



**2009 - 2010  
CONTINUOUS IMPROVEMENT PLAN  
Non-Title Plan**

Note: Blank copy is available on [www.alsde.edu](http://www.alsde.edu), e-GAP, Document Library  
Central office designee submits required plans to LEA system's e-GAP Document Library



<b>NAME OF SCHOOL:</b> Colbert County High School				
<b>STREET ADDRESS:</b> 2200 High School Street		<b>CITY:</b> Leighton		<b>STATE:</b> Alabama <b>ZIP CODE:</b> 35646
<b>CONTACT:</b> Jeff Burbank		<b>TELEPHONE:</b> 256-446-8214		<b>E-MAIL:</b> jburbank@colbert.k12.al.us
<b>Identified for School Improvement?</b> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> <b>Delay Status</b> <input type="checkbox"/> <b>Year 1</b> <input type="checkbox"/> <b>Year 2</b> <input type="checkbox"/> <b>Year 3</b> <input type="checkbox"/> <b>Year 4 or more</b> <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 3, 2009.</b>				
<b>If using any Federal funding:</b> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. <b>Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.</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"/> 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, 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 checked="" type="checkbox"/> NO <input type="checkbox"/>	<b>Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites.</b> <b>NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents.</b>  A copy of the school CIP will be made available on the school website ( <a href="http://www.colbertindians.org">www.colbertindians.org</a> ). Copies will be placed in the library. Information regarding availability will also be in the student/parent information handbook distributed to all students.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/>		Board approval received on _____, 2009.		Board Signature: _____
<b>Superintendent Signature:</b>				<b>Date:</b>
<b>LEA Representative Signature:</b> (responsible for monitoring plan)				<b>Date:</b>
<b>Principal Signature:</b>				<b>Date:</b>

**CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM**

**This plan was developed/or revised during the following time period (e.g. April/May – September 2009): July-August 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:**

The administrators and faculty members listed below participated in a three day professional development activity in July for the purpose of analyzing data from the 2008-2009 school year. Analysis of data included but is not limited to AHSGE, Alabama Direct Assessment of Writing, ARMT, discipline, and attendance. The team worked together to identify strengths/weaknesses and goals for the upcoming year. During the first week of school, the leadership team presented its findings to entire faculty and allowed the faculty as a whole to contribute to the planning of implementation of identified goals. Each lead teacher will serve as mentor of several faculty/staff members in the on-going implementation of specified goals/strategies. The finalized CIP was sent to the school board for approval.

<p align="center"><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.)</p>	<p align="center"><b>Positions</b> (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center"><b>Signatures</b> (Indicates participation in the development of the CIP)</p>
<p align="center">Jackie Witt Jeff Burbank Melcha Satchel Rosemary Sparks Nancy Ochoa Robert Swaim Angelia Campbell Arlisa Felton Angela McMath Rhonda Williams Bethany Woods Lee Craft John McMath Stacy Berryman Gale Satchel</p>	<p align="center">Principal Assistant Principal Assistant Principal Science Department Chair Math teacher Math Department Chair Social Studies Department Chair English Department Chair English teacher English teacher English teacher Social Studies teacher Parent ELL Teacher Federal Programs</p>	

## Alabama AYP Accountability Reports

### School Status Report

Alabama Department of Education  
Adequate Yearly Progress Status for 2009-2010

Based on School Year 2008-2009 Data

**017 Colbert County - 0070 Colbert County High School**

<b>2009-2010 AYP Status</b>	This school met 17 goals out of 17 (100%).
	<b>Made AYP</b>
	Not in School Improvement

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	14.35	Yes
Special Education	100	N/A	-13.31	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	7.77	Yes
Hispanic	~	N/A	~	N/A
White	99	Yes	16.27	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	11.75	Yes

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	23.86	Yes
Special Education	100	N/A	-5.67	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	17.87	Yes
Hispanic	~	N/A	~	N/A
White	99	Yes	25.73	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	22.54	Yes

Additional Academic Indicator - Graduation Rate		
Made AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	80%	Yes(TM)

