ACIP

Cullman High School

Cullman City Board of Education

Mrs. Kim Hall
510 13th Street, NE
Cullman, AL 35055

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

2018-2019 Goals CHS Plan for ACIP

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?

Cullman High School was established in 1917 and has resided at the current location since 1961. New, state of the art facilities have recently replaced aged facilities with modern classrooms, media center, performing arts centers, and administrative offices. The updates also provided for instructional spaces and technology resources that will support progressive and engaging student learning processes.

The Cullman City Schools Annual Report reflects the following ethnic breakdown: 1% African American, 1.5% Asian/Indian, 0.5% multi-racial, 7% Hispanic, and 90% White. The CHS average daily attendance is over 95%, and CCS per pupil expenditure is $9,061, with 50% state funding, 11% federal and 39% local funds. The high school enrollment in grades 9-12 is held at stable numbers, about 900 students, through the admission of non-district students. In recent years, the poverty rate has increased from twelve percent to about twenty-three percent.

Cullman City had a 2012 population estimated at 14,864. The ethnic characteristic of the area is also distinctive. While 88.9% of Cullman City residents are white alone, some 8.2% identify as Latino (versus 3.9% state-wide). Other trends suggest increased transience and a more international background in the community. In the city of Cullman, 81% of residents reported living in the same home from 2007 to 2011, versus 85% state-wide. Some 6% of Cullman residents are foreign-born (versus 3% statewide), with 8% speaking a language other than English at home (in contrast with 5% statewide). The city of Cullman has a 60% homeownership rate versus the state-wide average of 71%. Some 28% of housing units in Cullman were in multi-unit structures from 2007-2011, in contrast with only 16% of housing state-wide. The median household income in the City of Cullman from 2007 to 2011 was $35,299 versus $43,934 state-wide and 18% of persons in the city lived below the poverty level, which is equal with the Alabama rate of 18%.

In 2012, Bloomberg Businessweek named Cullman City as the Best to Raise Kids in Alabama, citing the schools as among the best in the state. The Alabama Economic Development office ranked Cullman first for non-metro areas and second overall for new- and existing industry expansion in 2011. The city and county governments recently completed the Duck River Dam project to provide an additional water source for area residence. The newly added exit on Interstate 65 provides yet another access to County Road 222 and the Cullman area for interstate traffic and tourism. Increases in local retail markets expanding to the north end of town provide projected increase in revenue for the school system. NICHE ranks Cullman High School #13 out of 355 public high schools in the state of Alabama. US News and World Report lists Cullman High School among America's Best High Schools at #18 in the state of Alabama.

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.

Cullman High School strives to consistently communicate and model our mission statement - "Inspiring Students for Lifelong Success - Through Character, Citizenship, and Scholarship." In alignment with the Cullman City School System's purpose statement, we are preparing youth to be well-adjusted citizens who make positive contributions to a democratic society. Cullman High School is committed to providing a learning environment and school program that will foster the intellectual, physical, emotional, and social development of each child to his or her greatest potential. The curriculum is sound in academic requirements, stressing basic skills, awareness of the technologies of an everchanging world, vocational skills, and an appreciation of the fine arts.

Each individual is afforded the opportunity to develop an open mind, inquiring attitude, positive self-esteem, and healthy lifestyle in order to think creatively, critically, and analytically and to become a constructive, independent citizen with self-worth and dignity. Each student is recognized as an individual with varying needs, interests, learning capacities, talents, and aspirations. The curricula and extra-curricular opportunities must be adapted and a variety of teaching methods and materials must be utilized in order to meet individual needs. Physical, emotional, and social needs can best be met by maintaining a well-disciplined student body in a peaceful, attractive environment. Cullman High School serves as a center for the educational, recreational, and cultural interests of the community. It prepares young people to take their places in the life of the community as worthwhile, contributing citizens, to occupy places of leadership, and to perpetuate the principles of the American way of life. The school and the community work together to accomplish these endeavors.

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.

