



ACIP

Athens High School

Athens City Board of Education

Dr. Travis Schrimsher
P.O. Box 109
Athens, AL 35612-0109

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	10
Improvement Planning Process.....	11

Student Performance Diagnostic

Introduction.....	14
Student Performance Data.....	15
Evaluative Criteria and Rubrics.....	16
Areas of Notable Achievement.....	17
Areas in Need of Improvement.....	20
Report Summary.....	22

ACIP Assurances

Introduction 24

ACIP Assurances 25

2018-2019 Plan for ACIP

Overview 28

Goals Summary 29

- Goal 1: Ensure Literacy Success for All Students 30
- Goal 2: Develop Professional Learning Communities to Improve Student Learning 31
- Goal 3: Monitor and Support the Improvement of Instructional Practices 32
- Goal 4: Ensure Mathematics Success for All Students 32
- Goal 5: Every student in Athens High School will have at least one supportive adult assigned to them as an advisor. . 33

Activity Summary by Funding Source 34

Coordination of Resources - Comprehensive Budget

Introduction 37

FTE Teacher Units 38

Administrator Units 39

Assistant Principal 40

Counselor 41

Librarian 42

Career and Technical Education Administrator 43

Career and Technical Education Counselor 44

Technology 45

Professional Development 46

EL Teachers 47

Instructional Supplies..... 48

Library Enhancement..... 49

Title I..... 50

Title II..... 51

Title III..... 52

Title IV..... 53

Title V..... 54

Career and Technical Education-Perkins IV..... 55

Career and Technical Education-Perkins IV..... 56

Other..... 57

Local Funds..... 58

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The city of Athens is located in Limestone County in North Alabama surrounded by the nearby cities of Madison, Huntsville, Decatur, and Florence. The city of Athens is comprised of an approximate population of 24,522 people. The demographic makeup of Athens is 72% White, 17% Black, 8% Hispanic and 3% other races (Asian, American Indian, Pacific Islander, or two or more races). According to the 2013 Census, the median income for a household in the city of Athens is recorded as \$47,354.00.

On November 19, 1818, Athens, Alabama, was incorporated. Browns-Ferry, the nation's largest nuclear plant, is located outside the city of Athens. Athens and Limestone County have successfully attracted a variety of businesses to a once agricultural area. Athens has one hospital and three libraries: Houston Memorial Library, Athens/Limestone Public Library, and Athens State University Library. Athens State University is also located in Athens, Alabama. It is the only two-year upper level university in the state of Alabama. There are four elementary schools that serve grades K-3, an intermediate school that serves grades 4-5, a middle school that serves 6-8 and a high school that serves 9-12. With the high school, a Freshman Center was incorporated in 2018. The focus of the Freshman Center is to provide students with a smooth transition from middle school to high school. Athens High School has been housed in three locations. The first campus was built in 1939 and served students until 1973. A new Athens High School was built in 1973 and served students until 2018. A new high school was built in 2018 serving students in over 235,000 square footage. There are approximately 1047 students enrolled in Athens High School. The demographic makeup of the school is 55% White, 25% Black, 16% Hispanic, and 4% American Indian, Asian, and other races. Athens High has a free and reduced lunch rate of approximately 46%. This rate fluctuates between 46-48% each year. The poverty is a result of the rising number of transient and homeless families relocating to Athens and the increased availability of Section 8 Housing within the city limits. AHS has 79 certified teachers (including counselors and Library Media Specialist). There is one principal, one associate principal and two assistant principals on campus. There are also 22 support staff members, which include office personnel, instructional support aides, lunchroom personnel, school nurse, and custodians. The demographic composition of the faculty is as follows: 89% White, 10% Black, and 1% Asian. Sixty-five percent of the faculty is female and 35% is male. Athens High School has been fully accredited by the Southern Association of Colleges and Schools for its existence. For the past several years, students have scored above the state and national averages on standardized tests, such as ACT and Advanced Placement.

A distinguishing feature unique to Athens is the small town atmosphere in contrast to the close proximity to large cities. Athens High School is the only high school that serves the community of Athens. Because of this small town atmosphere, students have ample opportunity to work with community organizations and engage in worthwhile community service.

Although lower than the state average, unemployment is a challenge associated with the community. The Section 8 Housing availability, even though it has increased, is also a challenge, as is the increased numbers of homeless and transient students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Athens High School's mission is that we, a progressive, high quality school system, fully connect students and their families to a caring, traditional community to collectively equip students with the tools to succeed in their post-secondary plans and future endeavors in life. Our school focuses on a tradition-rich and future-focused approach in preparing our students for a global society. Because we believe all students are unique, valued individuals and can learn, we respect and empower them to reach their greatest learning potential in a safe, secure, and supportive environment by supporting students through connections inside and outside the classroom and with school-wide technology initiatives, thus providing equity for student outcomes. Here, leadership at every level matters, and our passionate teachers greatly impact learning with rigorous, relevant, and engaging learning experiences, including extracurricular and fine arts experiences. The faculty and staff emphasize the importance for every student to develop a sense of personal and community responsibility and for the system to promote community service opportunities. Our belief that honesty and open communication are vital for healthy relationships helps connect all--school, home, student, and community in a shared learning responsibility, thus extending and maintaining accountability with all stakeholders.

Athens High School embodies the purpose of the school through its academic curriculum which is aligned with the Alabama Course of Study and College Readiness Standards in English/Language Arts, math, and literacy. Computer assisted instruction such as Odyssey and A+ Learning are utilized for remediation and intervention with at-risk and struggling students. Teachers and administrators use Performance Series and standardized test results to determine baseline data relating to student performance and student mastery. