

Assurances

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

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

☞ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

The Alabama High School Graduation Exam (AHSGE) and the Alabama Direct Assessment of Writing – Grade 10 will be analyzed for strengths and weaknesses to determine strategies for the improvement of the overall instructional program as well as individual groups of students. Individual scores will be assessed to determine patterns that may exist for the reading and mathematics sections of the AHSGE (Grade 11) that determines AYP status. Further evaluation of data from Ashville Middle School and Steele Jr. High School eighth grade students will also be used to determine instructional goals. The committee will use parent surveys, student attendance, teacher attendance, percentage of homeless students, percentages of students living in poverty, and teacher observation results throughout the school year to modify and adjust instruction as needed for students. The synthesis of this process should result in improvements in instructional methodology, the academic achievement of students, and the knowledge of the strengths, weaknesses, and areas of improvement for our school.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Patti Johnson, Principal
 Jeff Hardy, Assistant Principal
 Candice Mathews, Counselor
 Karen Freeman, ELL teacher
 Sharon Gibson, Mathematics lead teacher
 Adelia Barnwell, English lead teacher
 Kenneth Wood, Science lead teacher
 Staci Butts, History lead teacher
 Wanda Looney, Parent
 Roosevelt Mendez, Sr. Class President
 William Johnson, Jr. Class President

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

☞ I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).**

The Alabama High School Graduation Exam (AHSGE) and the Alabama Direct Assessment of Writing – Grade 10 will be analyzed for strengths and weaknesses to determine strategies for the improvement of the overall instructional program as well as individual groups of students. Individual scores will be assessed to determine patterns that may exist for the reading and mathematics sections of the AHSGE (Grade 11) that determines AYP status. Further evaluation of data from Ashville Middle School and Steele Jr. High School eighth grade students will also be used to determine instructional goals. The committee will use parent surveys, student attendance, teacher attendance, percentage of homeless students, percentages of students living in poverty, and teacher observation results throughout the school year to modify and adjust instruction as needed for students. The synthesis of this process should result in improvements in instructional methodology, the academic achievement of students, and the knowledge of the strengths, weaknesses, and areas of improvement for our school.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

All teachers hired must show documentation that they are highly qualified in the area for which they are applying. All teachers are assigned to teaching positions based on their Alabama teaching certificate.

Number and percentage of teachers Non-HQT:

0 - 0%

Number and percentage of Classes Taught by Non-HQT:

20-100%

Alabama High School Graduation Exam (AHSGE):**Strengths:**

Ashville High School met AYP for the 2010-2011 school year. Proficiency index scores improved in all areas and subgroups of reading and mathematics except one. The greatest improvement was seen in the area of reading. The proficiency index for all students who took the assessment increased 12.03 points from a -12.26 in 2010 to a -.023 in 2011. In the subgroup "black students", the proficiency index improved 32.45 points from a -29.00 in 2010 to a 3.45 in 2011. With a goal of 0.00, both of these improvements were significant in reaching the goal.

Weaknesses:

In the mathematics section of the assessment, the subgroup of black students was the only group to drop in proficiency. The index score went from a 8.00 in 2010 to a 14.00 in 2011. With a goal of 0.00, this group showed a negative growth of 6.00 points. Another weakness was found in the graduation rate which fell from an 86% to 77% over the past year.

Alabama Reading and Mathematics Test (ARMT):**Strengths:**

ARMT is given to all students in grades 3-8. In analyzing our data for the improvement plan, we look at the eighth grade students who are feeding into our school from Steele and Ashville Middle. In Steele, students' strengths were noted in the area of mathematics. Eighty-four percent of the population scored a level three or four in 2011. The results from 2011 were three percent higher than those in 2010. At Ashville Middle, growth was seen in both reading and mathematics sections. In reading, the overall percentile of those students who were proficient

(level three and four) rose from 71% in 2010 to 82% in 2011. Ashville Middle mathematics showed a significant improvement in mathematics from a proficiency percentile of eighty-six in 2010 to ninety-six in 2011. For Ashville Middle, there were no students who scored a Level I in the area of mathematics.

Weaknesses:

Steele Jr. High School showed no gains on the reading portion of the ARMT from the 2010 assessment (67% proficiency) to the 2011 assessment (67% proficiency). For the eighth graders at Steele the objective with the lowest percentile was "applying strategies to comprehend textual/informational and functional materials". Only 49% of the population master this objective. The results from the mathematics portion of the ARMT for Steele Jr. High also showed only a slight increase in proficiency from 81% in 2010 and 83% in 2011. The greatest weaknesses in math were shown to be "Find perimeter and area of regular and irregular plane figures" with only 28% proficiency and "Determine the lengths of missing sides and measures of angles in similar and congruent figures" with 33% proficiency.

Alabama Science Assessment:

Strengths:

N/A

Weaknesses:

N/A

Stanford 10:

Strengths:

Steele Jr. High and Ashville Middle School data is used yearly due to the fact that SAT testing ends in grade eight. Ashville Middle School show success in both areas, reading and math, from the 2010 school year until 2011. In the area of reading, two percentile points were gained from fifty-three percent proficiency in 2010 to fifty-five percent in 2011. Each subgroup showed improvement in the area of reading also. In the area of mathematics, Ashville Middle gained seven percentile points in 2011 (67%) over 2010 (60%).

Weaknesses:

Steele Jr. High School showed decreased percentages in both areas of the SAT, reading and mathematics. In reading, "all students" percentile score dropped from a forty-eight percent in 2010 to a forty-two percent in 2011. All subgroups in the area of reading dropped in 2011 from where they were in 2010 also. In the area of mathematics, "all students" percentile score dropped from a fifty-nine percent in 2010 to a fifty-five percent in 2011. Again, this decrease in percentile points could be seen across each subgroup.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):**Strengths:**

There are eight students who are enrolled at AHS as ELL students. Each of these students have achieved FLEP status.

Weaknesses:

Presently there are eleven Hispanic students attending Ashville High School. Of these eleven, many of them are migrant and will be leaving in early fall. These transient students are only at our school a brief period of time each school year and never are able to make lasting friendship and reach many of the educational goals we have set for them.

EducateAL or other Professional Evaluation Profile Information:**Strengths:**

- 1.1 Deep Knowledge of Subject Matter
- 1.3 Connects Curriculum to Other Content Areas and Real Life

Weaknesses:

- 3b.2 Integrate Narrative/Expository Reading Strategies Across The Curriculum

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)**Strengths:**

The school does have one computer lab with twenty functioning computers with internet access. The school also has twenty-five laptops housed in the library that can be taken to any classroom. The school has recently been upgrade to wireless internet use.

Weaknesses:

There is one computer lab at AHS and it is used for Computer Application classes and for any other class that needs to use technology for a project. Open lab time is limited in this lab. Also, teacher computers are in need of upgrades.

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):**Strengths:**

The school system has implemented a new assessment program that the school will begin utilizing during the 2011-12 school year (STI Assessment) to help aid teachers in understanding students' strengths and weaknesses. The school will also begin parent and student surveys this school year to gain a better knowledge of what is expected of the school as a whole.

A new innovative schedule has been put into place this school year to assist students in areas where they have shown weaknesses in the past. An additional block of time has been added during the lunch time so no core academic block is hindered throughout the day. During this additional block, students attend lunch, remediation for the subject(s) they need help with, ACT Prep, Yearbook, Conversational French, pottery class, weight lifting and training, and study hall. Students are placed into remediation based on the results from the SAT-10, ARMT, or the AHSGE.

Weaknesses:

In a survey provided by SCCBOE, teachers rated specific items related to their school. The areas of Ashville High School that show a huge need in improvement are School Spirit and Parental Involvement. Other areas that show some need of improvement were Faculty Morale and Innovation.

Career and Technical Education Program Data Reports:**Strengths:**

- *Career Cruising implemented at high schools for career development.
- *Agribusiness and family & consumer sciences programs in all high schools.
- *Computer education in all high schools.
- *All instructors at ECTC are highly qualified.

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).****Strengths:**

The most reoccurring infraction for Ashville High School during the 2010-11 school year was unexcused tardies-late to class. There were some severe infractions committed, but they were very limited.

Weaknesses:

There were a total of forty-nine out of school suspension assigned last school year. The alternative school was not utilized for discipline purposes by the former administrator. Students who are repeat offenders should be assigned alternative school placement so work can be continued and grades can be maintained.

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

The school is putting into place measures of remediation and mentoring to ensure students successfully complete their high school education.

Weaknesses:

The graduation rate at Ashville High School was 77% for the 2010-2011 school year. This percentage was down from the previous year (86%). The graduation rate at Ashville High School is below the state goal of 90%.

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

For the first five weeks of the 2011-12 school year, teacher attendance has been exceptional. There are no teachers who are inexperienced on this faculty.

Weaknesses:

One veteran science teacher retired and the unit was filled by a teacher with three years of experience. Due to the loss of Title I funding, two other units were cut, one of which was a math unit. This unit was not replaced, therefore putting additional strain on the mathematic teachers on staff.

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

Student attendance averages 93%. There were a minimum number of transfers and late enrollments.

Weaknesses:

Our school has quite a number of students who enter and withdraw throughout the school year. Very few (less than 1%) of these transient moves are migratory. Students are better able to retain academic material when stable in one environment and not moved from school to school. Student tardies were an issue in the past at Ashville High School.

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

Parents are very eager for students to receive a quality education and further their knowledge with a college degree.

Weaknesses:

Our school should focus more on student literacy and involving parents in the educational process. More variety and courses for GED classes and Adult Education Classes are needed.

School Perception Information related to student PRIDE data.**Strengths:**

Over 70% of students in grades 9-11 believe that tobacco, alcohol, and marijuana are harmful or very harmful.

Weaknesses:

This percentage was a decrease from the previous year's percentage.

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

ELL students are meeting proficiency in regular academic subjects, as well as on the graduation exam.

Weaknesses:

N/A

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

ELL teacher works closely with mainstream teachers at AHS as well as the administrators. Also, there is a St. Clair County Migrant Program that is located in Steele for 10 hours each day for 5 weeks during the summer months. This program offers educational continuity for migrant students and additional educational opportunities for this population to succeed academically in the regular school program.

Weaknesses:

ELL teacher is itinerant and at AHS only part-time. Many migrant students transferring out of the program by November each year which does not allow for them to reach the academic goals we have for them.

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

A new block has been added into the school day for the sole purpose of remediation and enrichment. Remediation is covered in all subject areas and offered for fifty minutes per day. Students who have successfully completed and passed areas of the graduation exam are allowed to take enrichment classes such as pottery, French, weight lifting, yearbook, ACT Prep, etc.

Weaknesses:

There is still a significant number of students who have not successfully passed the Social Studies portion of the graduation exam. A plan has been put into place to

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Graduation Exam - Social Studies

Description:

To improve the percentage of students successfully passing the social studies section of the Alabama High School Graduation Exam, maintain Annual Yearly Progress, and increase the graduation rate.

Data Results on which goal is based:

Presently, there is a large portion of the junior class who have not passed the social studies portion of the AHSGE. Of the one hundred-five students who attempted the social studies portion in spring 2011, fifty-two students did not pass. Also, in spring 2011, there were fifty of our present seniors who took the social studies portion. Half (25) of these students did not successfully complete this portion. Thirteen of these students returned in summer 2011 to retake the social studies portion, but ten of them failed.

Target Grade Level(s): Grade 11 and 12

Target Content Area(s): Other - Social Studies

ARMT: Social Studies

Additional Academic Indicators:

The graduation rate at Ashville High School dropped this past year from 89% down to 77%.

Target Student Subgroup(s):

All student populations

Courses of Study:

AHSGE II-1 Recognize and comprehend the impact of the influences of intellectual and religious thought on political systems. AHSGE II-2 Identify and comprehend the provisions of essential documents of the government. AHSGE V-1 Identify and evaluate the events that led to the settlement of the west. AHSGE VI-1 Evaluate the causes of World War I.

Strategies:

S1.1 Remediation

Description:

Remediation classes for social studies have been added into the daily schedule. Teachers will have an additional fifty-minute block to remediate and instruct students on the standards that have consistently not been mastered. Students will also have the opportunity during remediation to access USA Test Prep as a resource for remediation. USA Test Prep can also be accessed from home.

Action Steps:**AS1.1.1 Explicit/differentiated teaching****Description:**

Teachers will remediate through explicit and differentiated instruction those students who are assigned to remediation classes. Teachers will use key objectives listed from the AHSGE where students have consistently shown weakness in the past years when providing instruction. Teachers will use resources from the internet, the Alabama student review guide, USA Test Prep, etc.

