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 our city has a population of approximately 36, 219 people and is steadily growing, with over 9% growth in the last seven years. Over 34% of our local population is comprised of children under the age of 18. The white sub-population comprises the largest racial group, followed by 44% African-American, 5% Hispanic, 3% multi-race, and 1% Asian. The unemployment rate is approximately 4.3%, with a mean annual income of $39,691.00, and 21.0% of citizens below the poverty level.

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

Current enrollment at CHS is approximately 1,320 students in grades 10 through 12. The student population is sixty-seven percent black, twenty-seven percent white, three percent Hispanic and three percent other. Sixty-five percent of CHS students receive free or reduced-price lunches and eight percent are identified as special needs. Central High School has a faculty of seventy-five full-time teachers with an average of nine years of experience. Ninety-nine percent of the teaching staff meet or exceed the state and federal definitions of highly qualified. About fifty percent of faculty members hold advanced degrees. Additionally, there is a support staff that consists of five counselors, a school nurse dedicated to just CHS, a registrar, and an attendance clerk.

The following major changes have been experienced by CHS: Central High School is operating in its seventh year with a seven period day of fifty minutes and students must earn twenty-four credits to graduate in 2019. All subsequent graduating classes will require 25 credits to graduate due to the Central Freshman Academy going from a six to seven period day. All students must complete: Health; Career Preparedness; LIFE (PE); four math courses to include Algebra I, Geometry, and Algebra II or Algebra with Finance; four science courses to include Biology and a Physical Science; four history courses to include World History, US History A and B, Government and Economics; and four English courses. The class of 2016 and beyond must complete Algebra II or its equivalent in order to graduate. During the 2015-2016 school year, we have included an additional advanced math class, Algebra with Finance, to meet the Algebra II or equivalent requirement. Additionally, the class of 2016-2017 and beyond must meet the requirement of three fine art elective courses, or three foreign language elective courses, or three career technical courses, or any combination of the three adding up to the three additional electives. The students are encouraged to take three in the same area of concentration for depth of understanding. Additionally, we added French I to our foreign language curriculum last year to help with the new state requirements for graduation. This year we added French II. A critical part of our high school program is for students to receive an industry certification through one of our career technical programs, so we have increased rigor and emphasis in the CTE programs.

The 2016-2017 school year was the implementation year for the high schools one-to-one initiative where each student was afforded the opportunity to check out a Chromebook. Ninety-five percent of the students opted to receive this type of device. Professional development was held over the summer for teachers to understand how to implement instruction utilizing Google classroom and other Google applications specifically for educational purposes. All textbooks are on-line and Google classroom is widely used by all teachers.

All tenth grade students are tested on the Pre-ACT state standardized test in the Fall. All eleventh graders began taking the ACT during the 2012-2013 school year with last year's juniors increase their average composite score one tenth of a point. All seniors take the WorkKeys in the Fall of their senior year. Any student not receiving bronze status in all three categories will be retested in the Spring of their senior year. The College Equipped Readiness Tool (CERT) will be administered in the Fall as a pre-test for eleventh graders and in the Spring as a post-test for all tenth graders to determine their readiness for the ACT beginning in the 2018-2019 school year.

During the 2018-2019 school year, camera systems were installed in all classrooms with surround sound. The camera system allows for additional safety measures in the classroom, but more importantly allows the teacher to record themselves for peer-to-peer modeling, self reflection, and posting on their website for students who may have been absent. The teacher microphone worn on a lanyard ensures all students are able to hear the teacher and allows the teacher to not have to raise their voice when moving around the room for students who are further away to hear.

PLAN 2020, Alabama's accountability model, was implemented with the 2013-2014 ninth grade cohort, which allows for more flexibility in students substituting career technical courses for college preparatory courses, and vice versa. Additionally, it allows students who wish to have a fine art or foreign language concentration to substitute those in lieu of other required electives. The goal is to better prepare the individual student for college or an immediate career and allows students to focus in areas of their interest. Additionally, we added a social skills elective course for some special education students in collaborative classes that need additional help. For the 2016-2017 school year, the special education department is a hybrid of collaborative classes and some essential pathways courses being taught by special education teachers who are high qualified in their content area. The start time for school was changed from 8:00 a.m. to 9:00 a.m. in an effort to reduce student check-ins, reduce absences, and improve academic performance.

Central received the A+ College Ready grant for the 2017-2018 school year. This grant allowed for all tenth grade core teachers to attend Laying the Foundations training for one week during the summer to increase the academic rigor in core classes to better prepare students for AP classes. There were additional professional development days during the school year and another week of training this past summer. Six AP classes were implemented during the 2017-2018 school year in Physics I, Government, and Computer Science. The three other AP classes are English 11, English 12, and Pre-calculus that are also dual enrollment. Students have the option to take those three classes as dual enrollment or AP based upon the students/parents choice. During the 2018-2019 school year, we have added AP Physics II and AP Computer Science A, These AP classes are also part of the A+ College Ready grant that provides professional development during the summer and during the school year for the AP teachers. Additionally, the grant provides funds for classroom resources and monetary incentives for the students and teachers based upon AP test scores. These additional AP courses along with the numerous other dual enrollment courses offered at Central allows for students to earn over eighty college credit hours while still in high school.

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 school district's 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 Schools' Vision:

Pursuing excellence on behalf of every student in every school.

Phenix City Public Schools Mission:

In collaboration with families and community members who are personally committed to the success of each student, Phenix City Schools strives to become a premier school system. Staff members effectively engage students and inspire their emotional, ethical, intellectual, physical, and social development. Through an inquiry-based teaching approach and utilization of innovative practices to foster student ownership of learning, these empowered students will possess the ability to adapt in an ever-changing world and will become responsible and productive citizens who positively impact society.

Personnel: All district personnel will be competent, dedicated, highly motivated and will be provided with adequate resources and professional development necessary to meet both student and individual professional needs.

Academic Success - Academic success for each student is the result of a rigorous curriculum, access to technology, prepared and dedicated staff, involved families and engaged students.

High Expectations: High expectations are held for all students and staff. Responsibility for learning is a shared partnership among schools, students, families and the community.

Respect of self and others by staff and students is vital to the learning environment as well as through life.

Character and Integrity: Character, integrity, and service to others are an integral part of the general curriculum. Student diversity and uniqueness will be valued in order to best meet individual needs.

Student Empowerment: Every student will graduate and be prepared to enter the workforce or pursue further education, always striving for continuous knowledge and improvement.

Goals:

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

CHS embodies its mission and vision by providing a variety of college and/or career preparation opportunities. Career/technical programs and program certifications: Business Management & Administration - Microsoft Office Specialist (Word and/or PowerPoint and/or Excel);Finance - Microsoft Office Specialist (Word and/or PowerPoint and/or Excel); Marketing - Microsoft Office Specialist (Word and/orPowerPoint and/or Excel); Computer Programming and Software Development - Microsoft Office Specialist (Word and/or PowerPoint and/or Excel); Television Production - Adobe Certified Associate (ACA) Premiere Pro, Apple Final Cut Certified Pro, Level One; Culinary Arts Serve-Safe Credential, Cosmetology - State of Alabama Cosmetology License; Health Care - Red Cross First Aid/CPR, Certified

NursingAssistant, BLS Instructor with Healthcare Provider; 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, ASE Certifications, OSHA10 Hour Certification; HVACR - NCCER Core and Craft Credentials, OSHA 10 Hour Certification, EPA Refrigerant Card; Welding - NCCER Core and Craft Credentials, AWS Certifications, OSHA 10 Hour Certification; Naval JROTC - Completers enlist as E3 in any military branch. In the 2018-2019 school year, we will add additional credential opportunities in Computer Programming and Software Development with the Microsoft Technology Associate credential, in Engineering with Autodesk-AutoCAD Certified User, in Culinary Arts with ServSafe Food Handler and Food Allergens, and in Healthcare with Certified Clinical Medical Assistant.