Cullman High School has a strong tradition of both academic and extracurricular success. CHS students have a demonstrated history of intellectual achievement, exemplified as the class of 2017 earned over $4,382,660.00 million dollars in offers of scholarship support for postsecondary education. 25 seniors received the community service seal on their diploma with one senior documenting a record 669 hours of community service over four years. Cullman High School was acknowledged for inclusion in US News and World Reports "Best High Schools in America" listing. Cullman High School consistently ranks among the top ten percent of all Alabama High Schools on state accountability assessments. Niche online ranking system has indicated Cullman High School has an overall grade of "A" and is ranked as follows:
> 2018 Best Public High Schools in Alabama
#13 overall
>2018 Best College Prep High School in Alabama
#21 of 180
>2018 Best High Schools for STEM in Alabama
#31 of 179
All students have access to a comprehensive counseling program with annual advising for every student at the point of registration and an ongoing emphasis on long-term preparation for college and careers. Our students' ACT scores exceed the national norm with CHS senior students averaging a 22.1 in contrast with the national average of 21.0. The range of course offerings includes a number of fine arts, career tech, and elective courses, reflecting student interests and ambitions. Cullman High School faculty regularly uses digital tools and projection technologies in each classroom to increase student engagement. During the 2017-2018 school year, an additional Career and Technical Education program was added to the course offerings at Cullman High School. Due to student data collected on career interest inventories, Foundation of Engineering and Education and Training classes were added to provided students with additional career preparation in these various career fields.

Additionally, to increase student opportunities in Fine Arts, beginner and advanced dance classes were added to the fine arts curriculum. CHS Musical Theatre Department won Best in Show during the Walter Traumbauer Festival State Competition. As a result of the A+ College Ready program, an increasing number of Cullman High School students are registering for
Advanced Placement coursework and passing AP exams to earn college credit or placement. This academic success is supported by a dedicated team of instructors who are committed to meeting the challenge of today's constant evolution of instructional strategies and digital resources. The faculty demonstrates its passion to mastering this challenge through professional learning. There is strong involvement and competitive success in school athletics, fine arts, career and technical education (CTE), and extracurricular activities. Over seventy-five percent of the CHS students are involved in a variety school-sponsored, extra-curricular, and athletic teams or clubs. The school community enjoys a comprehensive athletic program that includes 46 teams. The athletic teams consistently rank in the top twenty with unprecedented parental involvement of the parents in their respective booster clubs. The fine arts department consistently is rated superior in all areas of thespian, vocal and instrumental performances. The Cullman Bearcat Marching Band and Choir continue to set new standards with each performance. In November of 2017, the CHS Marching Band performed in at Disneyworld in Orlando, Floria. Our award-winning musical theatre department annually presents professional, dramatic productions to over 2,000 school and community guests. Last year, the Fine Arts Department's production of The Little Mermaid drew record crowds and rave reviews. The CTE programs are enjoying a significant enrollment increase as students enhance their classroom instruction with participation in the CTE student leadership and competition

programs.

The stellar graduation rate at Cullman High School is evidence that students are engaged in the school community. Cullman High has improved from a five-year graduation rate of 87% in 2008 to a four-year on-time graduation rate that is consistently between 93-95%.

Additional Information

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

Continuous opportunities for improvement this year will be the continued implementation of a Google Chromebook initiative, transition from the Cullman City School system walk-through observation guide to the AdvancED ELEOT tool, Educator Effectiveness Teacher Observation model and departmental planning and pacing for state required assessments and college and career readiness indicators. The implementation of Compass Learning Formative Assessments will be utilized along with data meetings to evaluate student progress and plan instructional strategies to meet student achievement goals. In accordance with the AdvancED accreditation expectations, Cullman High School implemented ELEOT observation tools to replace CCS Student Engagement Walkthrough Observation.

Students at Cullman High School has 1-to-1 Chromebooks. This full distribution of Chromebooks to every student will support instructional uniformity and the progressive integration of digital resources. Professional development has been provided for teacher. We are confident that another full year to implement the ELEOT walk through process and new integration of Chromebooks into the instructional process will continue to improve student engagement.

