



**ALABAMA STATE DEPARTMENT OF EDUCATION**  
 Joseph B. Morton, State Superintendent of Education  
**2008 - 2009**



**CONTINUOUS IMPROVEMENT PLAN**  
**NON-TITLE I School Programs**

Note: Blank copy is available on [www.alsde.edu](http://www.alsde.edu), Sections, Accountability Roundtable, Publications  
 Submit plans via e-mail to [plans@alsde.edu](mailto:plans@alsde.edu)

<b>NAME OF SCHOOL:</b> ATHENS HIGH SCHOOL				
<b>STREET ADDRESS:</b> PO BOX 109		<b>CITY:</b> ATHENS		<b>STATE:</b> Alabama <b>ZIP CODE:</b> 35612
<b>CONTACT:</b> MR. CHRISTOPHER BOLEN		<b>TELEPHONE:</b> 256-233-6613		<b>E-MAIL:</b> CHRIS.BOLEN@ACS-K12.ORG
<b>Identified for School Improvement?</b> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> <b>Delay Status</b> <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/>				
<b>ALL PLANS:</b> Submit to LEA for Board approval. Retain the original plan in the LEA. <b>Submit a copy of the plan electronically to your system's E-GAP Document Library by November 7, 2008.</b>				
<b>If using any Federal funding:</b> Submit to LEA for Board approval. <u>Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures</u> to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. <b>Submit the plan with budget electronically to your system's E-GAP Document Library by November 7, 2008.</b>				
<b>Made AYP?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	<b>Made AMAOs (ELL)?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> <i>If NO, complete PART III of the Continuous Improvement Plan</i> N/A <input type="checkbox"/>	<b>Career Tech Made AYP?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	<b>Are any federal resources like Title II, III, IV, V, and VI used to coordinate with and supplement existing services and are not used to provide services that, in the absence of federal funds, would be provided by another fund source?</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	<b>Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites) :</b>  The Continuous Improvement Plan (CIP) for Athens High School will be available to parents and other stakeholders at Athens High School. The CIP will also be available on the school website: <a href="http://www.athenshighschool.org">www.athenshighschool.org</a> as well as formally presented during Parent Invite Night with revisions being reviewed several times throughout the year.
<b>*Board Approval:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		<b>Board approval received on</b> _____, 2007.		<b>Board Signature:</b> _____
<b>Superintendent Signature:</b> _____		<b>Date:</b> _____		
<b>LEA Representative Signature:</b> <small>(responsible for monitoring plan)</small>		<b>Date:</b> _____		
<b>Principal Signature:</b> _____		<b>Date:</b> _____		

System: Athens City Schools  
 School: Athens High School  
 July 2008

Submit plans to your system's E-GAP Document Library by November 7, 2008

## CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

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

August 2008-May 2009

**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:**

Athens High School parents and staff have a shared commitment for success so that all students will become lifelong learners. Teachers will continue to analyze all test data to guide their instruction, which will improve the achievement of all students. Our School Leadership Team meets to study and analyze pertinent data (AHSGE , ACCESS scores, AAA).

<b>Instructional Leadership Team Names</b> (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	<b>Positions</b> (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	<b>Signatures</b> (Indicates participation in the development of the CIP)
Alycia Townsend Becky Palmer Debbie Ezell Edd Carter Janet Latham Mike Young Nancy McBay Steve Patty Susan Wales Toni Brown Gil Dobbs Gia Russell Mike O'Rear Chris Bolen Mary Payton Noah	ARI Reading Coach Science Language Arts Social Studies Technology/Remediation Social Studies Math Language Arts Counselor Special Education ELL Assistant Principal Assistant Principal Principal Student	

**Part I – SUMMARY  
A  
REVIEW OF DATA**

**Directions:** Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at [www.alsde.edu](http://www.alsde.edu):

- Click on Accountability Reporting.
- Choose 2007-2008.
- Select Annual Accountability Results Report.
- Select your system and school.
- Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend).
- Then, right click and select COPY.
- Return to this document and CLICK IN THIS BOX.
- Then, right click to PASTE the chart.
- Adjust the size of the text box to display your test results.

