to 10% by March 5, 2008. VI.1 increase total mastery from 2.9% to 8? By March 5, 2008 VII.2 increase total mastery from 4.5% to 9% by March 5, 2008.	Parents/students will be notified. Extra math tutoring offered to all students, including those students not making progress. Remediation classes offered for junior and seniors at-risk for math. Re-teach/re-test when possible.	Math department faculty. General subject tutoring Tuesdays and Thursdays from 8/9/07 – 3/5/08. Remediation classes/teachers. AHSGE results from Summer 2007, Fall 2007, Mid-year 2007, and Spring 2008.	
VI. Business Marketing AHSGE Reading Objectives II-1, II-1, IV-1 <ul style="list-style-type: none"> Demonstrate effective communication skills Define basic business terminology Utilize integrated computer technology for creating projects 	Reading: ARI strategies (3-2-1, Jig Saw, Web, Snowballing, T-Chart)	Test scores, quizzes, completed projects, presentations	Increase 1%	Review, Reteach, Retest when necessary	Student textbook, computer, resource material	
VII. Foreign Language AHSGE Reading objectives I-2, I-3, II-1, II-5, IV-1, IV-2,3	Reading around the text, charts, web diagrams, venn diagrams	Lesson test scores, unit test scores, reading practice – reviewed every 1-3 weeks	.5% increase each testing administration	Reteach, extra practice	Student text, student workbook, tutoring	

System:
School:
August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007

VIII: Technical Education-English/Language Arts (Grades 9-12)	VIII- Technical Education- Incorporate a minimum of one directed reading activity per week for each Trade and Industrial and Family and Consumer Science Class with a focus on vocabulary and determining the meaning of words Development of a reading target list for those students in each Trade and Industrial and Family and Consumer Science Class teachers' class who are still in need of passing the reading portion of the AHSGE.	VIII- Technical Education- Grades on directed reading assignments reviewed weekly. Review of target lists by September 1, 2007 Lesson plans	VIII- Technical Education- Juniors increase to 80% by April 30, 2008. Seniors increase to 50% by October 31, 2007 Seniors increase to 75% by January 31, 2008 Seniors increase to 100% by April 30, 2008	VIII- Technical Education- Parents/students will be notified. Distribution of help pamphlets in the area of reading to the students not making progress. Extra reading tutoring offered to all students, including those students not making progress.	VIII- Technical Education- Trade and Industrial and Family and Consumer Science department faculty. AHSGE results from Fall 2007, Mid-year 2007, and Spring 2008 Directed reading activities Reading help pamphlets Alternate tutorial programs	
IX. Science Department Biology COS A. 2.0-2.4 B. 4.0-4.3 C. 11.0 D. 12.0-12.2	IX. Science department will incorporate reading activities at least once a month for the targeted COS objectives. A. Life Science teachers will conduct bi-weekly reading comprehension activities. B. Physical Science teachers will conduct at least one monthly reading comprehension activity.	IX. AHSGE Science Non-Mastery Summary Report will be reviewed at each testing administration during the 2007-2008 school year.	IX. A one percent increase in mastery is anticipated with each review: A. September 2007- 5.4% B. December 2007- 6.4 % C. March 2008- 7.4 %	IX. The Science department will offer the following resources: A. Placement in Science Remediation courses B. Offering of science tutoring after school/Saturdays C. Providing of study resources	IX. The following resources will be needed: A. ARI Reading Comprehension activities B. AHSGE Non-Master Summary Reports: Fall 2007, Mid-year 2007 and Spring 2008 C. Science Remediation courses D. High Hopes tutoring	N/A (Not in school improvement)
X. Language AHSGE Language Objectives A. 1-6 B. 1-7 C. 1-9	X.English 1. Identify correct pronoun case through the usage of gist writing and graphic organizers. 2. Identify effective use of voice through the usage of KWL and explicit instructions (modeling) 3. Identify commonly confused words through the usage of gist writing, snowballing, word webs and VENN diagram	X. Graduation exam results will be used to determine progress	X. A. 5.6% - 10.6% B. 10.3%- 15.3 C. 16.1%- 21.2%	X. Students will be placed in remedial classes and referred to tutorial Saturday school remediation.	X. Textbooks, ARI training resources	