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.

The CHS School Leadership Team is primarily responsible for developing, implementing, and monitoring the continuous improvement plan. The School Leadership Team includes teachers, counselors and administrators from each department. Faculty representatives were selected to the Leadership Team in August by their respective instructional teams.

The elected CHS Student Government Officers serve as the student representatives and their parents were designated as the parent representatives. After teacher groups provide input and reflect on survey data, achievement data and instructional practices. The improvement plan is presented to the remainder of the CHS faculty, SGA officers and their parents for additional input.

Meetings and the collection of stakeholder input were implemented in a variety of ways to ensure adequate opportunities for effective participation. Faculty representatives were provided with professional leave days to support their involvement in the planning process. The student representatives have a daily school leadership class in which they are provided with time and access to participate in the planning process. The student representatives also supported the parent representatives' involvement in the planning process by providing them with working documents, information, and personal feedback on school planning issues. As an additional accommodation for the stakeholders, draft copies of the school planning documents were provided to the leadership team members in both printed and electronic forms. Input was obtained with both online and face-to-face formats. Faculty, students, and parents complete AdvancedEd surveys and inventories at the end of the year and the survey data is utilized to monitor and set goals for school improvement.

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

The School Accreditations Leadership Team included representation from each instructional area. The team included at least one teacher from each of the following instructional departments: social studies, mathematics, English, science, Career and Technical Education, fine arts, health and physical education, guidance and counseling, and special education. In the school planning process, the CHS faculty, student, and parent representatives were responsible for providing recommendations for the school plan. Following this review and assessment process, the proposed school improvement goals for 2018-19 were developed.

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 CHS school community will be notified that a printed copy of the CHS 2017-18 School Plan is available for review annually via an electronic version posted online at the school webpage. In addition, electronic copies will be distributed to the CHS faculty, SGA representatives, and the CHS Parent Advisory Board. All stakeholders will receive applicable updates on the progress of the school plan through the Principal's Weekly Newsletter and social media. The faculty, student representatives and parent representative will receive,

as appropriate, electronic 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		Student Performance Report

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Cullman 11th grade student scores on the ACT assessment (21.0) exceeded the national 2018 student average and state average.

A comparison follows:

2017 11th grade CHS ACT versus State and National Averages

Subject Cullman High (All Students) Alabama (All Students)

Subject	Cullman High (All Students)	Alabama (All Students)
English	20.8	17.7
Math	20.3	17.7
Reading	21.4	18.5
Science	21.1	18.2
Composite	21.0	18.1

The percentages of all Cullman students meeting ACT's College Ready benchmarks were equal or greater than the state average in each of the four core subjects:

Percentage 2018 11th Grade Class Meeting College Readiness Benchmarks

College Course	Cullman High (All Students)	Alabama (All Students)
College English Composition	68	43
College Algebra	38	18
College Social Studies	47	27
College Biology	37	20
% Benchmarking All Four	21	12

CHS 12th Grade ACT Benchmark

2016 165 of 215 - 77%

2017 163 of 201 - 81%

2018 176 of 222 - 80%

2018 Advanced Placement Average Scores

Subject	# Tested	Average Score
English Language	63	2.62
English Lit.	55	2.67
Calculus AB	23	2.17
Statistics	18	3.06
Chemistry	13	2.38
Biology	59	2.25
US History	18	2.5
Psychology	13	3.0

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

The ACT assessments document that CHS students are performing as well or better than the average U.S. student in the four core academic subjects. Significantly more students are graduating with at least one passing score on an AP exam.

Which area(s) indicate the overall highest performance?

68% of students met benchmark scores on the ACT indicating this is the highest overall performance area.

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

ACT data is not provided for our primary subgroup of economically disadvantaged students. Other CHS minority subgroups are not large enough to draw valid conclusions from the data.

Between which subgroups is the achievement gap closing?

ACT data is not provided for our primary subgroup of economically disadvantaged students. Other CHS minority subgroups are not large enough to draw valid conclusions from the data.