Benchmarks:

Student progress is monitored throughout the remediation process. Teacher use charts to show the rate in which mastery has been accomplished. Student work is also graded and objectives are reassigned until mastery is seen. Ultimately, the score on the AHSGE will determine progress.

AS1.1.2 Department meetings/observations**Description:**

The administration will hold a number of department level meetings with those teachers who teach History and provide remediation to students. In these meetings, the administration and faculty will review student progress in their academic core class as well as the remediation classes. The administration will monitor classes throughout the year to monitor student engagement and participation.

Benchmarks:

Progress will be monitor through observation and student achievement.

Interventions:

Should the student not have success on the graduation exam after going through remediation, the school will assign them to another remediation teacher for a period of time. The student may also be reassigned an academic class where they will revisit objectives that have not been mastered.

Resources:

None

G2. Graduation Exam - Reading**Description:**

To improve the percentage of students successfully passing the reading section of the Alabama High School Graduation Exam, maintain Annual Yearly Progress, and increase the graduation rate.

Data Results on which goal is based:

There are twenty-two present juniors who need to pass the reading portion of the AHSGE and nine present seniors who need to pass the reading portion of the AHSGE.

Target Grade Level(s): Grades 9-12

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Students transferring from Steele Jr. High School showed weakness in the area of reading. Only sixty-seven percent of the eighth grade scored proficient on the spring 2011 ARMT. The overall reading percentile for this group was 42% on the SAT-10 in 2011.

Target Student Subgroup(s):

At-risk readers

Courses of Study:

AHSGE I-1 Identify supporting details AHSGE II-1 Identify main idea AHSGE II-4 Propaganda AHSGE III-1 Recognize logic and arguments AHSGE IV-1 Understanding meaning of words ARMT - Apply strategies to comprehend textual/informational and functional materials. SAT-10 - Interpretation SAT-10 - Functional reading

Strategies:**§2.1 Remediation****Description:**

Students will receive explicit instruction from reading/language teachers. Students will be assigned remediation with reading teachers during the extra block that has been built into the school day. There will also be one academic block set aside for remediation as well. Students will be allowed to work on USA Test Prep for further assistance. At-risk students will be assigned to our special education teachers and our librarian for remediation purposes. Our librarian has an elementary degree and is highly qualified to teach reading.

Action Steps:**AS2.1.1 Explicit/differentiated instruction****Description:**

Teachers will remediate through explicit and differentiated instruction those students who are assigned to remediation classes. Teachers will use key objectives listed from the AHSGE where students have consistently shown weakness in the past years when providing instruction. Teachers will use resources from the internet, the Alabama student review guide, USA Test Prep, etc.

Benchmarks:

Student progress is monitored throughout the remediation process. Teacher use charts to show the rate in which mastery has been accomplished. Student work is also graded and objectives are reassigned until mastery is seen. Ultimately, the score on the AHSGE will determine progress.

AS2.1.2 Department meetings/observations**Description:**

The administration will hold a number of department level meetings with those teachers who teach Reading/Language and provide remediation to students. In these meetings, the administration and faculty will review student progress in their academic core class as well as the remediation classes. The administration will monitor classes throughout the year to monitor student engagement and participation.

Benchmarks:

Progress will be monitor through observation and student achievement.

Interventions:

The school will provide additional tutoring services to students who do not perform well on the assessment after remediation has been completed.

Resources:

None

§2.2 Professional Development/Assessment

Description:

Our school will be utilizing STI Assessment and Classworks to monitor student achievement. Our faculty will be trained on both programs in order to assist students by finding their academic needs. Teachers will also be trained on how to analyze our school data to drive instruction.

Action Steps:**AS2.2.1 Dissaggregating data****Description:**

Teachers and administration will be trained on assessment programs to determine areas of strengths and weaknesses. Student data will be dissaggregated in order for us to introduce new strategies in the regular core classes and during remediation classes.

Benchmarks:

Progress will be monitored through observations and student proficiency on the AHSGE.

Interventions:

If performance is not seen, teachers will have additional professional development on the areas of need. Students will be assigned additional remediation classes in addition to the fourth block class.

Resources:

none

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. CELLA assessment**Description:**

To increase the scaled scores on the CELLA in reading.