Chattahoochee Valley Community College has a partnership with CHS, which provides students with opportunities to earn post-secondary credits while in high school. Students may earn post-secondary credits in Advanced Biology (the equivalent of Biology 103 and Biology 104), Pre-Calculus, Calculus, Honors English 11 and 12 (the equivalent of English 101 and English 102), Honors US History A and B, Building Construction 5, Commercial Masonry, Welding 6, Education and Training Internship, Advanced Accounting, NJROTC 4, Health Science Internship, Advanced Health Seminar, Culinary Arts II, Advanced Spa Techniques, and Auto Technologies B. The core dual enrollment classes are taken on campus with most of the CTE dual classes taken at CVCC. Many of the CTE dual enrollment courses are taken free of charge due to grant money provided by the ALSDE. In 2017-2018, three students graduated with their high school diploma and their associate's degree from CVCC. Through dual enrollment courses at CVCC and UAB, and the additional AP courses being taught, there were 973 college credit hours earned by Central High School students during the 2017-2018 school year.

There are a variety of elective courses available for students who wish to focus on furthering their potential through drama, art, foreign languages, music and choir. There are several levels of advancement in each of these elective areas. Additionally, Central offers over twenty varsity competition teams in a variety of extracurricular activities and over a dozen academic/social clubs to develop the total student. Also, a robotics club has been added to help support the STEM initiative in the Phenix City School System that will compete across the Southeast in robotics competitions. Finally, we have added Engineering and Television Production programs to further enhance the district's STEM philosophy.

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. There are currently twenty-six students scheduled to graduate early during the 2018-2019 school year.

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

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Central High School's graduation rate for the 2012-2013 school year was 68%, 2013-2014 school year was 77%, the 2014-2015 school year was 86%, the 2015-2106 school year was 93%, and the 2016-2017 school year was 96%. The 2017-2018 graduation rate has not been released by the ALSDE yet. During the 2016-2017 school year, Central implemented a standards recovery program to help students recover standards not mastered at the end of each nine weeks rather than waiting until the end of the semester or during summer to recover half credit and whole credit courses. The implementation of a graduation coach who works hand in hand with the senior counselor allows for continuous credit monitoring and classroom achievement of those seniors who are behind. Our in-school and after school credit recovery program has proven successful in allowing students to catch up with their cohort if they were behind in credits. Additionally, we have a certified administrative athletic director that monitors all student athletes' grades and ACT scores beginning in their sophomore year to ensure that if they have the athletic ability for an athletic scholarship, that they have met all NCAA Clearinghouse requirements to receive such scholarships.

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 has shifted 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 CERT, Pre-ACT, ACT, and Work Keys to ensure that Central High School graduates are college and career ready. The overall composite score for the graduation class of 2014-2015 was a 17.2, 2015-2016 graduates was a 17.3 and the 2016-2017 graduation class was a 17.9. Our College and Career Readiness Indicator 4 year trend is as follows: 2014-2015 school year 59%, 2015-2016 school year 65%, 2016-2017 school year 76% of students, and 2017-2018 school year was 77% of students attained a CCRI. Seniors achieving mastery level on the ACT Work Keys over the last four years: 2014-2015 was 47%, 2015-2016 was 51%, 2016-2017 was 56%, and 2017-2018 was 71%. All subcategories for all subgroups made significant improvements. The goal for next year is to surpass the state average for overall average composite score, which we cut the gap in half this past year. Additionally, a concerted effort is in place to ensure students meet at least one of the indicators in the College and Career Readiness indicators, either through industry credentialing, military enlistment, dual enrollment credit, benchmark on a component of the ACT, achieving appropriate status on Work Keys, or benchmark on an AP exam. Finally, ensuring career tech students earn an industry credential has been a focus with a four year trend of: 2014-15 fifty-four students received a credential, 2015-16 one hundred and four students received a credential, 2016-17 one hundred and twenty-seven students received a credential, and in 2017-18 one hundred and fifty-nine students earned a credential.

SIR code for fighting has gone from 16 in 2014-2015 down to 8 for the 2016-2017 school year - a 50% reduction. In 2017-2018, there were six SIR codes for fighting. This is also down from 27 in the 2011-2012 school year, declining each year over the last six years.

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 2014 and beyond will all receive the Alabama High School Diploma if they meet the credits required and coursework required. Central will offer varying diploma endorsements based upon the students desire to pursue those endorsements. The new assessments currently being implemented for all Alabama high school students are: CERT and Pre-ACT (10th grade), PSAT (11th grade - optional), ACT (11th grade), and Work Keys (12th grade).

The tenth and eleventh graders this year are a part of the GEAR Up program. GEAR Up is a UAB project that focuses on serving students in the Black Belt region of Alabama. It is funded by a 7 year grant totaling 49 million dollars. There is 24.5 million in real money, and a 24.5 million required for a dollar for dollar (cost share) match. The grant must be renewed each year by justifying and documentation. Each year the program gets 3.5 million dollars. There are 21 districts involved and these are divided up by 5 regions. The goal of GEAR UP is to significantly increase the number of low income students who are prepared to enter and succeed in postsecondary college. They also supply resources for ACT improvement with the CERT test and Kaplan books for ACT preparation. This past summer 103 students took a dual enrollment on-line three hour credit course through UAB earning 309 college credit hours. This Fall there are 85 students enrolled in English 101 for free through UAB earning an additional three hours of college credit.

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.

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 2, 2018 during the faculty handbook review of committee responsibilities. The remaining committee members consist of one parent volunteer, obtained at our first Parent-Teacher Organization/ Open House meeting on August 6, 2018, and the student council presidents at each grade level, determined after the election results were reported on September 6 , 2018. 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 6, 2018. All meetings are planned based on need and well in advance to allow for maximum participation of all members.

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

The faculty committee members held the first meeting on September 6, 2018. At this time the purpose of the committee was explained, data collection assignments were assigned, and the next meeting data and time was scheduled. Data was obtained from the 2017-2018 school year including the CIP summary and walk-through observation data, Stakeholder Surveys (completed by parents, faculty and students), and Information Now (INow), as well as all testing data, including: ACT, ASPIRE, CERT and WorkKeys. The current year master schedule of classes with a faculty roster identifying certified teachers and the Career Technical Program Plan were also obtained. The committee conducted a data analysis to determine areas of strengths and areas in need of focus, as well as decide improvement goals, strategies and action steps for the Continuous Improvement Plan. It was decided that we would continue to pursue our current improvement goals and strategies as our strengths and areas of focus remained the same. Together, the CIP Leadership Team will also guide and review implementation and evaluation of the CIP throughout the school year on dates determined to have the least amount of conflict according to the school's master calendar. All meetings and observations held will be documented with sign-in sheets, as well as agendas, to determine participation, meeting goals and outcomes.

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

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

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

Involvement Plan. The school's Parental Involvement Plan, CIP and opportunities for parent and student involvement are also available at Meet-and-Greet opportunities and any other parental involvement activities. A copy of the initial CIP and the school's Parental Involvement Plan, as well as any subsequent changes, are also sent out via email to all stakeholders that have provided an email address. A parent/student resource area was also established to aid parents and/or students in obtaining information regarding: CHS, scholarships and various colleges, parent and/or student-related issues, etc. Students also receive a brief explanation of the plan. The most current version of the Continuous Improvement and Parental Involvement Plans for CHS are also made available on the school's website, at the Parent Information Station, as well as in each counselor's and administrator's office for anyone to review. See parental involvement plan for updates.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

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

Areas of Notable Achievement

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

ACT: The ACT was required of all graduating students in the class of 2018. The average composite score increased by 2/10 of a point from the 2016-2017 school year, with the following percentages meeting college readiness benchmarks: English - 35%, Mathematics - 10%, Reading - 19%, Science - 9%, and All four areas - 5%.