**OF NEEDS BASED ON  
COMPREHENSIVE**

**Part I - continued - DIRECTIONS - SUMMARY OF DATA:** Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

<ul style="list-style-type: none"> <li>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data). Athens High School faculty meet in August to discuss 2007-2008 data. Teachers also meet within departments to discuss non-mastery reports for subtests on the AHSGE.</li> </ul>	
<b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
<b>Number and percentage of Non-HQT:</b> 100 % of Athens High School teachers are highly qualified.	<b>Number and percentage of Classes Taught by Non-HQT:</b> There are no classes taught by non- highly qualified teachers.
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths:</b> 92 % of eleventh graders have successfully passed the Reading portion of the AHSGE. 94% of eleventh graders have successfully passed the Math portion of the AHSGE. 100% participation in Reading and Math subtests.	<b>Weaknesses:</b> Special education students proficiency index for Reading was -25.29 and -16.29 for Math. All students proficiency index for Reading was 8.59(2008-09) from 11.28 (2007-2008) Black students proficiency index for Reading was 1.50. Free and Reduced Meals proficiency index for Reading was 0.46. This information indicates a need to focus on reading strategies for all students.
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<b>Strengths:</b> Not Applicable	<b>Weaknesses:</b> Not Applicable
<b>Alabama Science Assessment:</b>	
<b>Strengths:</b> Not Applicable	<b>Weaknesses:</b> Not Applicable
<b>Stanford 10:</b>	
<b>Strengths:</b> Not Applicable	<b>Weaknesses:</b> Not Applicable
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b>	
<b>Strengths:</b> Not Applicable	<b>Weaknesses:</b> Not Applicable

<b>Part I - Continued:</b>	
<b>Alabama Direct Assessment of Writing (ADAW):</b>	
<b>Strengths:</b> 84% of tenth grade students were proficient on the holistic composition of the ADAW. 75% of tenth grade students were proficient on writing mechanics, increase from 67% in 2006-2007. 78% of tenth grade students were proficient on sentence formation, increase from 72% in 2006-2007.	<b>Weaknesses:</b> Holistic score for students (2007-08) was 84%, decrease from 91% in 2006-2007. Grammar and usage scores (2007-08) was 62%, decrease from 65% in 2006-2007. This data also indicates a weakness overall in grammar and usage.
<b>ACCESS for English Language Learners (ELLs):</b>	
<b>Strengths:</b> 55% of ELLs in grade level cluster 9-12 are within the English proficiency level 4 or higher range for the language domain of Reading. 58% of these had comprehension scores in English proficiency level 4 or higher. 48% in grade level cluster 9-12 scored level 4 or higher in Writing.	<b>Weaknesses:</b> 13% of ELLs in grade level cluster 9-12 scored in the range of English Proficiency (EP) level 1, Entering, for the language domain of Reading. 52% of ELLs in grade level cluster 9-12 scored in the range of EP levels 1-3, for the domain Writing.
<b>Professional Education Personnel Evaluation (PEPE) School Profile Information:</b>	
<b>Strengths:</b> Twenty-seven teachers were evaluated on PEPE during the 2007-2008 year. 100% of the 27 teachers met the standard. Twenty-two teachers received an overall standard mean score in the range of 3.0-3.4. 79.4% of teachers had a score of 18 or higher.	<b>Weaknesses:</b> According to the school summary, the competency of communication and professional development leadership need strengthening.
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA] School Technology Plan Data)</b>	
<b>Strengths:</b> 95 % of AHS classrooms are equipped with multi-media projectors Over 50% of classrooms are equipped with Interactive boards	<b>Weaknesses:</b> For students assessed on AAA, 100% were not proficient in the area of mathematics.
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</b>	
<b>Strengths:</b>  Not Applicable	<b>Weaknesses:</b> No common assessments exist for courses.
<b>Career and Technical Education Program Improvement Plan:</b>	
<b>Strengths:</b> Met the Core Indicator, 2SI Completion of Diploma/Credential by exceeding the standard to be met by 3.08%. Meet the Core Indicator, 3S1 Total Placements Number by exceeding the standard to be met by 6.48%.	<b>Weaknesses:</b> Did not meet the Core Indicator, 1SI Academic Attainment because the percentage of concentrators passing all parts of the AHSGE did not meet the Annual Measurable Objectives.