Data Results on which goal is based:

2010-2011 administration of the CELLA test.

Target Grade Level(s): Grades 9-12

Target ELP Language Domain(s): Reading

WIDA Standards: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Strategies:**S1.1 Content based sheltered instruction****Description:**

Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways. Students use language in functional and communicative ways that vary according to context. Teachers will collaborate with the EL teacher to ensure that teachers are utilizing strategies which will improve EL students' ability to use the English language and use instruction that is appropriate depending upon the student's current level of language.

Action Steps:

AS1.1.1 "Can Do" descriptors

Description:

The EL teacher provide educators with supports, services, and resources to sustain longterm,ongoing,and professional growth. Collaboration will be the key to the success of our EL students and our teachers. Data will be reviewed and discussed by the EL teacher, core teachers and the administrators. Modeling, graphic organizers, and strategies based on level 4 "Can Do descriptors" will also be utilized.

Benchmarks:

Progress will be monitored through progress reports, report cards, assessments, and observations.

Interventions:

The EL teacher will provide intense intervention if a student wavers in performance or needs additional assistance.

Resources:

none

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

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

G1. Drop-out Rate

Description:

The graduation rate at Ashville High School dropped this past year from 86% to 77%.

Strategies:

S1.1 Mentors

Description:

All students are placed in a homeroom daily. This is new to AHS this school year in the fact that the teacher who is assigned to the students for homeroom will remain their homeroom teacher during their career at AHS. By pairing the students with one particular teacher, the teacher will be able to create a bond with the students and make the administrator or counselor aware of any issues that might occur with the student while they attend high school.

Action Steps:

AS1.1.1 Checking Attendance

Description:

Attendance will be checked daily. Teachers will monitor patterns of attendance and report issues to the administration. Student attendance is key for academic performance.

Benchmarks:

Administration will document and phone calls will be made to parents.

Interventions:

The homeroom teacher will notify proper personnel if any issues arise such as excessive absences/tardies, depression, talk of dropping out, etc. The administration and counselor will assist the teacher in providing counseling for the student or other services that are needed.

Resources:

none

§1.2 Remediation/Enrichment**Description:**

An additional block has been added to the schedule to provide remediation and enrichment each day without taking away from the core subject blocks. Students who have not successfully completed the graduation exam sections are placed into remediation classes. Those students who have successfully completed all portions of the AHSGE are scheduled into enrichment classes. Once students have passed all parts of the exam, they are allowed to choose an enrichment class to take. All ninth and tenth grade students are assigned to study hall.

Action Steps:**AS1.2.1 Checking grades/Conferencing****Description:**

The administration will monitor student grades throughout the school year. Grades that are not up to proficiency will require a student conference with the administrator. Parent conferences will also be called if the need arises.

Benchmarks:

Progress will be seen through grades and the number of students who pass portions of the graduation exam. Progress will also be measured by the decrease in remediation class assignments and an increase in enrichment class assignments.

Interventions:

The school placed students into remediation the first week of school based on past performance on the graduation exam. Remediation will be provided by different teachers and students will be rotated among these teachers each nine weeks until they have successfully passed the portion that was failed.

Resources:

none

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

Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look

like?

Each new teacher to our school is paired with an experienced veteran teacher for guidance in all situations. Mentors meet with the new teachers numerous times throughout the month and document dates and activities accomplished. Periodic meetings are held at the local board of education to ensure that the mentors are achieving their goals and that the novice teachers are receiving the guidance needed. Mentors assist new teachers with orientation, parent meetings, preparing instructions, classroom management, preparing for observations, I-NOW, etc. Mentors in the past have been paid a stipend for their time through Alabama's State Department of Education.

Budget:**Describe the coordination of all federal, state, and local programs, including career and technical education.**

Ashville High School is not a Title I school and does not receive any federal funding. For the 2011-2012 school year, each teacher unit is receiving a set amount of funding to spend in the classroom. This amount totals \$3,215.00 for Ashville High School. There are no funds to provide professional development other than the general fund.

Transition:**Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.**

Entering ninth grade students are exposed to a counseling session called "Making It Count!" which addresses the student needs of transitioning from middle school to high school. Topics addressed in this presentation by our presenter and our counselor include academics, athletics, student organizations, study skills, involvement in high school activities, and how to be successful in high school. Ninth grade teachers also receive reading and mathematics scores from the ARMT and the SAT in order to target weaknesses of entering ninth grade students.