Pre-ACT: The 2017-2018 school year was the first time the Pre-ACT test was administered to the 10th grade class. Based on the reported data, the following average scores were obtained: Composite - 16.0 (46% of the students obtained this average score or higher), Mathematics - 16.1 (45% of the students obtained this average score or higher), Reading - 16.4 (52% of the students obtained this average score or higher), English - 15.0 (48% of the students obtained this average score or higher), and Science - 16.1 (52% of the students obtained this average score or higher).

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

ACT: For the junior class of 2018, there was an increase in the number of students who benchmarked in the areas of English and Reading. The number of students who benchmarked in the are of Science remained the same as last year. The average ACT score also increased in the areas of English, Reading, and the Composite score. The average score in Mathematics remained the same.

Pre-ACT: There is no data to compare scores because this was the first year this assessment was administered.

Which area(s) indicate the overall highest performance?

ACT: The ACT reading and science sub-tests illustrated the overall highest level of performance for CHS students for the 2017-2018 school year. The reading subset has remained the overall highest level of performance compared to all other subsets for the last five year. The English sub-test has continued to have the highest percentage of students to benchmark for the last five years.

Pre-ACT: Reading readiness level (average score of 16.4) illustrates the overall highest performance.

ACT WorkKeys: 244 of 404 (60%) CHS students benchmarked by CCR standards on the 2018 WorkKeys assessment at CHS.

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

ACT: The average composite score for Black/African American increased from 15.7 in 2016-2017 to 16.0 in 2017-2018. The average composite score for Hispanic/Latino increased from 17.4 in 2016-2017 to 17.5 in 2017-2018. The average composite score for Asian increased from 18.0 in 2016-2017 to 23.0 in 2017-2018.

Pre-ACT: CHS does not have trending data for this test yet because this was the first year administering this test.

Between which subgroups is the achievement gap closing?

Hispanic/Latino (17.5), and Native Hawaiian/Other Pacific Islander (18.0) average composite test scores for ACT are within one-half of a point of one another. No other gaps appear to have closed.

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

29% of CHS 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 CHS 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 CHS graduates in 2013 that have gone on to higher education in the state of Alabama were reported to have required remedial coursework in both areas of English and mathematics.

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

Areas in Need of Improvement

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

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

Pre-ACT: All Pre-ACT subsets were below the minimum proficiency benchmark.

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

ACT: The White subgroup, the Two or more races subgroup, and the Prefer not to respond subgroup are the only areas in which there was a slight decline in the average ACT composite score.

Pre-ACT: No trending data available because this was the first year this test was administered.

Which area(s) indicate the overall lowest performance?

ACT: The ACT English sub-test illustrated the overall lowest level of performance for CHS students for the 2017-2018 school year. The Science Sub-test illustrated the lowest percentage of students to achieve the benchmark score.

Pre-ACT: The English sub-test of the Pre-ACT had the overall lowest level of performance for 2017-2018.

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

All race/ethnicity subgroups scored below the Asian subgroup for each sub-test of the 2017-2018 ACT.

Between which subgroups is the achievement gap becoming greater?

Comparing the average composite scores between the subgroups in 2016-2017 and 2017-2018, there is a gap between the performance of the White and Black/African American subgroups. For the White subgroup, the average composite score was 19.4 in 2016-2017 and 19.1 in 2017-2018. For the Black/African American subgroup, the average composite score was 15.7 in 2016-2017 and 16.0 in 2017-2018.

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

29% of CHS 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 CHS 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 CHS graduates in 2013 that have gone on to higher education in the state of Alabama were reported to have required remedial coursework in both areas of English and mathematics.

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

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics
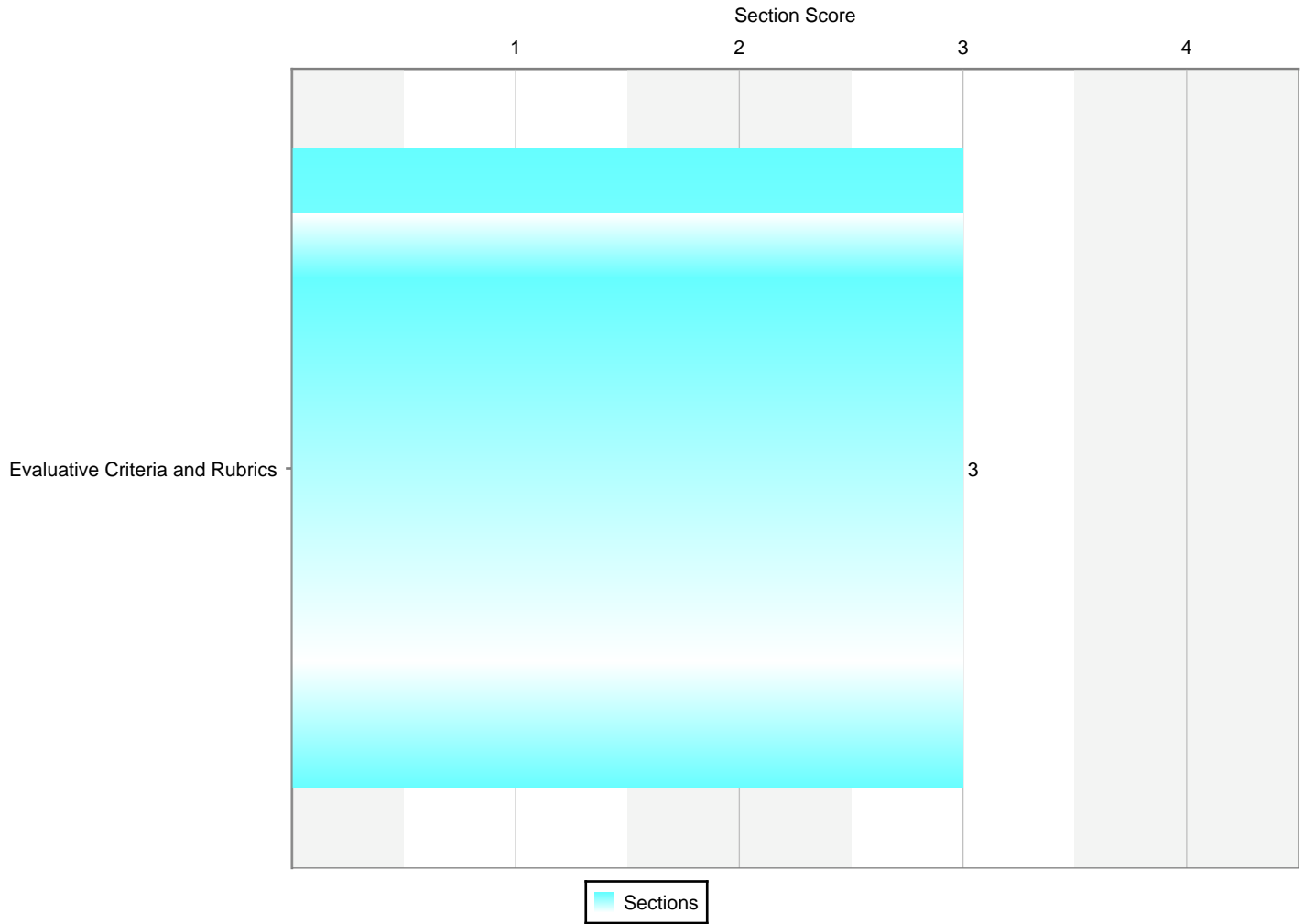
Sections

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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	ACIP 2018 Committee Signatures	ACIP Assurance CIP Team Signatures (18-19)

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		Title IX Assurance 2018-2019

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Joe Blevins Director of Student Services Personnel and Operations 1212 9th Avenue Phenix City, AL 36868 (334) 298-3626	Title IX Assurance

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

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

2018-2019 Goals & Plans

Overview

Plan Name

2018-2019 Goals & Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	12th grade students will demonstrate college and career readiness growth	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0
2	Schools decrease chronic absenteeism	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	Implement mentoring program (Program review)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	10th grade students will demonstrate college readiness growth.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$6000
5	10th grade students will demonstrate college readiness proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$6000
6	11th grade students will demonstrate college readiness growth	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
7	We will increase the number of EL students exiting the ESOL program as measured by the ACCESS assessment.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$500
8	11th grade students will demonstrate college readiness proficiency	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
9	12th grade students will demonstrate career readiness proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
10	12th grade students will demonstrate college and career readiness proficiency	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
11	12th grade students will demonstrate college and career readiness proficiency	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0

Goal 1: 12th grade students will demonstrate college and career readiness growth

Measurable Objective 1:

increase student growth whereas the federal graduation rate will improve 1% annually (versus cohort 2017) by 05/23/2019 as measured by graduation rate.

Strategy 1:

Subject Specific Tutoring Sessions - Subject specific tutoring sessions will be held with all teachers each morning from 8:15am - 8:55am.

Category: Develop/Implement Learning Supports

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every morning from 8:15am to 8:55am, teachers are readily available to tutor any student needing additional assistance in any given subject. The student simply needs to attend the sessions. These sessions may also be used for the student to work on make up assignments for a specific teacher.	Academic Support Program, Tutoring	10/15/2018	05/23/2019	$0	No Funding Required	CHS teachers

Strategy 2:

Credit Recovery Opportunities - Students are provided four opportunities a year to attend credit recover/grade recovery/credit advancement sessions in order to make up unearned credits or earn credits in advance.

Category: Develop/Implement Learning Supports

Activity - Credit Recovery/Grade Recovery/Credit Advancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As needed, students will attend credit recovery/grade recovery/credit advancement sessions in order to earn missing credits or earn credits in advance. This will be done using Edgenuity. There are four sessions held throughout the regular school year and one session during summer school.	Academic Support Program	10/15/2018	05/23/2019	$0	No Funding Required	Guidance counselors, Edgenuity coordinator, Graduation coach

Strategy 3:

Parental Involvement - Parents will have access to student grades in INow through the Parent Portal so that they can continually monitor their student's academic progress.

Category: Implement Guidance and Counseling Plan

Activity - INow Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parents will be issued a username and password to access the INow Parent Portal. The intent is for the parent to have ready access to the student's grades at any time; therefore, there can be routine academic progress monitor taking place by the parent.	Academic Support Program, Parent Involvement	10/15/2018	05/23/2019	$0	No Funding Required	Guidance counselors, classroom teachers, CHS Administration

Goal 2: Schools decrease chronic absenteeism

Measurable Objective 1:

demonstrate a behavior of desired average daily attendance to reduce chronic absenteeism by 05/23/2019 as measured by state EOY ADA report.

Strategy 1:

New Truancy Policy - The truancy policy implemented at the beginning of this school year has stiffer and swifter consequences than previous policies. The new judge

and our new truancy officer are serious about cracking down on truancy as long as proper documentation is maintained.

Category: Develop/Implement Student and School Culture Program

Activity - Truancy Policy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, parents of every student signed the new truancy policy. This policy spells out what happens during each step of the truancy referral process. After the 3rd unexcused absence, the parent is issued a letter warning them that there is a potential truancy policy. After the 5 unexcused absence, the parent is called in along with the student to have a conference pertaining to the number of absences. Once the student reaches 7 unexcused absences, the parents are referred to the Early Warning Truancy program which is conducted by the judge himself. At this time, the parents are informed that they are subject to further legal actions if their child receives any further unexcused absences. The hope is that this new policy will encourage parents to make their children attend school on a regular basis.	Parent Involvement, Policy and Process	10/15/2018	05/23/2019	$0	No Funding Required	Attendance Clerk, Guidance counselors, CHS Administration, classroom teachers

Goal 3: Implement mentoring program (Program review)

Measurable Objective 1:

demonstrate a behavior of participation in a mentoring program by all students by 05/23/2019 as measured by state EOY Retention Report.

Strategy 1:

Red Devil Advisory - Each student will be assigned to an advisory group. The student will stay in this same advisory group from 10th grade until he/she graduates.

These groups have designated times to meet once a month. Each monthly meeting is designed to cover various topics such as transcript reviews, soft skills, grade-

specific information, etc. The intent is for the student to build a more personal relationship with another adult at the school that can help build up, encourage, support, and mentor him/her.

Category: Develop/Implement Student and School Culture Program

Activity - Red Devil Advisory Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will be assigned to an advisory group. The student will stay in this same advisory group from 10th grade until he/she graduates. These groups have designated times to meet once a month. Each monthly meeting is designed to cover various topics such as transcript reviews, soft skills, grade-specific information, etc. The intent is for the student to build a more personal relationship with another adult at the school that can help build up, encourage, support, and mentor him/her.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	10/15/2018	05/23/2019	$0	No Funding Required	CHS teachers, Guidance counselors, CHS Administrators

Goal 4: 10th grade students will demonstrate college readiness growth.

Measurable Objective 1:

80% of Tenth grade students will increase student growth by at least 2 scaled points growth or higher (versus fall composite scores benchmark) in math, English, science and in Reading by 05/23/2019 as measured by College Equipped Readiness Tool (CERT) in the Spring compared to the Pre-ACT results from the Fall..

Strategy 1:

Laying the Foundations (LTF) training for core teachers - Core teachers will attend various sessions of Laying the Foundations (LTF) training. The purpose of these training sessions is to provide teachers with methods to increase academic rigor in their classrooms to better prepare students to achieve college and career ready status by the time they graduate.

Category: Develop/Implement Professional Learning and Support

Activity - Laying the Foundations (LTF) training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple training sessions by academic area	Academic Support Program, Professional Learning	10/15/2018	05/23/2019	$5000	District Funding	CHS administration, District Curriculum Director, Core 10th grade teachers

Strategy 2:

GEAR Up - All 10th grade students will participate in the GEAR Up program which is intended to prepare them to be successful on the ACT which in turn will help prepare them to be successful at the college level.

Category: Develop/Implement Learning Supports

Activity - Gear Up Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be exposed to a variety of materials and resources to better prepare them for the ACT. It will also prepare them to be successful at the college level upon leaving high school.	Academic Support Program	10/15/2018	05/23/2019	$1000	District Funding	Gear Up staff, Gear Up facilitator, District Curriculum Director, CHS Administration, 10th grade core teachers

Goal 5: 10th grade students will demonstrate college readiness proficiency.

Measurable Objective 1:

demonstrate student proficiency (pass rate) via 2% growth in number of students benchmarking in each CERT category by 05/23/2019 as measured by College Equipped Readiness Tool (CERT) in the Spring compared to the Pre-ACT results from the Fall..

Strategy 1:

Laying the Foundations (LTF) training for core teachers - Core teachers will attend various sessions of Laying the Foundations (LTF) training. The purpose of these

training sessions is to provide teachers with methods to increase academic rigor in their classrooms to better prepare students to achieve college and career ready

status by the time they graduate.

Category: Develop/Implement Professional Learning and Support

Activity - Laying the Foundations (LTF) Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple training sessions by academic area	Academic Support Program, Professional Learning	10/15/2018	05/23/2019	$5000	District Funding	CHS administration, District Curriculum Director, Core 10th grade teachers

Strategy 2:

GEAR Up - All 10th grade students will participate in the GEAR Up program which is intended to prepare them to be successful on the ACT which in turn will help

prepare them to be successful at the college level.