<p>XI: Healthcare Academy English/Language Arts (Grades 9-12) Science (Grades 9-12) History (Grades 9-12)</p>	<p>XI: Healthcare Academy</p> <ol style="list-style-type: none"> 1. Implement at least one guided reading activity into all classes weekly to assess reading comprehension. 2. Increase reading comprehension by requiring weekly articles read and questions answered related to subject field (current text, magazine articles, etc). 3. Identify and discuss character education word each week. 4. Identify and discuss new vocabulary for each subject on a weekly basis. 5. Implement writing assignments with strong variety in daily assignments. 6. Implement the use of skills workshop booklets which includes reading comprehension and interpreting graphs. 	<p>Grades reviewed weekly to monitor students' progress.</p> <p>Lesson plans reviewed weekly.</p> <p>AHSGE results reviewed yearly in spring 2008.</p>	<p>Increase reading scores on AHSGE by 5% by March 2008.</p> <p>Increase language scores on AHSGE by 5% by March 2008.</p> <p>Increase science scores on AHSGE by 5% by March 2008.</p> <p>Increase history scores on AHSGE by 5% by March 2008.</p>	<p>Parents/students will be notified.</p> <p>Extra tutoring offered to all students, including those students not making progress.</p> <p>Remediation classes offered for junior and seniors at-risk for reading, language, science, and history.</p> <p>Re-teach/re-test when possible.</p>	<p>Healthcare Academy department meeting.</p> <p>General subject tutoring Tuesdays and Thursdays from 8/9/07 – 3/5/08.</p> <p>Remediation classes/teachers.</p> <p>AHSGE results from Fall 2007, Mid-year 2007, and Spring 2008</p>	
<p>XII. All classes All AHSGE Reading objectives</p>	<p>Weekly, thirty minute reading comprehension activities will be completed with all classes during a first block STARS program from January 29, 2008 to February 26, 2008.</p>	<p>Weekly grades given in individual classes Spring 2008 AHSGE results</p>	<p>3% increase in proficiency from 84 to 87% for all student subpopulations</p>	<p>Reading remediation classes</p> <p>Summer tutoring for the AHSGE</p> <p>Opportunity to check out AHSGE help books</p>		

***WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.**

System:
School:
August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007

Part III - GOAL TO ADDRESS ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. ONLY schools not meeting Annual Measurable Achievement Objectives (AMAOs) must complete Part I, II, III, and VII pertaining to ELLs. Submit to your System’s E-GAP Document Library.

ENGLISH LANGUAGE PROFICIENCY GOAL SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal Format: N/A
Data Results on which goal is based:

TARGET GRADE LEVEL(S):	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
-------------------------------	---	----------------	----------------	------------------	-----------------	----------------------

WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? (List specific strategies, not programs or program names.)	WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?	WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?	WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

System:
 School:
 August 2007

Submit plans to your system’s E-GAP Document Library by November 26, 2007

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT (+, -, N/A) RESULTS
<p>School Discipline Challenges:</p> <p>I. 2,106 excessive tardies referrals for the 2006-2007 school year.</p> <p>II. Excessive discipline infractions for the 2006-2007 school year as follows: a. 325 excessive distraction referrals b. 447 non-conformity to dress code referrals c. 385 repeat failure to follow instructions referrals d. 291 unauthorized use of cell phone referrals e. 917 defiance of authority referrals f. 302 unauthorized absence referrals</p>	<p>I. Develop and implement a schoolwide tardy policy as follows:</p> <ul style="list-style-type: none"> ▪ Fourth Offense- 2 days of 5th Block ▪ Fifth Offense- 1 day of Saturday Detention ▪ Sixth Offense- 3 days of ISSP ▪ Seventh Offense- 1 day suspension ▪ Eighth Offense- 2 day suspension ▪ Ninth Offense- Suspension pending hearing with the principal <p>II. Implement a detention program, Fifth Block and Saturday Detention, and an in-school suspension program.</p>	<p>I. Resources needed to enforce tardy policy:</p> <ul style="list-style-type: none"> ▪ 5th block/Saturday detention instructors ▪ ISSP instructor ▪ Student attendance reports <p>II. Resources needed for Fifth Block/Saturday Detention and In-School Suspension programs:</p> <ul style="list-style-type: none"> ▪ Detention instructors 	
<p>School Safety Challenges:</p> <p>I. 16 drug-related referrals for the 2006-2007 school year.</p>	<p>I. Develop and implement new morning metal detector procedures as follows:</p> <ul style="list-style-type: none"> ▪ Assign morning metal detector duty teams for each semester ▪ Complete random, thorough checks each week ▪ Email random placement of metal detectors to team members weekly ▪ Filter all students in designated entrance through metal detectors ▪ Check all purses and bags ▪ Check all students with hand-held wand ▪ Ensure all students' shirts are tucked in 	<p>I. Resources needed for morning metal detector procedures:</p> <ul style="list-style-type: none"> ▪ 2 metal detectors ▪ Hand-held wands ▪ Metal detector team of instructors 	