System: Athens City Schools  
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<b>Part I - Continued:</b>	
<b>School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, student attendance).</b>	
<b>Strengths:</b> SIR data reports 721 infractions with the majority of students referred for Defiance.	<b>Weaknesses:</b> 1500 office referrals during the 2007-2008 year, Limited number of slots at alternative school, credit recovery, and funding.
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths:</b> AHS increased graduation rate from 84% to 86%.	<b>Weaknesses:</b> Ninth and tenth grade is the grade where most students decide to drop out.
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths:</b> Teacher mentoring program has been implemented for all new teachers. 93% attendance for teachers for school year 2007-2008	<b>Weaknesses:</b> Classroom management and actively engaging students during a block schedule.
<b>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).</b>	
<b>Strengths:</b> STI Home + enables parents to track student attendance.	<b>Weaknesses:</b> As of November 2008, Athens High School had over 2,275 absences and almost 1969 check in/out.
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths:</b> Perception Surveys indicated 100% community and 90% parents believe Athens High Schools offers educational opportunities that are of high quality.	<b>Weaknesses:</b> NSSE surveys indicated that parents need basic computer skills; therefore, many times, parents are unable to assist students at home.
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths:</b> Results indicated decrease in prevalence and availability of drugs and alcohol, increase in disapproval of the use of drugs, and drug use before and after school had decreased. Eighty-five percent of students indicated they feel safe at school.	<b>Weaknesses:</b> Drug usage during the weekends and weeknights had increased. Results indicated an increase in drug usage in friends' home, car and other locations.
<b>School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).</b>	
<b>Strengths:</b> ELL teacher understands how to integrate ELL curriculum and WIDA ELP standards into general curriculum.	<b>Weaknesses:</b> Classroom teachers need more opportunities for training in integrating WIDA ELP standards into content areas.
<b>School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).</b>	
<b>Strengths:</b> ELL teacher is certified in English as Second Language and is knowledgeable of ELL instruction.	<b>Weaknesses:</b> Not enough collaboration time with content area teachers.

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

**Strengths:**

**High Hopes Foundation provides the funding the Graduation Exam tutors.**  
**95% of teachers indicate implementation of ARI best practice strategies within lesson plans.**  
**95% of teachers have received training on ARI best practice strategies.**

**Weaknesses:**

**Teachers need a curriculum map alignment for each course.**

**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. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.*** Use the SMART Goals format to address areas of need.

**CONTINUOUS IMPROVEMENT GOAL SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal format:**  
 Reading skills of black students, 10<sup>th</sup> grade (2008-09), will improve from 66% passing to 75% passing the reading portion of the AHSGE. Reading skills of all students, 10<sup>th</sup> grade( 2008-09), will improve from 80% to 88%.  
**Data Results on which goal is based:**  
 During the 2007-2008 school year, 66% of the subgroup of black tenth grade students passed the reading portion of the AHSGE and 80% of all students passed the reading portion of the AHSGE.

<b>TARGET GRADE LEVEL(S):</b> 9-12	<b>TARGET CONTENT AREA(S):</b> Circle One <b>Reading</b> Math Science Other	<b>AHSGE:</b> <b>Reading</b> Math Science Social Studies Language	<b>Additional Academic Indicators:</b> Graduation Rate	<b>TARGET STUDENT SUBGROUP(S):</b> Black students All students
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STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	(+, -, N/A)
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)			HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)		
2008 English Language Arts Grade 10 Standard 3	STRATEGY: Align the current curriculum in the core content areas ACTION STEP: <ul style="list-style-type: none"> <li>Evaluate non-mastery data from AHSGE</li> <li>Align content area textbooks and materials to standards</li> <li>Curriculum alignment will be agenda topic at data meetings and departmental meetings.</li> </ul>	Curriculum alignment evidence will be documented through a scope and sequence document, syllabus and lesson plans Curriculum alignment will be discussed monthly at data meetings and department meetings.	At the end of the school year, Biology and Algebra 1 courses will have completed a curriculum map.	December- Algebra 1A,1B, 1 Jan-March: Biology June- Honors/English 9-10  Retired Teacher Remediation Program Enrichment Plus materials USA Test Prep materials	Release time for teachers to work collaboratively on curriculum alignment \$1000.00 (subs)		
Alabama High School Graduation Exam Standards: II-1, II-2, II-3, IV-2	STRATEGY: Incorporate ARI best practices for adolescent literacy into classroom activities ACTION STEP: <ul style="list-style-type: none"> <li>Teachers will incorporate ARI strategies with lesson plans</li> <li>Teachers will participate in ARI Coaching Cycle</li> <li>Instruction will involve active student engagement through talking, writing, investigating, and listening around informational texts</li> <li>Classroom activities will take place within the classroom at least once a week to focus on comprehension strategies.</li> </ul>	Teacher observations and lesson plans will document the implementation of ARI (TWIRL) strategies on quarterly basis.	Quarterly instructional walk-through conducted by administration will reflect evidence of the use of TWIRL within classes.	Documentation of AHSGE reading objectives taught through lesson plans and individual non-mastery sheets  Diagnose reading deficiencies in non-mastery students and provide non-proficient readers with small group reading instruction.	Use High Hopes funding, AYP Reward money for individual tutors.		