Category: Develop/Implement Learning Supports

Activity - Gear Up Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be exposed to various materials and resources to better prepare them for the ACT. It will also prepare them to be successful at the college level upon leaving high school.	Academic Support Program	10/15/2018	05/23/2019	$1000	District Funding	Gear Up staff, Gear Up facilitator, District Curriculum Director, CHS Administration, 10th grade core teachers

Goal 6: 11th grade students will demonstrate college readiness growth

Measurable Objective 1:

increase student growth whereas 80% of students will demonstrate at least 2 scaled points growth or higher in math, science, English, and reading (fall composite CERT scores vs. spring ACT composite scores) by 05/23/2019 as measured by College Equipped Readiness Tool (CERT) and ACT test..

Strategy 1:

ACT Needs Analysis - Based on 2017-2018 Pre-ACT data, departments will determine 3-5 areas of weakness that will be areas of focus for this academic year. This

will be done in all four core areas.

Category: Develop/Implement Learning Supports

Activity - ACT Focus Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all four core areas will have 3-5 areas of weakness to focus on throughout the year. These areas will be determined from the 2017-2018 Pre-ACT data. Various activities could include anything from remediation/re-teaching to providing more in-depth conceptual knowledge about a topic.	Academic Support Program, Tutoring	10/15/2018	05/23/2019	$0	No Funding Required	Core teachers, Building Testing Coordinator, CHS Administration

Strategy 2:

ACT Practice - In the four core subject areas, students will be given multiple opportunities to practice ACT type questions throughout the year.

Category: Develop/Implement Learning Supports

Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Throughout the year, students in all four core subject areas will be exposed to ACT type questions and formatting. This will be done through a compilation of activities such as review questions, bell ringers, timed practice tests, etc. | Academic Support Program | 10/15/2018 | 05/23/2019 | $0 | No Funding Required | Core teachers, Building Testing Coordinator, CHS Administration |

Goal 7: We will increase the number of EL students exiting the ESOL program as measured by the ACCESS assessment.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by a 2% increase in comparison to last year by 02/28/2019 as measured by student performance on the ACCESS Test.

Strategy 1:

Co-Teaching and Modeling - ESOL teacher will train EL reps in effective co-teaching and modeling strategies during a scheduled PD session. The ESOL teacher will work one on one with selected teachers as requested.

Category: Develop/Implement Professional Learning and Support

Research Cited: Co-teaching, modeling, and peer mentoring research

Activity - EL Rep PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 hour PD session to train EL reps on co-teaching and modeling strategies for EL students	Academic Support Program, Professional Learning	01/02/2019	01/02/2019	$0	No Funding Required	FP Director, ESOL teacher, ESOL parapro, and teachers of EL students

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use ESOL teacher to provide one on one coaching to teachers as needed and as requested	Academic Support Program	10/15/2018	05/23/2019	$0	No Funding Required	ESOL teacher

Strategy 2:

Increase EL Student Achievement in the Classroom - We will increase EL student classroom achievement by providing a stronger support network for the students.

Category: Develop/Implement Learning Supports

Activity - PST Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include EL students in the PST process to provide students with more options for academic support.	Academic Support Program	10/15/2018	05/23/2019	$0	No Funding Required	PST Committee

Activity - EL Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase software to help EL students in language acquisition	Technology, Academic Support Program	10/15/2018	05/23/2019	$500	Title III	ESOL teacher and FP Director

Goal 8: 11th grade students will demonstrate college readiness proficiency

Measurable Objective 1:

demonstrate a proficiency via 2% growth in number of students benchmarking in each ACT category (10th grade EOY Pre-ACT and CERT vs. 11th grade EOY ACT) by 05/23/2019 as measured by College Equipped Readiness Tool (CERT), Pre-ACT, and ACT tests..

Strategy 1:

ACT Needs Analysis - Based on 2017-2018 Pre-ACT data and available CERT data, departments will determine 3-5 areas of weakness that will be areas of focus for this academic year. This will be done in all four core areas.

Category: Develop/Implement Learning Supports

Activity - ACT Focus Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all four core areas will have 3-5 areas of weakness to focus on throughout the year. These areas will be determined from the 2017-2018 Pre-ACT data in conjunction with available CERT data. Various activities could include anything from remediation/re-teaching to providing more in-depth conceptual knowledge about a topic.	Academic Support Program, Tutoring	10/15/2018	05/23/2019	$0	No Funding Required	Core teachers, Building Testing Coordinator, CHS Administration

Strategy 2:

ACT Practice - In the four core subject areas, students will be given multiple opportunities to practice ACT type questions throughout the year.

Category: Develop/Implement Learning Supports

Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Throughout the year, students in all four core subject areas will be exposed to ACT type questions and formatting. This will be done through a compilation of activities such as review questions, bell ringers, timed practice tests, etc. | Academic Support Program | 10/15/2018 | 05/23/2019 | $0 | No Funding Required | Core teachers, Building Testing Coordinator, CHS Administration |

Goal 9: 12th grade students will demonstrate career readiness proficiency

Measurable Objective 1:

demonstrate a proficiency whereas there will be at least 3% annual growth in the number of students receiving at least 1 CCR by 05/23/2019 as measured by CCR EOY report.

Strategy 1:

CCR Growth - Students will be provided multiple opportunities to receive CCR status by either benchmarking on the ACT or Work Keys tests, earning a career tech credential, earning college credit, or joining the military.

Category: Develop/Implement College and Career Ready Standards

Activity - Key Train	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the four core subject areas will utilize Key Train as a tool to prepare students to benchmark on the Work Keys assessment.	Academic Support Program	10/15/2018	05/23/2019	$0	No Funding Required	Core teachers, Building Testing Coordinator, CHS Administration

Activity - Credentialing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will earn some sort of career tech credential in an area such as MOS certification, etc.	Career Preparation/Orientation	10/15/2018	05/23/2019	$0	No Funding Required	Career Tech Director, Career Tech teachers, CHS Administration

Goal 10: 12th grade students will demonstrate college and career readiness proficiency

Measurable Objective 1:

demonstrate a proficiency whereas there will be at least 3% growth in the number of students who receive at least a silver level status or higher (versus previous year's results) by 05/23/2019 as measured by Work Keys.

Strategy 1:

Work Keys Preparation - Students will be exposed to materials and question formatting that will better prepare them to benchmark in multiple areas of the Work Keys

assessment.

Category: Develop/Implement Learning Supports

Activity - Key Train	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core teachers will utilize Key Train to expose students to question formatting, content, etc they will experience on the Work Keys assessment. This tool will also allow students to take practice tests to further prepare to benchmark on multiple areas of the Work Keys assessment.	Academic Support Program	10/15/2018	05/23/2019	$0	No Funding Required	Core teachers, Building Testing Coordinator, CHS Administration

Goal 11: 12th grade students will demonstrate college and career readiness proficiency

Measurable Objective 1:

demonstrate a proficiency whereas a minimum of 93% of students will graduate high school within a 4-year period by 05/23/2019 as measured by graduation rate.

Strategy 1:

Subject Specific Tutoring Sessions - Subject specific tutoring sessions will be held with all teachers each morning from 8:15am - 8:55am.

Category: Develop/Implement Learning Supports

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every morning from 8:15am to 8:55am, teachers are readily available to tutor any student needing additional assistance in any given subject. The student simply needs to attend the sessions. These sessions may also be used for the student to work on make up assignments for a specific teacher.	Academic Support Program, Tutoring	10/15/2018	05/23/2019	$0	No Funding Required	CHS teachers

Strategy 2:

Credit Recovery Opportunities - Students are provided four opportunities a year to attend credit recover/grade recovery/credit advancement sessions in order to make

up unearned credits or earn credits in advance.