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

ACT data is not provided for our primary subgroup, economically disadvantaged students. Other CHS minority subgroups are not large enough to draw valid conclusions from the data.

Areas in Need of Improvement

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

The percentage of students achieving gold and silver status (76%) on the ACT WorkKeys is lower than expected levels of performance for Cullman High School.

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

No conclusive data indicates negative trends in performance. We will closely monitor new incoming data on PreACT, ACT WorkKeys, ACT and AP exams.

Which area(s) indicate the overall lowest performance?

No conclusive data indicates negative trends in performance. We will closely monitor new incoming data on PreACT, ACT WorkKeys, ACT and AP exams. ACT Aspire Writing scores currently reveal that this is the lowest overall performance assessment

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

Current assessments do not identify any subgroup that shows a trend toward decreasing performance

Between which subgroups is the achievement gap becoming greater?

Current assessments do not identify any subgroup with an achievement gap that is becoming greater.

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

The student performance data reported above indicates the academic achievement of Cullman High School students exceeds the achievement of other students on state and national assessments is consistent with local school grade distribution data. Grade distribution reports consistently indicate a high level of achievement. Grades issued typically have the following distribution profile as 48%, Bs-25%, Cs11%, Ds-5%, and Fs-2%.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3
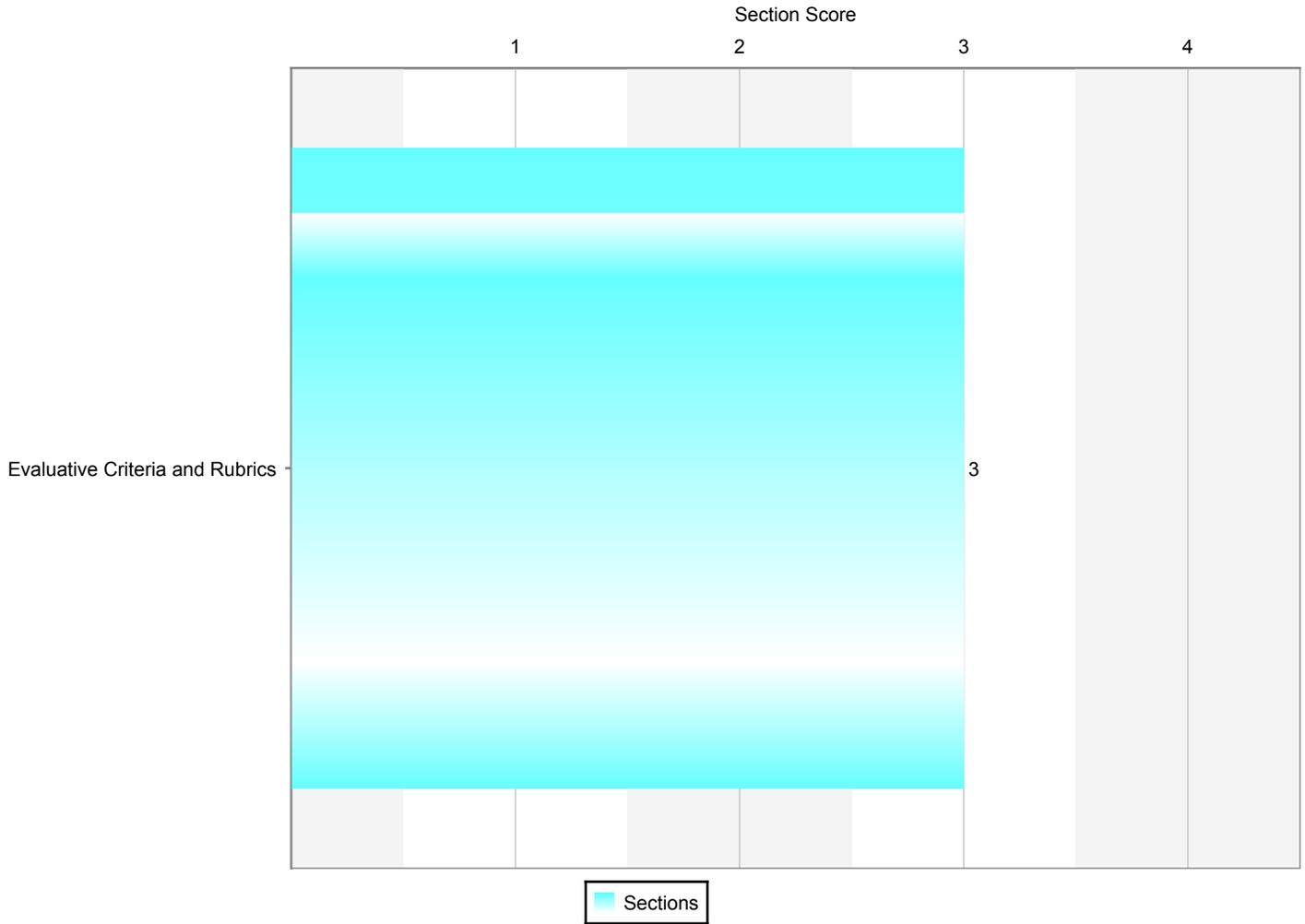
Sections