	<p>STRATEGY: Participate in book studies to improve student achievement</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> <li>• Read <u>Teaching to Capture and Inspire All Learners</u></li> <li>• Read <u>A Framework for Understanding Poverty</u></li> </ul>	<p>Implementation of strategies within lesson plans-quarterly</p> <p>Mentoring program notes-quarterly</p>			<p>NATE funding of 1800.00 for purchasing book materials</p>		
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**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.**

<p><b>ENGLISH LANGUAGE PROFICIENCY GOAL SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal Format:</b>                  52%( 16 out of 31) of ELL students scored a 4.8 language proficiency in 2007-2008. This percentage will increase to 60% in 2008-2009.</p>
<p><b>Data Results on which goal is based:</b>                  ACCESS for ELL’s a per ELL Data Compilation form</p>

<b>TARGET GRADE LEVEL(S):</b> 9-12	<b>TARGET ELP LANGUAGE DOMAIN(S):</b> Circle all that apply.	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Comprehension</b>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	+, -, N/A
Language Domain: Reading WIDA standards: <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Science</li> </ul>	*Using WIDA performance indicators - Collaboration time for 1. ELL specialist to coach core teachers to Integrate language objectives with content Objectives	*Individualized English Language Plan  * Recorded teacher observations	ELLs will increase their language proficiency by 1 unit or more each 9 weeks.	*Core and ELL teacher will provide extra instruction offered before and after school. * ELL teacher will provide individual instruction daily.	* Professional development in ELL literacy, WIDA standards, and peer coaching * Student materials	* Monthly reviews by school administrators to make sure CIP is being implemented correctly.	
Language Domain: Writing WIDA standards: <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Science</li> </ul>	1. ELL specialist and classroom teachers to develop lesson plans that integrate language Objectives during planning.	* Progress will be measured every grading period	By making these benchmarks, ELLs should progress one proficiency level and ELLs will move from one cohort to another, making APLA.	* Provide planning and collaboration time for ELL and content teachers, an if necessary, the ELL committee, will focus on areas of instructional needs using the Individualized English Language Plan (I-ELP) for those particular students.	* Time allocated for teacher collaboration * Funds for substitute teachers		

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

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

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
			DATE	+, -, NA
PRIDE Survey indicated drug use by students takes place during the weekends and at friend's homes.	SCA presents Choices programs RED RIBBON WEEK activities Random drug testing of students participating in extra-curricular activities	SADD materials Title IV High Hopes funding Anonymous donations		
The majority of drop-outs from Athens High School occur in the 9 <sup>th</sup> and 10 <sup>th</sup> grades.	AHS 9 <sup>th</sup> Grade Mentoring Program Alignment of course offerings Book Study: Framework for Understanding Poverty	NATE funding for purchase of book study materials Release time for teachers to align courses		
High number of office disciplinary referrals	Communication logs every 3 weeks STI Home Plus Professional Development refresher session on effective classroom management	Inservice opportunity		

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

<b>1. Highly Qualified Teachers:</b> Describe the strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.
The Athens City School System emphasizes through a variety of means ( job fair, job postings, and interviews), our commitment to hiring highly qualified teachers for all content areas. Once hired, teachers are supported through a variety of professional development activities that will improve content knowledge as well as pedagogy so that they are retained in the system and in the local school.
<b>2. Teacher Mentoring:</b> Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?
Athens City School System has established a formal teacher mentoring program. The overarching goal for our program is to improve teaching practice. The program is designed to provide ongoing support for new teachers. Each new teacher is assigned a master teacher who is matched, to the extent practicable, by subject, grade, and proximity. The mentor and new teacher are required to meet weekly for one hour. Meetings are documented on a contact log which reflects the date, length of the meeting, and the focus. Additionally, we have built in time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. Our mentoring program also includes training for both mentors and new teachers. We provide training for mentors on how to work with new teachers, and we provide several training sessions for new teachers throughout the year including new teacher orientation, classroom management and discipline, and effective instructional practices.
<b>3. Transition:</b> 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.
Athens High School realizes that some students are in need of support academically during periods of transition from middle school to high school and from grade level to grade level. The following transition services are offered: <ul style="list-style-type: none"><li>• Registration is offered in the spring at which time students and parents may meet teachers and discuss any concerns they may have.</li><li>• Ninth grade registration takes place at Athens Middle School with counselors and teachers visiting students and orienting them on courses, graduation requirements, etc.</li><li>• Students attending Athens Middle School are given an opportunity to attend a Freshman Orientation prior to the school start date.</li><li>• A Parent Invite Night is held each semester for parents of students in grades 9-12 at which time students and parents may meet teachers and tour the school facility and classrooms.</li><li>• A course selection guide is made available to students and parents.</li><li>• Eighth grade students are given opportunities to tour Athens High School prior to school beginning.</li><li>• Class meetings are held periodically with administration and counselors to discuss important issues.</li><li>• Making It Count programs involve students in all grades on transition concerns.</li><li>• Transfer students are given a tour of the school by the school counselor and introduced to teachers.</li></ul>
<b>4. Special Populations:</b> Describe the programs used for each group: English language learners, migrant students, and homeless students.