Faculty and staff of Ashville High School work diligently with seniors who are seeking a college education to gain financial assistance if needed and to visit prospective college campuses that they wish to preview.

Highly Qualified Teachers:**Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.**

- Ashville High School presently has 100% of all classes taught by certified staff considered "highly qualified" based on requirements set forth in the No Child Left Behind Act of 2001. The instructional faculty is composed of twenty-five full-time certified employees. This number includes two administrative units (one principal, one assistant principal), one counselor, one library media specialist, an itinerant Occupational Therapist, and two special education teachers. For the 2011-2012 school year, a multi-needs unit has been created for students grades five through twelve. This unit has one certified teachers and two full-time aides. This unit is housed in the elementary building due to their extra space. There is a full time registered nurse on campus and she is located at Ashville Elementary School.
- All paraprofessionals on staff have an Associate's Degree or have successfully passed the Work Keys exam.
- New hires must be highly qualified before interviewing with the committee at Ashville Elementary School.

Assessments and Teacher Involvement:**Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.**

The Continuous Improvement Team met together to analyze AHSGE and ADAW results over the last three years to determine strengths and weaknesses that will result in the production of strategies for improvement in student learning. Strategies for improvement will weigh heavily on the data from last year's AHSGE and ADAW results. Also, SACS-CASI recommendations were also consulted to address student learning needs. All committee members will be involved in conducting a review of the data. Thereafter, these results are shared with all faculty and staff to provide areas of emphasis and further input from all teachers.

Special Populations:**Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.****•Migrant Students**

The ELL teacher and school administration identifies migrant students upon enrollment at Ashville High School. The school personnel provide assistance in securing all pertinent materials (immunization, social security cards, etc.). Migrant students will have access to all programs and services without regard to residential status. The needs of migrant students will be met through Title X funding. A push-in/pull-out program is in place in which the ELL teacher serves students who qualify for services. Translators are funded through Title III monies and are used to communicate with parents and students when necessary.

•Limited-English Proficient Students

School personnel identify limited-English proficient students. All new students are given a Home Language Survey to be completed by the parent or guardian upon enrollment. If the Home

Language Survey indicates that a language other than English is spoken at home, then the students are screened by the ELL teacher. Students deemed limited-English proficient are provided the opportunity to receive English Language Learner instruction in addition to all other programs and services without regard to residential status. Placement of LEP student will be in the best interest of the child. A push-in/pull-out program is in place in which the ELL teacher serves students. Translators are used to communicate with parents and students when needed.

- Homeless Students

The school counselor is trained to identify homeless students. The LEA will provide support through the Title X program. Homeless students will not be denied transportation or instructional services due to a lack of supplies or any other rights as a student due to their status as homeless in accordance with the McKinney-Vento Homeless Assistance Act.

- Economically Disadvantaged Students

Economically disadvantaged students are identified through the completion of the application for free / reduced lunch. Students that are identified as economically disadvantaged will have access to all programs and services without regard to economic status.

- Neglected/delinquent Students

Neglected/delinquent students are identified at Ashville High School when contacted by one of the following sources: Department of Human Resources, Social Services, LEA Attendance Officer, local Juvenile Probation Officer, or parent. The school counselor and administrator identify possible needed services for neglected/delinquent child has access to additional services as needed, including school supplies and clothing. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to the student population including free/reduced lunch, ELL, Special Education, etc.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

Individuals with disabilities are governed by IDEA and AHS is in full compliance. Foster children, economically disadvantaged children, single pregnant women are provided supplemental services through our mentoring program as necessary for academic and social support. Individuals with limited English proficiency are mainstreamed into regular classrooms with academic supports from the ELL teacher as necessary. Counseling is also available in individual and group settings through our counseling department.

Extended Learning Opportunities:

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Teachers are available both before and after school for extended learning opportunities for students in need of academic assistance. In addition, teachers may also recommend services (private tutors, parental involvement in learning, etc.) to support and reinforce academic skills after the regular school day.

Part VI – School Parental Involvement Plan

Parental Involvement:

Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.