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

**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.

<b>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).</b>	
During the retreat, members of the leadership team divided into three groups in order to analyze various areas of data. After small group analysis, members came together as a whole group to share finding (strengths/weaknesses) and recommendations for goals/strategies for improvement.	
<b>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.</b>	
Every effort is made to fill vacancies with HQT, including online job postings, contacts with higher education officials, and searching the Teach in Alabama submissions. Efforts also include placing more experienced teachers in areas of academic concern and having an HQT in every collaborative classroom.	
<b>Number and percentage of Non-HQT:</b> 0-0%	<b>Number and percentage of Classes Taught by Non-HQT:</b> 0-0%
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths:</b> 96.88 % of 12 <sup>th</sup> graders passed the AHSGE in reading. 71.4% of 11 <sup>th</sup> graders passed the AHSGE in social studies, above the district average.	<b>Weaknesses:</b> 93.75% of 12 <sup>th</sup> graders passed the AHSGE in language. 84.6% of 11 <sup>th</sup> grade special education students scored below proficient in reading
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<b>Strengths:</b> 28.6% of black 7 <sup>th</sup> graders scored advanced (IV) on the ARMT math portion. 28.3% of 8 <sup>th</sup> grade females scored advanced (IV) on the ARMT reading portion. 84.2% of black 8 <sup>th</sup> graders scored proficient or above on the ARMT math portion.	<b>Weaknesses:</b> 100% of 7 <sup>th</sup> grade special education students scored below proficient on the ARMT math portion. 75% of 8 <sup>th</sup> grade special education students scored below proficient on the ARMT reading portion.
<b>Alabama Science Assessment:</b>	
<b>Strengths:</b> The total points earned, in all standards areas, for 7 <sup>th</sup> graders increased. The percentage of poverty 7 <sup>th</sup> graders scoring below proficient on ASA decreased by 23%.	<b>Weaknesses:</b> 21.5% of 7 <sup>th</sup> graders scored below proficient levels on ASA.
<b>Stanford 10:</b>	
<b>Strengths:</b> 7 <sup>th</sup> graders scored above the district average in all areas tested. The Total Battery scores for 7 <sup>th</sup> graders increased 5%.	<b>Weaknesses:</b> 8 <sup>th</sup> graders scored below the district average in all areas tested.
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• 91% average benchmark end-of-year scores in all areas in kindergarten</li> <li>• 96% average benchmark end-of-year scores in all areas in 1<sup>st</sup> grade</li> </ul>	<b>Weaknesses:</b> There was a decrease of 31% benchmark end-of-year scores in oral reading fluency in 2 <sup>nd</sup> grade from the previous year.

<b>Part I - Continued:</b>	
<b>Alabama Direct Assessment of Writing (ADAW):</b>	
<b>Strengths:</b> The percentage of 7 <sup>th</sup> graders scoring proficient or above on ADAW increased 13%. The percentage of 10 <sup>th</sup> graders scoring proficient or above on ADAW increase 26%.	<b>Weaknesses:</b> 4% of 7 <sup>th</sup> and 10 <sup>th</sup> graders scored level I on ADAW.
<b>ACCESS for English Language Learners (ELLs):</b>	
<b>Strengths:</b> All students showed an increase in proficiency. 75% of students scored proficient and exited ELL program. Listening and speaking scores were highest scores.	<b>Weaknesses:</b> Reading and writing scores were lowest scores. Two of four students scored below proficient in reading. ELL teacher is limited to two 30-minute sessions per week.
<b>Professional Education Personnel Evaluation (PEPE) School /EDUCATE-AL Profile Information:</b>	
<b>Strengths:</b> 80% of teachers scored 3 or better in areas of teacher affect.	<b>Weaknesses:</b> The lowest scoring area on PEPE continues to be preparation for instruction. Communicating High Expectations scores also were below average.
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</b>	
<b>Strengths:</b> 100% of students passed the AAA. 100% of classrooms have overhead projectors installed.	<b>Weaknesses:</b>
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</b>	
<b>Strengths:</b> 89% of students surveyed like the mentoring program. 97% of students surveyed feel they have an adult on campus to whom they can turn for help with problems.	<b>Weaknesses:</b> 43% of students surveyed do not believe the mentoring program helps their grades.
<b>Career and Technical Education Program Improvement Plan:</b>	
<b>Strengths:</b> 100% of completers met benchmark for skill attainment.	<b>Weaknesses:</b> A need for more current technology exists.