Category: Develop/Implement Learning Supports

Activity - Credit Recovery/Grade Recovery/Credit Advancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As needed, students will attend credit recovery/grade recovery/credit advancement sessions in order to earn missing credits or earn credits in advance. This will be done using Edgenuity. There are four sessions held throughout the regular school year and one session during summer school.	Academic Support Program	10/15/2018	05/23/2019	$0	No Funding Required	Guidance counselors, Edgenuity coordinator, Graduation coach

Strategy 3:

Parental Involvement - Parents will have access to student grades in INow through the Parent Portal so that they can continually monitor their student's academic

progress.

Category: Implement Guidance and Counseling Plan

Activity - INow Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be issued a username and password to access the INow Parent Portal. The intent is for the parent to have ready access to the student's grades at any time; therefore, there can be routine academic progress monitor taking place by the parent.	Academic Support Program, Parent Involvement	10/15/2018	05/23/2019	$0	No Funding Required	Guidance counselors, classroom teachers, CHS Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Laying the Foundations (LTF) Training	Multiple training sessions by academic area	Academic Support Program, Professional Learning	10/15/2018	05/23/2019	$5000	CHS administration, District Curriculum Director, Core 10th grade teachers
Laying the Foundations (LTF) training	Multiple training sessions by academic area	Academic Support Program, Professional Learning	10/15/2018	05/23/2019	$5000	CHS administration, District Curriculum Director, Core 10th grade teachers
Gear Up Participation	The students will be exposed to a variety of materials and resources to better prepare them for the ACT. It will also prepare them to be successful at the college level upon leaving high school.	Academic Support Program	10/15/2018	05/23/2019	$1000	Gear Up staff, Gear Up facilitator, District Curriculum Director, CHS Administration, 10th grade core teachers
Gear Up Participation	The students will be exposed to various materials and resources to better prepare them for the ACT. It will also prepare them to be successful at the college level upon leaving high school.	Academic Support Program	10/15/2018	05/23/2019	$1000	Gear Up staff, Gear Up facilitator, District Curriculum Director, CHS Administration, 10th grade core teachers
				Total	$12000	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Software	Purchase software to help EL students in language acquisition	Technology, Academic Support Program	10/15/2018	05/23/2019	$500	ESOL teacher and FP Director
				Total	$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Red Devil Advisory Meetings	Each student will be assigned to an advisory group. The student will stay in this same advisory group from 10th grade until he/she graduates. These groups have designated times to meet once a month. Each monthly meeting is designed to cover various topics such as transcript reviews, soft skills, grade-specific information, etc. The intent is for the student to build a more personal relationship with another adult at the school that can help build up, encourage, support, and mentor him/her.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	10/15/2018	05/23/2019	$0	CHS teachers, Guidance counselors, CHS Administrators
Credit Recovery/Grade Recovery/Credit Advancement	As needed, students will attend credit recovery/grade recovery/credit advancement sessions in order to earn missing credits or earn credits in advance. This will be done using Edgenuity. There are four sessions held throughout the regular school year and one session during summer school.	Academic Support Program	10/15/2018	05/23/2019	$0	Guidance counselors, Edgenuity coordinator, Graduation coach
Teacher Coaching	Use ESOL teacher to provide one on one coaching to teachers as needed and as requested	Academic Support Program	10/15/2018	05/23/2019	$0	ESOL teacher
ACT Focus Areas	Teachers in all four core areas will have 3-5 areas of weakness to focus on throughout the year. These areas will be determined from the 2017-2018 Pre-ACT data in conjunction with available CERT data. Various activities could include anything from remediation/re-teaching to providing more in-depth conceptual knowledge about a topic.	Academic Support Program, Tutoring	10/15/2018	05/23/2019	$0	Core teachers, Building Testing Coordinator, CHS Administration
Tutoring	Every morning from 8:15am to 8:55am, teachers are readily available to tutor any student needing additional assistance in any given subject. The student simply needs to attend the sessions. These sessions may also be used for the student to work on make up assignments for a specific teacher.	Academic Support Program, Tutoring	10/15/2018	05/23/2019	$0	CHS teachers

EL Rep PD	3 hour PD session to train EL reps on co-teaching and modeling strategies for EL students	Academic Support Program, Professional Learning	01/02/2019	01/02/2019	$0	FP Director, ESOL teacher, ESOL parapro, and teachers of EL students
Credentialing	Students will earn some sort of career tech credential in an area such as MOS certification, etc.	Career Preparation/Orientation	10/15/2018	05/23/2019	$0	Career Tech Director, Career Tech teachers, CHS Administration
PST Support	Include EL students in the PST process to provide students with more options for academic support.	Academic Support Program	10/15/2018	05/23/2019	$0	PST Committee
Tutoring	Every morning from 8:15am to 8:55am, teachers are readily available to tutor any student needing additional assistance in any given subject. The student simply needs to attend the sessions. These sessions may also be used for the student to work on make up assignments for a specific teacher.	Academic Support Program, Tutoring	10/15/2018	05/23/2019	$0	CHS teachers
ACT Prep	Throughout the year, students in all four core subject areas will be exposed to ACT type questions and formatting. This will be done through a compilation of activities such as review questions, bell ringers, timed practice tests, etc.	Academic Support Program	10/15/2018	05/23/2019	$0	Core teachers, Building Testing Coordinator, CHS Administration
Truancy Policy Implementation	At the beginning of the school year, parents of every student signed the new truancy policy. This policy spells out what happens during each step of the truancy referral process. After the 3rd unexcused absence, the parent is issued a letter warning them that there is a potential truancy policy. After the 5 unexcused absence, the parent is called in along with the student to have a conference pertaining to the number of absences. Once the student reaches 7 unexcused absences, the parents are referred to the Early Warning Truancy program which is conducted by the judge himself. At this time, the parents are informed that they are subject to further legal actions if their child receives any further unexcused absences. The hope is that this new policy will encourage parents to make their children attend school on a regular basis.	Parent Involvement, Policy and Process	10/15/2018	05/23/2019	$0	Attendance Clerk, Guidance counselors, CHS Administration, classroom teachers
Credit Recovery/Grade Recovery/Credit Advancement	As needed, students will attend credit recovery/grade recovery/credit advancement sessions in order to earn missing credits or earn credits in advance. This will be done using Edgenuity. There are four sessions held throughout the regular school year and one session during summer school.	Academic Support Program	10/15/2018	05/23/2019	$0	Guidance counselors, Edgenuity coordinator, Graduation coach

ACT Prep	Throughout the year, students in all four core subject areas will be exposed to ACT type questions and formatting. This will be done through a compilation of activities such as review questions, bell ringers, timed practice tests, etc.	Academic Support Program	10/15/2018	05/23/2019	$0	Core teachers, Building Testing Coordinator, CHS Administration
Key Train	Core teachers will utilize Key Train to expose students to question formatting, content, etc they will experience on the Work Keys assessment. This tool will also allow students to take practice tests to further prepare to benchmark on multiple areas of the Work Keys assessment.	Academic Support Program	10/15/2018	05/23/2019	$0	Core teachers, Building Testing Coordinator, CHS Administration
Key Train	Teachers in the four core subject areas will utilize Key Train as a tool to prepare students to benchmark on the Work Keys assessment.	Academic Support Program	10/15/2018	05/23/2019	$0	Core teachers, Building Testing Coordinator, CHS Administration
ACT Focus Areas	Teachers in all four core areas will have 3-5 areas of weakness to focus on throughout the year. These areas will be determined from the 2017-2018 Pre-ACT data. Various activities could include anything from remediation/re-teaching to providing more in-depth conceptual knowledge about a topic.	Academic Support Program, Tutoring	10/15/2018	05/23/2019	$0	Core teachers, Building Testing Coordinator, CHS Administration
INow Parent Portal	Parents will be issued a username and password to access the INow Parent Portal. The intent is for the parent to have ready access to the student's grades at any time; therefore, there can be routine academic progress monitor taking place by the parent.	Academic Support Program, Parent Involvement	10/15/2018	05/23/2019	$0	Guidance counselors, classroom teachers, CHS Administration
INow Parent Portal	Parents will be issued a username and password to access the INow Parent Portal. The intent is for the parent to have ready access to the student's grades at any time; therefore, there can be routine academic progress monitor taking place by the parent.	Academic Support Program, Parent Involvement	10/15/2018	05/23/2019	$0	Guidance counselors, classroom teachers, CHS Administration
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

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?