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	All stakeholders have the opportunity to provide continuous feedback into the mission and vision of the school. The community is updated on annual progress through the distribution of the Principal and Superintendent's Weekly Newsletter. Annual survey data and student achievement data are used as the foundation for the goals.	

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	Families are notified of nondiscrimination policies in the attached 2018-2019 CHS Student Handbook.	CHS Student Handbook

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	See attached CHS Student Handbook.	CHS Student Handbook 2018-2019 CCS Non-Discrimination Policy

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		Parent-Family Involvement Policy

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.	Yes		Family Compact

2018-2019 Goals CHS Plan for ACIP

Overview

Plan Name

2018-2019 Goals CHS Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase student engagement through continued implementation of Student Focused Observations.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	Promote character, citizenship, and scholarship by increasing the participation of students in extracurricular activities by 1%.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
3	Technology: All students will obtain a College and Career Readiness Indicator attainment as a result of individualized instruction utilizing results from computer-based formative and summative assessments	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Increase student engagement through continued implementation of Student Focused Observations.

Measurable Objective 1:

collaborate to increase student engagement by 05/26/2017 as measured by Student ratings on Indicator 3.6 will exceed a 4.0. Student Survey Indicator 3.6 states "Teachers implement the school's instructional process in support of student learning.".

Strategy 1:

Implementation of Fundamental Five instructional process - All teachers will complete a book study of the Fundamental Five. The book study will be supported with collaborative planning time, observation feedback, and additional professional learning as needed.

Category:

Activity - Professional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete walk-through observations and provide feedback on individual basis. Provide additional professional learning as needed.	Behavioral Support Program	01/03/2018	05/25/2018	$0	No Funding Required	Administrative staff

Goal 2: Promote character, citizenship, and scholarship by increasing the participation of students in extracurricular activities by 1%.

Measurable Objective 1:

collaborate to improve the number of students participating in extra-curricular activities during the 2017-2018 school year. We will increase the number participating by 1% as based on a beginning year survey and an end-of-year survey. by 05/25/2018 as measured by Students completing a survey at the January of the school year and one at the end of the year..

Strategy 1:

Teacher Encouragement - Homeroom teachers and guidance counselors will be provided with the names of their students that are not involved in extracurricular activities. They will meet individually with the students that are not already involved in extracurricular activities and help them to find an activity that meets their interest as well as their college and/or career goals. They will continue to encourage the students in participating and continuing with their choice.

Category: Other - Teacher as Mentor

Research Cited: December 1999/January 2000 | Volume 57 | Number 4

Understanding Youth Culture Pages 87-88

Research Link / Extracurricular Activities: The Path to Academic Success?

John H. Holloway

Public school students across the United States participate in a wide variety of extracurricular activities: interscholastic and intramural athletic programs; service and school government clubs; music, art, and drama organizations; and academic and vocational clubs. Usually conducted outside the normal school day, the activities are voluntary, and students do not receive grades for their participation.