<b>Part I – Continued (CULTURE RELATED DATA):</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> <ul style="list-style-type: none"> <li>▪ Number of discipline referrals (with regard to race) are consistent with the population of the student body (1196 white, 911 Black, 51 Hispanic).</li> <li>▪ There has been a drop in the total number of discipline referrals when compared to previous year.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>▪ Highest number of incidents indicated in the following areas: 1. excessive distractions 2. tardiness 3. defiance 4. disobedience</li> <li>▪ Major target areas are 9<sup>th</sup> and 10<sup>th</sup> grades</li> <li>▪ The highest percentages of discipline referrals was in 9<sup>th</sup> grade, which is consistent with the national due to transition to high school</li> </ul>
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths: Graduation rate improved to 80%.</b>	<b>Weaknesses: Graduation rate was less than 90%.</b>
<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: Teacher turnover was limited to one retirement.</b>	<b>Weaknesses: Teacher absenteeism increased 2%.</b>
<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> <ul style="list-style-type: none"> <li>▪ Attendance patterns and trends continue to improve from previous years.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>▪ With the exception of seniors, 8<sup>th</sup> graders have the highest absenteeism rate.</li> <li>▪ Significant number of checkouts.</li> </ul>
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths: : 90% of respondent parents surveyed indicate that this school is a good place to send their children.</b>	<b>Weaknesses: 70% of respondent parents indicate that assistant principals lead parents or parent groups in examination of what the school is doing, how it is being done, and why it is being done.</b>
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths: Pride indicators show that drug, alcohol, and tobacco use is less frequent at school than any other place.</b>	<b>Weaknesses: Highest indicators of substance usage indicated among 9<sup>th</sup> and 10<sup>th</sup> graders.</b>
<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: Differentiated instruction already in place in English classes.</b>	<b>Weaknesses: Resources for working with ELL students are limited.</b>
<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: Strong collaboration between regular English teachers and ELL teacher.</b>	<b>Weaknesses: ELL teacher is limited to two 30-minute sessions per week.</b>
<b>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</b>	
<b>Strengths: 24 credits were recovered in newly developed credit recovery program.</b>	<b>Weaknesses: Teacher collaboration has uncovered gaps in alignment of English curriculum.</b>

**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):** To increase by 10% the percentage of 8<sup>th</sup> grade special education students scoring proficient on the reading sections of the ARMT.

**Data Results on which goal is based:** Alabama Reading and Mathematics Test (ARMT)

<b>TARGET GRADE LEVEL(S):</b> 8	<b>TARGET CONTENT AREA(S):</b> Circle One <u>Reading</u> Math Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>Additional Academic Indicators:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> Special Education, 8 <sup>th</sup> graders
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<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
<p><b>Apply Strategies to comprehend textual/informational and functional materials</b></p> <p>Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eighth-grade recreational reading materials.</p>	<p>STRATEGY: To pace, monitor, and incrementally assess instruction of reading objectives.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>▪ Teachers will begin to develop six week assessments, to continuously remind students of prior learning and be used as benchmarks, in August.</li> <li>⇒ One department meeting per month will be devoted to discussion of benchmarks.</li> <li>▪ Teachers will collaboratively create pacing guides and checklists during August.</li> <li>⇒ Pacing guides/checklists will be reviewed in October and February.</li> </ul>	<ul style="list-style-type: none"> <li>▪ six weeks checklists</li> <li>▪ six weeks assessments</li> <li>▪ student work samples</li> </ul>	<p>Teachers will meet by departments to develop 6 week pacing guides with alignment checklists and common assessments.</p> <p>Special Education teachers will pull out students not mastering standards weekly for remedial instruction</p> <p>After school remediation will be provided/required for students not mastering standards</p> <p>Since teacher collaboration is ongoing via weekly departmental meetings, teachers will continue to brainstorm and revise interventions as necessary.</p>	<p>\$25/hr through Shoals Chamber of Commerce tutoring program</p>
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			

**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):** To increase by 10% the percentage of 8<sup>th</sup> grade special education students scoring proficient on the math sections of the ARMT.