In the Fall of 2018, AdvancEd surveys were administered to administrators, staff, students, and parents. All survey answers were scored 1 through 5 with 5 being the highest score. According to the student surveys, the top three areas of satisfaction or approval were as follows: programs and services are in place to help me succeed (score of 4.02); a high quality education is offered (score of 3.97); and I have access to counseling, career planning, an other programs to help me in school (score of 3.96). According to the parent surveys, the top three areas of satisfaction or approval were as follows: my child has up-to-date computers and other technology to learn (score of 4.33); our school's purpose statement is clearly focused on student success (score of 4.23); and our school provides opportunities for students to participate in activities that interest them (score of 4.20). According to the administrators and certified staff surveys, the top three areas of satisfaction or approval were as follows: our school's governing body or school board complies with all policies, procedures, laws, and regulations (score of 4.85); our school's leaders support an innovative and collaborative culture (score of 4.85); and our school's leaders expect staff members to hold all students to high academic standards (score of 4.85).

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

This is the first year we have administered the AdvancEd surveys; therefore, a trend with these surveys have not been established yet. Even so, when comparing this data to the survey data from the last few years, the areas of satisfaction or approval seem to be pretty much in line with the responses we received with the AdvanEd surveys.

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

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

Areas in Need of Improvement

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

In the Fall of 2018, AdvancEd surveys were administered to administrators, staff, students, and parents. All survey answers were scored 1 through 5 with 5 being the highest score. According to the student surveys, the top three areas of focus were as follows: in my school, students respect the properties of others (score of 3.13); in my school, students treat adults with respect (score of 3.27); and in my school, students help each other even if they are not friends (score of 3.29). According to the parent surveys, the top three areas of focus were as follows: all of my child's teachers keep me informed regularly of how my child is being graded (score of 3.61); all of my child's teachers help me to understand my child's progress (score of 3.75); and my child has administrators and teachers that monitor and inform me of his/her progress (score of 3.76). According to the administrators and certified staff surveys, the top three areas of focus were as follows: all teachers in our school provide students with specific and timely feedback about their learning (score of 4.08); all teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice (score of 4.33); and all teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills (score of 4.33).

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

This is the first year we have administered the AdvancEd surveys; therefore, a trend with these surveys have not been established yet. Even so, when comparing this data to the survey data from the last few years, the areas of focus seem to be pretty much in line with the responses we received with the AdvanEd surveys.

What are the implications for these stakeholder perceptions?

These results imply that the majority of Central High School stakeholders feel that our core mission and values are appropriate for the purpose and direction needed in the teaching, learning, development and care for our students. This is evident from the survey results supporting the satisfaction level of all stakeholders in the area of holding our students to high academic expectations. An area that seems to still need attention is providing feedback to the stakeholders so they know how the students are progressing toward these high academic expectations.

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

Based on the CHS counselors' Stakeholder Needs Assessment Surveys, all identified needs by teachers, parents and students are aspects of student-centered learning: turning in school work, strategies to score higher on and prepare for tests, study skills, and wise use of time.

Report Summary

Scores By Section

Section Score
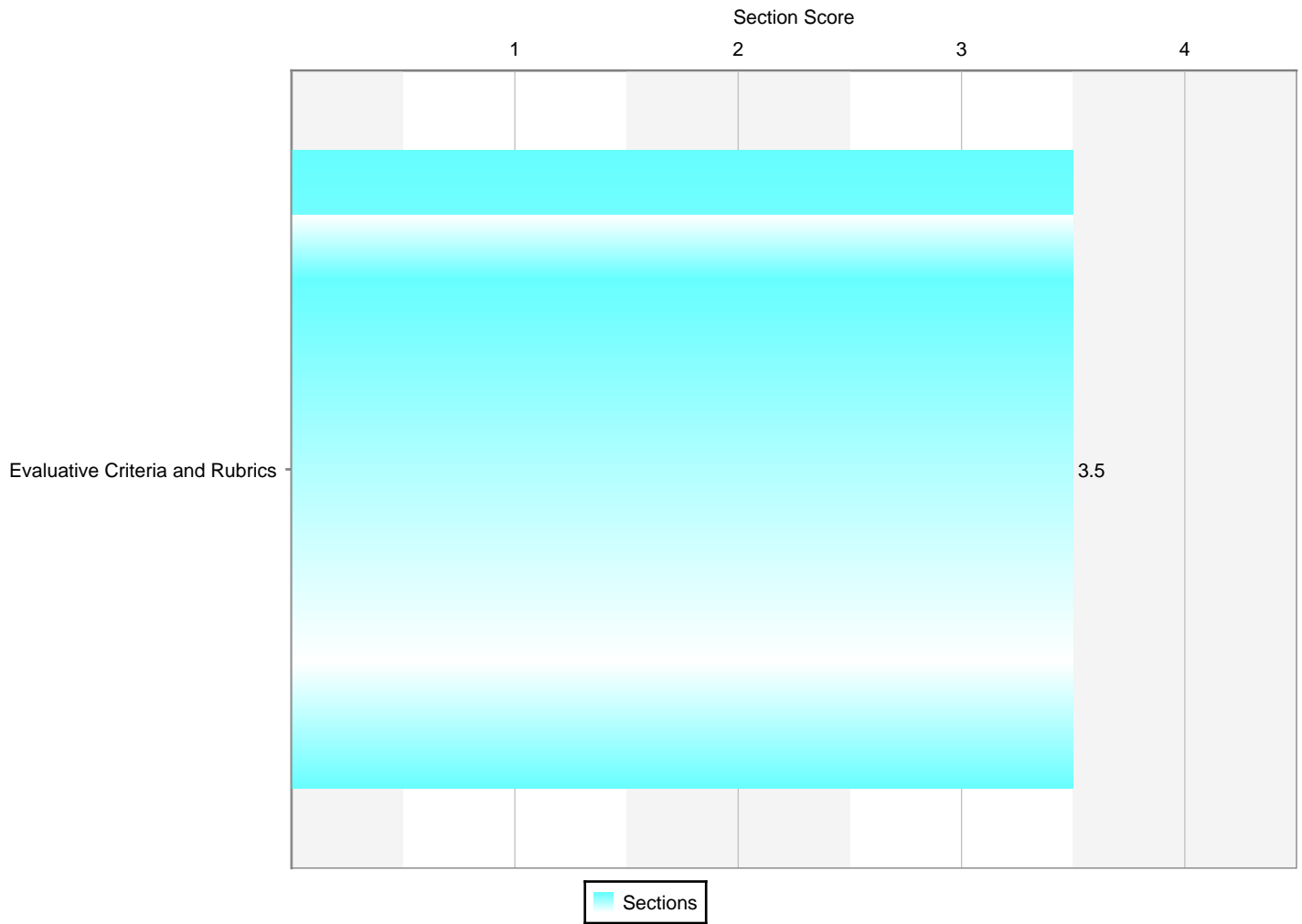
Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	71.61

Provide the number of classroom teachers.

72.57

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3878321.7

Total   3,878,321.70

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	108086.0

Total   108,086.00

Assistant Principal

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

Provide the number of Assistant Principals.

2.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	194581.5

Total   194,581.50

Counselor

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

Provide the number of Counselors.