System:
School:
August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007

<p>II. 16 electronic possession referrals in 2006-2007.</p>	<p>II. Develop and implement new cellular phone discipline procedures as follows:</p> <ul style="list-style-type: none"> ▪ Students are allowed to have cellular phones as long as they are off. ▪ Any disturbances regarding a cell phone will be written up on a disciplinary referral form and sent to front office immediately. ▪ Teachers are not to take student cellular phones. ▪ Cellular phones will be confiscated by administration only. ▪ Parents must pick up cellular phones in person after a disciplinary issue with regards to their child's phone. 	<p>II. Resources needed for cellular phone policy:</p> <ul style="list-style-type: none"> ▪ Disciplinary referral forms ▪ Administration faculty 	
---	---	--	--

Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:

<p>1. Highly Qualified Teachers: Describe the strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.</p>
<p>Administrative support is kept at the highest level possible in order to contribute to teacher morale.</p>
<p>2. Teacher Mentoring: Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?</p>
<p>Novice teachers are assigned a Mentor. The Mentor volunteers for this position and receives training through the school district. Each week, mentors are to spend 2 ½ hours with their protégé and keep a log that details the dates and time spent, as well as the purpose of the meetings, discussion, a conclusion, and a plan of action for the future. Both the Mentor and the Protégé have to sign the log and the Mentor sends it in to the school district on a monthly basis.</p>
<p>3. Transition: Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.</p>
<p>In order to acclimate the incoming freshmen to CHS we offer a variety of opportunities for the future students to become familiar with the school. First, we allow the students to come to CHS during their eighth grade year and tour the Career Technical Building. This allows them the chance to be exposed to the different opportunities and programs available to them in the career tech. field. Second, we have the counselors go to the junior high school to advise the students on what classes they should take their freshman year. Third, Parent/Student Orientation for eighth grade students/parents is held at CHS in the spring to allow eighth grade parents the opportunity to complete their student's preregistration during a one-on-one conference with a CHS counselor the next day after the orientation. Finally, we have registration during the summer prior to their freshman year so that the incoming freshmen may pick up a packet of information on CHS. This packet includes a map of the school and their schedule. During this day several clubs and extra curricular activities are present so that the students can sign up or receive information about these organizations. Also during this time the students are able to walk around the school and find their classes so their transition from class to class will go smoothly the first day. New students are also given a packet which includes a map of the school and their schedule. Also, seasoned students of CHS are made available to the new students to walk them around the school and find their classes so their transition from class to class will go smoothly the first day.</p>
<p>4. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.</p>
<p>ELL/Migrant – N/A Homeless- N/A</p>
<p>5. Extended Learning Opportunities: Describe how the school provides opportunities for students to receive support and reinforcement of academic skills beyond the regular school day.</p>

System:
School:
August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007

- A. General tutoring sessions for all core subjects are offered from 2:40 pm to 4:00 pm on Tuesdays and Thursdays, with transportation provided.
- B. Alabama High School Graduation Examination tutoring is offered, with transportation provided, as follows: Saturdays from 8:00 am to 1:00 pm for six weekends prior to March administration, Monday thru Friday tutoring from 8:00 am to 1:00 pm during the summer break for six weeks prior to July administration, and after school tutoring sessions from 2:40 pm to 4:00 pm for six weeks prior to December administration.
- C. Various academic clubs meet after school hours to carry out extra-curricular activities.