Benefits for Students

Do these clubs, teams, and organizations support the academic mission of our schools? In a paper looking at predictors of academic giftedness, Modi, Konstantopoulos, and Hedges (1998) found that gifted students appear to spend their time out of school participating in constructive activities. The research disclosed that a "50 percent increase (in the odds of being gifted) was related to involvement in extra-curricular activities" (p. 15).

Activity - Homeroom teachers and guidance counselors encourage and support students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and guidance counselors will meet with students to encourage and support involvement in extra-curricular activities.	Other - Encourageme nt	08/16/2017	05/18/2018	$0	No Funding Required	Homeroom teachers and guidance counselors.

Strategy 2:

Announcements and Continued Encouragement - Include available sports, clubs and activities on the school calendar, morning announcements and newsletters to students to encourage participation.

Category: Other - Announcing Offerings of Extra-curriculuar Activities

Research Cited: December 1999/January 2000 | Volume 57 | Number 4

Understanding Youth Culture Pages 87-88

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Activity - Announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Announcements	Other	08/16/2017	05/25/2018	$0	No Funding Required	Principal

Activity - Student Email Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish student email groups by grade level to email copies of announcements and newsletters to students to encourage participation by all students.	Other	08/16/2017	05/25/2018	$0	No Funding Required	Principal, guidance counselors, teachers

Goal 3: Technology: All students will obtain a College and Career Readiness Indicator attainment as a result of individualized instruction utilizing results from computer-based formative and summative assessments

Measurable Objective 1:

achieve college and career readiness indicators as determined by the Alabama State Department of Education. by 05/26/2017 as measured by senior students attaining a CCR indicator on ACT Benchmark score, WorkKeys Gold or Silver achievement, AP qualifying score, CTE Credential, Military Enlistment, and/or college credit.

Strategy 1:

Formative and Summative Assessments - Teachers will analyze student achievement data of Chalkable formative and summative assessments to determine student strengths and areas for improvement. Teachers, administrators and Guidance Counselors will work collaboratively to ensure that students are working towards a college and/or career goal.

Category: Other - College and Career Readiness Achievement

Research Cited: Conley, David T., A Complete Definition of College and Career Readiness.Educational Policy Improvement Center. 720 East 13th Avenue Suite 203, Eugene, OR 97401. Tel: 877-766-2279; Tel: 541- 246-2600; Fax: 541-346-6145; e-mail: communications@epiconline.org; Web site: http://www.epiconline.org

Activity - Support Achievement of College and Career Readiness Indicators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core Academic, Career and Technical Education, and AP Teachers will coordinate interventions and assessments of their respective students towards the achievement of College and Career Readiness Indicators. Guidance Counselors and administrators will work with teachers to ensure student course selection based on college and career readiness goals.	Academic Support Program	08/16/2017	05/25/2018	$0	No Funding Required	Teachers, guidance counselors, and administrators.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Achievement of College and Career Readiness Indicators	Core Academic, Career and Technical Education, and AP Teachers will coordinate interventions and assessments of their respective students towards the achievement of College and Career Readiness Indicators. Guidance Counselors and administrators will work with teachers to ensure student course selection based on college and career readiness goals.	Academic Support Program	08/16/2017	05/25/2018	$0	Teachers, guidance counselors, and administrators.
Professional Feedback	Complete walk-through observations and provide feedback on individual basis. Provide additional professional learning as needed.	Behavioral Support Program	01/03/2018	05/25/2018	$0	Administrative staff
Homeroom teachers and guidance counselors encourage and support students.	Teachers and guidance counselors will meet with students to encourage and support involvement in extra-curricular activities.	Other - Encouragement	08/16/2017	05/18/2018	$0	Homeroom teachers and guidance counselors.
Announcements	Announcements	Other	08/16/2017	05/25/2018	$0	Principal
Student Email Groups	Establish student email groups by grade level to email copies of announcements and newsletters to students to encourage participation by all students.	Other	08/16/2017	05/25/2018	$0	Principal, guidance counselors, teachers
				Total	$0	