All students at Athens High School, including those identified as migrant, limited English proficiency, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, ELL services, Special Education services, and counseling services. Also, Athens High School uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter.

All homeless, migrant, ELL, and Special Education students must have equal access to the same free appropriate public education provided to other students and youth. All homeless, migrant, ELL students are provided and opportunity to meet the same challenging course requirements and student performance requirements to which all students are held without stigmatization or isolation.

The ELL specialist identifies limited English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited English proficiency testing. Students qualify for testing if the survey indicates a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test to determine if the student is eligible for services. Parents have the right to waive participation in the program. If a parent agrees to the services, the ELL specialist convenes the ELL committee to determine appropriate services and placement for the student. The ELL committee consists of ELL specialist, teachers, parents of the student, counselor, and school administrator. Services can be provided in a variety of ways to the students. Content area tutoring, and individual support are examples of services provided to students who qualify for ELL services. The ELL specialist serves the role of interpreter to parents when the need arises. Parents are provided the opportunity to receive important school information in English and Spanish. The ELL committee reviews progress annually for each student. If the student scores proficient on the WIDA Access test and is performing on grade level, the student becomes eligible to exit the ELL program and be monitored for two years to ensure success.

Students who are identified as Migrant are done so upon enrollment to Athens City Schools. These students are identified to the ELL specialist and assistant principal. Parents receive a Migrant Education Survey, which determines eligibility for the migrant program. Migrant students qualify for free/reduced lunch and all other programs and services available to the rest of the students.

Athens High School provides special education services and uses all procedures in accordance with state and federal laws and regulations. Student referrals for special education are tracked and notices to parents concerning student eligibility are sent. An Individualized Education Plan team convenes to discuss the student's eligibility and an IEP is written based on eligibility and the results of the evaluation, concerns of parents and teachers, the academic, and developmental needs of the student. Special education students are educated with students who are not disabled. Athens High School ensures that students with disabilities have access to a variety of educational programs and services available to non disabled students. In addition, special education students are given an equal opportunity to participate in all extracurricular activities available to non-disabled to students.

The LEA Attendance Officer is responsible for identifying homeless students upon enrollment to Athens City Schools and conveying the names of the students to Athens High School assistant principal. Alabama Department of Education and federal guidelines and definitions are used to identify homeless students. Athens High School is contacted by the Department of Human Resources or LEA attendance Officer, school official, or parent to identify homeless students. The counseling office and school administrators implement possible services. Homeless students have access to all services and programs available to the rest of the students, including free lunch, ELL, and Special Education. Homeless students are also given the opportunity to participate in all extracurricular activities.

Delinquent students are identified at Athens High School when contacted by one of the following sources: Department of Human Resources, LEA Attendance Officer, Department of Juvenile Probation, or parent. The school administration determines and identifies possible services for these students. The student's grades, absences, and behavior are monitored through the Building Based School Support Team and administration. The LEA Attendance Officer works with a variety of agencies and the parents to ensure cooperation regarding attendance. Delinquent students receive access to all services and programs available to the rest of the students, including free lunch, ELL and special education.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Students receive access to all services and programs available to the rest of the students, including ELL and special education.

**5. Extended Learning Opportunities:** Describe how the school provides opportunities for students to receive support and reinforcement of academic skills beyond the regular school day.