**Data Results on which goal is based:** Alabama Reading and Mathematics Test (ARMT)

<b>TARGET GRADE LEVEL(S):</b> 8	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <u>Math</u> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>Additional Academic Indicators:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> Special Education, 8 <sup>th</sup> graders
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<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
<b>Solve multistep linear equations, including equations requiring the use of the distributive property.</b>	<p>STRATEGY: To create and conduct monthly departmental meetings to plan for math instruction.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>▪ Teachers will begin to develop six week assessments, to continuously remind students of prior learning and be used as benchmarks, in August.</li> <li>⇒ One department meeting per month will be devoted to discussion of benchmarks.</li> <li>▪ Teachers will collaboratively create pacing guides and checklists during August.</li> <li>⇒ Pacing guides/checklists will be reviewed in October and February.</li> </ul>	<ul style="list-style-type: none"> <li>▪ six weeks checklists</li> <li>▪ six weeks assessments</li> <li>▪ student work samples</li> </ul>	<p>Teachers will meet by departments to develop 6 week pacing guides with alignment checklists and common assessments.</p> <p>Special Education teachers will pull out students not mastering standards weekly for remedial instruction</p> <p>After school remediation will be provided/required for students not mastering standards</p> <p>Since teacher collaboration is ongoing via weekly departmental meetings, teachers will continue to brainstorm and revise interventions as necessary.</p>	\$25/hr through Shoals Chamber of Commerce tutoring program
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			

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.

<b>ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> To increase by 10% the score of ELL students on ACCESS Reading test.
<b>Data on which goal is based:</b> ACCESS Reading

<b>TARGET GRADE LEVEL(S):</b> 7	<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
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS 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 PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Standard 2: The Language of Language Arts, Formative Framework	<b>STRATEGY: Summarize plots of adventures using visual support and share with a peer.</b>  ACTION STEP: <b>Will use visual aids to connect prior knowledge to content area.</b>	1. Formative Assessments 2. Classroom Tests 3. ACCESS	1. Since teacher collaboration is ongoing via weekly departmental meetings, teachers will continue to brainstorm and revise interventions as necessary. 2. After school remediation will be provided for students not mastering standards	<b>4 classroom libraries, Flash cards, graphic organizers, \$600</b>
Standard 2: The Language of Language Arts, Formative Framework	<b>STRATEGY: Identify figures of speech in visually supported text and match to their meaning.</b>  ACTION STEP: Teacher and ESL teacher will use charts and text to identify figurative language that different authors use.	1. Formative Assessments 2. Classroom Tests 3. Student Writing samples 4. ACCESS	1. Since teacher collaboration is ongoing via weekly departmental meetings, teachers will continue to brainstorm and revise interventions as necessary. 2. After school remediation will be provided for students not mastering standards	<b>4 classroom libraries, Flash cards, graphic organizers, \$600</b>
	STRATEGY:  ACTION STEP:			

\*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.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
<p>Demographic Information related to student discipline.</p> <p>The majority of infractions were in the 9<sup>th</sup> grade and excessive distractions and disobedience were among the highest infractions committed.</p>	<p>STRATEGY: Faculty and staff will use Positive Behavior Supports to increase attention to positive behaviors.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>▪ Faculty and staff will be trained in PBS during August using a “train-the-trainer” model. Faculty and staff will also create a set of school wide expectations during the first week of school (in-service).</li> <li>▪ Teachers will meet weekly by departments and review/discuss discipline reports at least once per month</li> </ul>	<p>Sign in sheets with agendas Positive discipline referrals Six-weeks discipline reports Copy of CCHS expectations</p>	<p>Since teacher collaboration is ongoing via weekly departmental meetings, teachers will continue to brainstorm and revise interventions as necessary.</p>	<p>Supplies, Title II \$1200</p>
<p>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts</p> <p>Tardiness was in the top three of the most commonly committed infractions</p>	<p>STRATEGY: Faculty and staff will use Positive Behavior Supports and hold students accountable for their choices regarding attendance and tardiness.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>▪ Faculty and staff will be trained in PBS during August using a “train-the-trainer” model. Faculty and staff will also create a set of school wide expectations during the first week of school (in-service)</li> <li>▪ Each teacher assign each student three hall passes per semester.</li> <li>▪ Teachers will administer makeup tests either before or after school, but not during class</li> <li>▪ Students will turn in previously assigned work in the attendance office on the date due if checking in or out of school.</li> </ul>	<p>Student reflections Sign in sheets/agendas Teacher hall pass templates Copy of CCHS expectations Positive discipline referrals</p>	<p>Since teacher collaboration is ongoing via weekly departmental meetings, teachers will continue to brainstorm and revise interventions as necessary</p>	<p>Supplies for PBS, Title IV \$1200 Student rewards, Title IV \$1500</p>