A tentative schedule for events such as Honor Assembly, Parenting Night, Open House, progress reports and report cards will be set before school begins each year. This calendar of events will be sent home to parents, listed on the school's website, and sent by email to parents who have email accounts. All major events are listed on the school marquee. All teachers are required to attempt a parent-teacher conference during every nine-week period. They can meet during the school day at their planning period or meet with parents before/after school hours. In these parent-teacher conferences, teachers are required to discuss expectations and results from periodic data. If parents choose, teachers are allowed to communicate via phone or email. The principal further communicates with parents through weekly email announcements and a monthly newsletter. The school's ELL teacher and administration provides parents with information in their language when necessary and is able to provide translators for conferences. Parent Advisory Council members participate in CIP meetings and are invited to be a part of all interviews for new personnel.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.

St. Clair County Board of Education has in place a student Code of Conduct book. This book is delivered to all students who in turn sign an acknowledgement form, along with their parent/guardian. This signature page acknowledges that they have received the book, understand what the rules are, and it is kept on file at the local school. Further, Ashville High School

expects the following from each group of stakeholders:

Teachers Who:

- Are punctual/regular attendance
- Are adequately prepared to perform their duties
- Are respectful to all
- Refrain from profane and inflammatory statements
- Conduct themselves in a responsible manner
- Are appropriately dressed
- Abide by the rules/regulations of SCCBOE
- Are friendly, concerned, and willing to give extra time to counsel with students about educational, personal and related problems
- Are responsible for holding conferences with students and parents/guardians concerning problems encountered by the student
- Strive to guarantee an equal educational opportunity to each student
- Strive to use a variety of informal disciplinary and guidance methods prior to, during, and after formal disciplinary action
- Remain professional in conduct

Students Who:

- Attend all classes daily/punctual in attendance
- Are prepared in each class with appropriate materials
- Show respect for all individuals/property
- Refrain from profane/inflammatory statements
- Conduct themselves in a responsible manner
- Are neat, clean and appropriately dressed
- Conform to acceptable standards of appearance as set forth in the dress code of the SCCBOE
- Practice self-discipline and self-dependence in assignments and other phases of school life
- Abide by the classroom rules and regulations of the SCCBOE, the school, and the classroom teachers
- Are aware that acceptance of imposed discipline is the first step to self-discipline
- Show a positive, cooperative attitude toward school curriculum

Parents/Guardians Who:

- Assist their child in planning scholastic and extracurricular activities
- Maintain regular communication with the school authorities concerning their child's progress and conduct
- Ensure that their child is in prompt daily attendance
- Explain any absence or tardiness to the school
- Assist their child in being healthy, clean, and neat
- Assist their child with the resources needed to complete class work and other assignments
- Inform proper authorities of any problem or condition that affects their child or other children in the school
- Discuss report cards and work assignments with their child
- Provide up-to-date home, work, and emergency telephone numbers to proper school authorities
- Assume leadership roles and/or participate in school booster organizations
- Attend all scheduled parent/teacher conferences

Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.

Parents or members of the public may express concerns about our plan or the LEA budgetary set-asides at any time. Any concerned person may follow the below mentioned hierarchy procedure:

- Contact the school administration.
- Contact the St. Clair County Federal Programs Coordinator.
- Contact the St. Clair County Superintendent.
- Contact the St. Clair County Board of Education.
- Contact the State Department of Education Federal Program Section.

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.