Students who experience difficulty mastering course content and state standards will be provided effective instructional assistance through a variety of methods. The following are examples:

- Teacher review of student permanent records, previous tests results and any other pertinent information that assists teachers in determining student strengths and weaknesses.
- Communication with parents about their child. Classroom teachers implement a variety of strategic researched based teaching strategies within their classroom (TWIRL).
- Conducting monthly data meetings to discuss strategies and procedures that encourage student success and make changes in instruction as needed.
- Encourage parental involvement through conferences, phone calls, email, notes and STI Home Plus.
- Teacher referral of student to the Building Based Student Support Team for accommodations and intervention plans.
- Students are paired with teachers for mentoring.
- Students have access to student tutors.

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

<b>A. Parental Involvement:</b> 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.
Athens High School will provide a copy of the Continuous Improvement Plan available for parental review in the front office and also on the website. Parents are invited to attend Parent Invite Night where annual achievement plans will be discussed. The CIP plan will also be presented to the School Board for review.
<b>B. Parental Involvement:</b> Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.
Communication with stakeholders include: parent/teacher conferences, school website, STI Home Plus, class meetings, Parent Invite Night, communication logs and email.
<b>C. Parental Involvement:</b> Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.
Parents are invited to be members of the School Improvement Team. Parents are encouraged to provide input to the administration regarding dissatisfaction with policies.
<b>D. Parental Involvement:</b> 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.
Athens High School will provide opportunities for parents to attend functions at AHS. At this time, parents will receive a brief overview of standards and assessments. Athens High School will offer a Parent Invite Night where parents are given the opportunity to visit with their child's teachers and learn about individual classes.
<b>E. Parental Involvement:</b> 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
Athens High School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Parent notifications are sent to limited English proficient parents in Spanish. The ELL Specialist is available to assist with translations in verbal communications with parents. Athens High School is a handicapped-accessible building.

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

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?      **YES**       **NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?      **YES**       **NO**
- 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](http://www.alsde.edu), Sections, Technology Initiatives, Publications).**

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, ELL AMAOs, OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING?	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES?  Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS	
						DATE	+, -, NA
Alignment of curriculum with AHSGE standards to improve proficiency in subtests.	ARI Coaching Cycle Book Study	December 2008- Algebra 1A,1B, 1 January-March 2009: Biology June 2009: Honors/English 9, 10	Increase in percentage of students achieving proficiency in AHSGE standards	Lesson Plans Curriculum alignment for Algebra 1A, 1B, 1; Biology and Honors/English 9 and 10. AHSGE Test scores Administrative walk-through	High Hopes Professional Development Funds-\$1000.00- subs Title II		
Lack of collaboration time for ELL and content area teachers	WIDA refresher course Book Study	January 2009 inservice opportunity	Increase in collaboration between ELL/content area teachers with differentiated instruction with ELL students lacking proficiency.	Lesson Plans Data Meetings Administrative walk- through	No Cost		

DUPLICATE PAGES AS NEEDED

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

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

**Example:**

<b>I. State Foundation Funds:</b>		
<b>State Foundation Funds</b>	<b>TOTAL</b>	<b>\$2,666,578.00</b>
Teacher Assigned Units: classroom teachers:	<b>TOTAL OF ALL SALARIES</b>	<b>\$3,979,339.89</b>
Administrator Units:		
Assistant Principal:		
Counselor:		
Librarian:		
Instructional Supplies		\$26,000.00
Library Enhancement		\$16,250.00
Technology		\$11,375.00
Professional Development		\$2,275.00
State ELL Funds		-0-
<b>II. Federal Funds:</b>		
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	<b>TOTAL</b>	<b>\$0.00</b>
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i></p> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		
<b>Title II: Professional Development Activities</b>	<b>TOTAL</b>	<b>\$0.00</b>
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		

<b>Title III: For students who don't speak English as their first language....</b>	<b>TOTAL</b>	<b>\$0.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title IV: For safe and drug-free schools</b>	<b>TOTAL</b>	<b>\$2,184.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Twenty percent of the At-Risk counselor's salary is paid from Title IV with \$2184.00 being the full allocation.		
<b>Title V: For 26 different uses; Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc.</b>	<b>TOTAL</b>	<b>\$0.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title VI: For rural and low-income schools</b>	<b>TOTAL</b>	<b>\$0.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Other: 21<sup>st</sup> Century, Learn and Serve, Even Start</b>	<b>TOTAL</b>	<b>\$0.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	<b>\$272,411.38</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> This money is used for seven additional teachers at Athens High School.		

**Part IX – REVIEW/SUPPORT DOCUMENTATION**

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