<p>School Perception Information related to student PRIDE data.</p> <p>Pride Data indicate that 9<sup>th</sup> graders are more prone to use alcohol/drugs and have a poor perception of the dangers involved.</p>	<p>STRATEGY: Each student will be assigned to a small group (Warpath team) in order to be mentored by a caring adult on campus in an effort to increase student motivation (socially and academically).</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>▪ Students will earn points for their Warpath team for attendance</li> <li>▪ Students have the opportunity to receive positive discipline referrals</li> <li>▪ Warpath teams will meet weekly and participate in activities related to the following: The topics for the 1 semester are #1 Manners, Etiquette &amp; Protocol, #2 Pride in Self, School &amp; Community, #3 Leadership &amp; Responsibility. The topics for 2<sup>nd</sup> semester are #4 Future Opportunities &amp; Setting Goals, #5 Positive Thinking, #6 Citizenship</li> <li>▪ Students will be exposed to real-world applications of school concepts</li> </ul>	<p>Field trip forms  Student reflections  Sign in sheets/agendas  Positive discipline referrals  Six weeks Warpath scoring sheets  Pre and post Warpath student perception surveys  Field trip forms</p>	<p>Since teacher collaboration is ongoing via weekly departmental meetings, teachers may continue to brainstorm and revise interventions as necessary</p>	<p>Student rewards, Title IV \$1500</p>
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**Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:**

<p><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.</p>
<p>All vacancies are posted on the district website. Additionally, the Teach in Alabama site is used post vacancies and select qualified applicants. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher’s highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.</p>
<p><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?</p>
<p>New teachers are given support from an assigned master teacher. Mentors and mentees meet weekly in one-on-one face-to-face meetings. In addition, the administration assigned each teacher member of the leadership team a group of approximately four peer teachers to mentor. These lead teachers led small group discussions/interactions during the <i>What Good Teachers Do Differently</i> in-service in August.</p>
<p><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.</p>
<p>The school holds a distinct orientation day for upcoming seventh grade students and parents. Additionally, seventh grade teachers meet with previous teachers to get a better understanding of each student’s strengths and weaknesses.</p>
<p><b>4. Special Populations:</b> Describe the programs used for each group: English language learners, migrant students, and homeless students.</p>
<p>All students, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, ELL services, Special Education services, At Risk, and counseling services. Also, we use 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.</p>
<p>All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.</p>
<p>The counselor identifies limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to help determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that 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 (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive</p>

services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents or guardians of the student, the student's teacher, the school counselor, an interpreter, and/or school administrator. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL, pull-out for individual support, and content-based ESL. The ELL teacher assists in finding an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

**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 the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by:

- Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction
- Communication with previous teachers and parents who have insight about students learning styles
  - Classroom and intervention teachers use of Riverdeep and CCSSO's Literacy Toolbox materials for core reading instruction, both of which have intervention strategies embedded in the curriculum.
- Encouraging parental involvement in student education through school conferences, telephone conversations, email and notes
- The existence of after school tutorial program
- Provide At-Risk program services
- Provide credit-recovery

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

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

Copies of the Continuous Improvement Plan are available for parents in the Media Center, the school website, and in the front office welcoming area. The central office also has copies available for the public. In addition, documents are provided, to the extent practicable, in a language they can understand.