- Provide parents with an outline of content that is to be taught.
- Notify parents of all assessments and tips for making the experience a positive one for their child.
- Discuss all assessment results with parents and answer any questions they might have about the tests.
- Send home to parents tests schedules so they will be aware of testing dates.
- Encourage parents to attend Open House and other events sponsored by the school.
- Encourage parents to attend conferences and get to know the teacher and expectations they have for the year.
- Provide parents with literature to help them understand their child's academic needs.
- Provide monthly newsletters with a variety of ideas on how to help your child.
- Provide dates of free workshops held by the St. Clair County Community Education that deal with technology, testing, etc.
- Parent resource materials to be available in the school library.
- Hold annual Orientations and Open House.
- Work with the school's PTO and Parent Advisory Counsel to respond to parent concerns.
- Assist parents who are seeking assistance from local agencies such as St. Clair County Department of Human Resources.
- Ensure communication with all parents during the nine-week period whether it is a conference, phone call or email.
- Provide weekly email announcements from the administrative offices to help parents stay in contact with the activities of the school.
- Hold yearly orientations before school begins for all grades to help parents understand expectations for their child.
- Provide surveys to parents for input on school related functions and share with school personnel so parents' needs can be better met.
- Provide many opportunities for parents to volunteer throughout the school year.
- Provide a monthly newsletter to all parents to keep parents informed on happenings within the school.
- Celebrate parents during the month of October with an open-house event after work hours.
- Ensure that teachers provide parents with progress reports and report cards each nine-week period on the scheduled date.
- Administration will assist parents should parent communication not receive a response within a 24-hour time frame.
- The marquee is kept current with events that are taking place at the school.
- The ELL teacher purchased a translation program that has a 93% accuracy in translating English to Spanish. All basic forms that are used school wide have already been translated. At the request of any personnel, the ELL teacher or administration will translate any document into Spanish.
- Translators are used when needed for conferences with parents who are non-English speaking.

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

Parental participation is always encouraged. When needed, the ELL teacher provides our school with a translator for more effective communication between our teachers and those parents who have limited proficiency in English. The ELL teacher and administration also provide parents with limited English proficiency forms and documents in their language when needed. All registration forms and content standards have been translated into Spanish for parents.

We presently have one homebound student that is notified by phone or email of all events happening at the school.

All areas of the AHS campus are handicapped accessible for students and parents with disabilities. At a parent's request, the local BOE will provide hearing impaired parents with an interpreter for school events.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

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

Learning Activities:

Increase graduation rate/decreasing drop-out rate

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Student graduation rate fell for the first time since 2008. In 2009, the graduation rate at AHS was 82% and in 2010 it increased to 86%. In 2011, this percentage dropped to 77%.

What types of professional learning will be offered?

Training session on mentoring at-risk students; Workshops that focus on issues related to increasing the graduation rate or reducing the dropout rate

When will the session be delivered?

Throughout the 2011-2012 school year.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Awareness of the Mentoring Program; Assignment of At-Risk Students to Mentors; Implementation of Workshop Strategies for Increasing the Graduation Rate or Reducing the Dropout Rate

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Teachers will be held accountable for those students assigned to them as mentees. Teachers are assigned specific students during fourth block based on academic need to tutor or remediate. The teacher's main goal is to find the student's weaknesses and assist them in preparing for their classes and the graduation exam. Students who are able to maintain their grades and successfully complete the graduation exam are more likely to stay in school and graduate.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

Local funding will pay for any outside facilitators. There is no cost associated with the tutoring program.

Implementing new math course of study

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

A new course of study for mathematics will come into effect for the 2012-2013 school year. In order to prepare students for these new standards, teachers and administrators must be trained on how it will affect our courses and student learning. Teachers must begin preparing students during the 2011-2012 school year for the changes in standards in order for them to be successful.

What types of professional learning will be offered?

There will be various workshops provided by the state department and the Council for Mathematics Teachers on the new course of study.

When will the session be delivered?

Throughout the 2011-2012 school year.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Teachers will have a better understanding of the new course of study. They will be able to implement needed strategies and concepts students must gain this school year in order to be successful. Teachers will understand the change in objectives and rigor for their particular course(s).

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Teachers will be held accountable for the implementation of the new course of study through lesson plans and class observations. Student achievement with the increased rigor will also determine effectiveness of the teaching.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

ACTM conference fee in October - \$85.00 paid from local funds. ALSDE training - free

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	20.10	25.2	1372823.00
Administrator Units	1.00	1.0	85000.00
Assistant Principal	0.50	1.0	60000.00
Counselor	1.00	1.0	40000.00
Librarian	1.25	1.0	40000.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology			0.00
Professional Development			0.00
State ELL Funds			0.00
Instructional Supplies			3215.00
Library Enhancement			0.00
		Total of All Salaries:	\$1,601,038.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

AHS is not a Title I school, therefore we do not receive Title I funding.

Total :

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

AHS receives no ARRA Funds.

Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

No Title II funding is allocated to AHS.

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

AHS provides partial funding for an ELL teacher. This teacher monitors our ELL population and ensures their progress.

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Public funds - \$201,669.00

Non-public funds - \$11,330.00

Total :