3.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	213942.0

Total   213,942.00

Librarian

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

Provide the number of Librarians.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	107354.0

Total   107,354.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	1.0

Provide the number of Career and Technical Education Adminstrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	77217.0

Total   77,217.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	1.0

Provide the number of Career and Technical Education Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	76759.0

Total   76,759.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	24033.0

Total   24,033.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	7210.0

Total   7,210.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	132926.0

Total   132,926.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	7702.0

Total 7,702.00

Title I

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

Provide a brief explanation and breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A as all Title II funds associated with meeting the needs of professional development are covered by the Phenix City Board of Education's district budget.

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A as all costs associated with meeting the needs of English Learners are covered by Phenix City Board of Education's district budget.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	102588.0

Provide a brief explanation and breakdown of expenses.

Career and Technical funding

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

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

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

Provide a brief explanation and breakdown of expenses.

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

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	179180.0

Provide a brief explanation and breakdown of expenses.

salary for ROTC instructor ($65,500 for 1.00 FTE)

CHS portion of SA's paraprofessional ($9,230)

science equipment ($22,000)

dual enrollment expenses ($20,000)

LTF bus costs ($3,230)

travel for CHS students ($500)

AP student test fees and student incentives ($12,000)

vocational maintenance ($15,000)

athletic department equipment, travel, etc. ($29,000)

driver's education expenses ($2,700)

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

We are not a Title 1 school; therefore, this does not apply.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1.)
There are many times for parents to participate throughout the year. Before school begins, we offer an Open House for parents and students to attend the school to find their classrooms, meet the teachers, etc. Later in the year, we host Parenting Day. This takes place during the school day. At this event, the parents attend different seminars that offer information about college applications, standardized testing, etc. Also at this event, students are encouraged to eat lunch with their parents. Another event for parents is our STEM night. Here the parents learn more about the system's STEM initiatives. They are also exposed to the Course Selection Guide for the upcoming school year. Other academically related events that are held more towards the end of the year include the Senior banquet, Career Tech banquet, and the Underclassmen banquet. At these events, we celebrate the academic accomplishments our students have achieved throughout the year. Yet another activity for parents is the various athletic and academic scholarship signings that take place typically in the Spring of each year. Additionally, parents are invited to attend induction ceremonies such as the ones for NHS, Beta Club, and NTHS. Finally, parents are encouraged to attend parent/teacher conferences any time they are needed. These include but are not limited to IEP meetings as well as 504 meetings. These meetings are scheduled for times that are convenient for both parents and teachers.

2.)
We are not a Title 1 school so this does not apply.

3.)
Funding for parental involvement is spent on materials needed for the various banquets and meetings that are hosted. We always want parents to feel welcome, so if meetings/events take place around a meal time things like light snacks are typically provided. The money is also spent on decorations for the banquets, etc. Additionally, money is spent to purchase things such as plaques, pins, etc that are awarded at the various academic banquets. Full meals are also served at these events.

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

1116(c)(4)(A)(B)(C))

At the beginning of the year, all teachers provide students with a syllabus for that class. Each syllabus contains the following: a short overview of the course; how assignments will be graded; weights for grade categories if applicable; course expectations; teacher contact information; etc. As other academic opportunities, such as credit recovery sessions, become available throughout the year, parents are notified via e-mail, phone calls, and text messages. Parents are also encouraged to contact the school any time they feel there is a question or concern about an issue. In particular, parent conferences are the most requested items. For these, we only ask that the teachers have a 24-hour notification period in order to attend the meeting as requested.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Parents, staff and students share responsibility for improved student academic achievement for students by being involved in the development of the Continuous Improvement Plan (CIP). Together, the CIP Leadership Team will review data from various sources (i.e. ACT College Readiness System, Educate Alabama, Information Now, Professional Development, stakeholder surveys, etc.) and will develop goals, along with strategies and action steps to reach those goals. Goals regarding identified weaknesses will be monitored for progress during regular team meetings, using available data throughout the school year. Needs Assessment surveys will be sent out by the counseling department and/or the administration to be completed by parents, school staff and students each year, before the closing of school for the summer. The results of these surveys are used to help develop goals for the upcoming school year and to address identified issues. Parents may be provided with educational opportunities through various workshops at CHS in order to learn parental involvement strategies that can be used within areas pertinent to today's teenagers. Finally, students as well as parents receive progress reports throughout the year and are provided with access to STI to check academic progress at any time.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents will have a comments section on any Needs Assessment Survey in which comments of dissatisfaction or satisfaction may be submitted. These comments will be reviewed during the data analysis meetings of the Continuous Improvement Team and/or parental advisory committee and addressed accordingly, if necessary.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as

literacy training and using technology, as appropriate, to foster parental involvement.   (Describe)

Throughout a student's time at CHS, parents are always encouraged to contact the school with questions or concerns. Typically, a parent/teacher conference is requested. At such time a conference is requested, teachers are allowed a 24-hour notification period in order to be able to attend the conference. In addition to scheduled conferences throughout the year, parents of seniors are strongly encouraged to attend a senior conference with their student the summer prior to the student's senior year. At this conference, students and parents are exposed to a great deal of information that is pertinent to making the senior year a successful one. Also this year, parents will be encouraged to attend two different financial literacy programs that are intended to help parents navigate the precarious journey of college scholarships, college admissions/applications, etc. Additionally, parents will be provided opportunities to attend functions such as Parenting Day that are designed for parents to learn more about standardized testing, etc.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Parents, staff and students share responsibility for improved student academic achievement for students by being involved in the development of the Continuous Improvement Plan (CIP).   Together, the CIP Leadership Team will review data from various sources (i.e. ACT College Readiness System, Educate Alabama, Information Now, Professional Development, stakeholder surveys, etc.) and will develop goals, along with strategies and action steps to reach those goals. Parents are also included in the development and implementation of the Parental Involvement Plan. Feedback from various needs assessment surveys is also used to determine areas in need of the greatest amount of attention.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

A parent/student resource area is available in the main office to aid parents and/or students in obtaining information regarding: CHS, scholarships and various colleges, parent and/or student-related issues, etc. The Continuous Improvement Plan for CHS, which includes Strategies to Increase Parental Involvement, is also made available on the school's website as well as in the front office for parents to review.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The Home Language Survey is required for all entering students; there must be one on file for every student enrolled in CHS. The school system's consulting teacher for Special Education is the central office contact for English Language Learner (ELL) services. They ensure that any ELL student, as well as their foreign- language speaking parents, are provided the appropriate accommodations to ensure the student's success, per the system ELL Plan. There is also a designated teacher at CHS to serve as the school ELL contact.
Any student whose parents speak a foreign language as their primary language will be provided with a translator at any meetings held in regards to their student. At CHS, there is a Spanish-speaking teacher on staff who is always available for these purposes. Additionally, IEP's are written in a language that is understood by the parent.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

CHS uses the Parent Needs Assessment survey to determine areas where parents need support. These needs may vary from year to year; however, typical needs are usually the same. These include things such as parent/teacher conferences, IEP meetings, 504 meetings, etc. In addition to these areas, we also try to provide parents with pertinent information pertaining to course selection decisions, financial literacy, completing college scholarships, completing college applications etc. We also encourage parent involvement in developing documents such as the CIP and Parental Involvement Plan.   Additionally, translated registration documents are available for parents as well.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent

practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The Home Language Survey is required for all entering students; there must be one on file for every student enrolled in CHS. The school system's consulting teacher for Special Education is the central office contact for English Language Learner (ELL) services. They ensure that any ELL student, as well as their foreign- language speaking parents, are provided the appropriate accommodations to ensure the student's success, per the system ELL Plan. There is also a designated teacher at CHS to serve as the school ELL contact.

Any student whose parents speak a foreign language as their primary language will be provided with a translator at any meetings held in regards to their student. At CHS, there is a Spanish-speaking teacher on staff who is always available for these purposes.