**B. Parental Involvement:** Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.

At the annual Colbert County High School orientation/parent meeting, parents and students are given a copy of the Student/Parent Information Guide. The guide contains expectations for academic achievement. Additionally, the school website enables each teacher to customize his/her own webpage with information pertinent to classes taught (including materials needed, projected assignments due, lesson plans, and announcements)

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

In May of each year, the school brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There is a parent on the Committee who represents all the parents of the school. During the review process parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and the welcome center, and that parents have the give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the will submit their concerns to the central office at the same time that the CIP is submitted

**D. Parental Involvement:** Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

The school will continue to use Crisis communication line to inform and encourage parents to become more involved. Individual parent calls from teachers and administration will continue. The school will continue to subscribe to STI Home as a means for parents to stay updated on student attendance, discipline, and grades. Parent/Teacher conference days will be scheduled. The school website will continue to publish information about upcoming events. Teachers and parents are also encouraged to communicate via email.

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

Colbert County High School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. In addition, we have a contracted bilingual community member who is available to assist in verbal communications with these parents. Every effort is made to accommodate parents with disabilities. Colbert County High School is a handicapped-accessible building. Parents who might be homebound, and require special accommodations will continue to receive communication by phone and through home visits when needed.

**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?      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, INCLUDING 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, not those that have already taken place.)	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?)	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
To increase preparation for instruction	Professional Learning Community	Weekly at departmental meetings.	Teachers will demonstrate an understanding of the “big ideas” and essential questions of courses.  Teachers will design lessons to foster a deeper understanding rather than breadth of coverage.	Teachers will design at least one UbD unit. Each unit will be reviewed by departmental faculty for adherence to Understanding by Design principles.	Title II \$ 800, ASCD	
To increase communication of high expectations	Teachers will view/interact with <i>What Great Teachers Do Differently</i> DVD (Todd Whittaker) during first day in-service.	August 2009	Faculty and staff will provide an environment conducive to rigorous instruction	Teachers will conduct peer classroom visitations three times per year and provide written feedback	Title II \$2150, Eye on Education	
The majority of infractions were in the 9 <sup>th</sup> grade and excessive distractions and disobedience were among the highest infractions committed Tardiness was in the top three of the most commonly committed infractions	Faculty and staff will be trained in PBS during August using a “train-the-trainer” model. Faculty and staff will also create a set of school wide expectations during the first week of school (in-service)	August 2009, January 2010	Faculty and staff will demonstrate increased attention to positive behaviors.	Positive Discipline Referrals, CCHS Expectations, School-wide discipline reports/positive behavior reports.	Title II \$1000	

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>\$2,589,905</b>
Teacher Assigned Units: classroom teachers: 28.58	<b>TOTAL OF ALL SALARIES</b>	
Administrator Units: 1		
Assistant Principal: 1		
Counselor: 1.5		
Librarian: 1.5		
Instructional Supplies		<b>0</b>
Library Enhancement		<b>0</b>
Technology		<b>0</b>
Professional Development		<b>0</b>
State ELL Funds		<b>n/a</b>
<b>II. Federal Funds:</b>		
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	<b>TOTAL</b>	
<p><b>Title I:</b> (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.)</p> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		

<b>Title II: Professional Development Activities</b>	<b>TOTAL</b>	<b>\$3,950</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
DVDs and materials related to “What Great Teachers Do Differently” and “Understanding by Design”		\$1750
Substitutes for peer observations		\$1200
Positive Behavior and Supports Interventions		\$1000
<b>Title III: For students who don’t speak English as their first language....</b>	<b>TOTAL</b>	<b>n/a</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title IV: For safe and drug-free schools</b>	<b>TOTAL</b>	<b>n/a</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc.</b>	<b>TOTAL</b>	<b>n/a</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title VI: For rural and low-income schools</b>	<b>TOTAL</b>	<b>n/a</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>n/a</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	<b>\$630, 445</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
3.42 local trc units, classroom supplies, BBSST, Att/Acctg software maint, janitorial supplies, utilities, bldg maint		

**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>