Part VI continued - Additional Components, That When Addressed, Positively Impact Student Achievement:

<p>A. Parental Involvement: Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.</p> <ul style="list-style-type: none"> A. All parents will be provided with a copy of the Parent Involvement Plan in their child's registration packet. B. A parent resource area will be established to aid parents in obtaining school information. C. Two open house meetings will be carried out per school year to allow parents to meet with the administration and staff and discuss issues of importance.
<p>B. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.</p> <ul style="list-style-type: none"> A. Parents, staff and students will be involved in the development of the Parental Involvement Plan. B. Needs Assessment surveys will be completed by parents, school staff and students yearly.
<p>C. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.</p> <p>Parents will have a comments section on the Needs Assessment Survey in which submit comments.</p>
<p>D. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.</p> <ul style="list-style-type: none"> A. Parent meetings, workshops, and informational sessions will be provided for parental involvement. B. All school-related committees will include a parent representative.
<p>E. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand</p>
<p>N/A</p>

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS:

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES NO

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, ELL AMAOs, OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING?	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Only met reading goals for the black and free/reduced lunch subpopulations by the confidence interval.	<ul style="list-style-type: none"> - Strategies to motivate students - Vocabulary development/Comprehension strategies - Teaching strategies and analysis of the AHSGE 	<p>August 2007</p> <p>January 2008</p>	<p>Students will meet and exceed the AYP goal for the reading and math portions of the AHSGE in the Spring of 2007.</p> <p>Seniors will pass all parts of the AHSGE by Spring 2007.</p>	<ul style="list-style-type: none"> - Teachers will keep class rosters for each semester and calculate the percentage passing rates for each of their classes. - Teachers will implement and provide graded documentation of the implementation of a six-week reading comprehension program in their classes. 	<p>Title II-Various department representatives</p> <p>\$2,500</p>	
Two classrooms in each department, where possible, have received SmartBoards which will be available for use in the 2007-2008 school year.	Technology enhancement in the classroom	<p>August 2007</p> <p>January 2008</p>	100% of current teachers will be fluent in the use of available technology within the school.	PEPE observations	Title II- Cody Flournoy and Jason Stamp	

DUPLICATE PAGES AS NEEDED

System:
School:
August 2007

Submit plans to your system’s E-GAP Document Library by November 26, 2007

Part VIII - Coordination of Resources/Comprehensive Budget [OPTIONAL IF NOT USING ANY FEDERAL FUNDS]

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

Example:

I. State Foundation Funds:		
State Foundation Funds	TOTAL	30,644,820.00
Teacher Assigned Units: 78.18 (CHS) Classroom teachers: 88 (CHS) TOTAL OF ALL SALARIES (System)		23,514,040.00
Administrator Units: 1 (CHS)		
Assistant Principal: 2.5 (CHS)		
Counselor: 3.00 (CHS)		
Librarian: 2.5 (CHS)		
Instructional Supplies		50,925
Library Enhancement		19,400
Technology		33,950
Professional Development		8,730
State ELL Funds		N/A
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	0
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i></p> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		
Title II: Professional Development Activities	TOTAL	8,730.00
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		
Title III: For students who don't speak English as their first language....	TOTAL	N/A
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		

System:
School:
August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007

Title IV: For safe and drug-free schools	TOTAL	212,258.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> At Risk		
Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc.	TOTAL	256,507.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> School Nurses Program		
Title VI: For rural and low-income schools	TOTAL	45,332.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> High Hopes- Remediation programs, after-school and summer tutoring programs, supplies, etc.		
Other: 21st Century, Learn and Serve, Even Start	TOTAL	11,077.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Preschool Program- Phenix City Head Start		
III. Local Funds (if applicable)		
Local Funds	TOTAL	1,895,135.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

Part IX – REVIEW/SUPPORT DOCUMENTATION

System:
School:
August 2007

Submit plans to your system’s E-GAP Document Library by November 26, 2007

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>

System:
School:
August 2007

Submit plans to your system's E-GAP Document Library by November 26, 2007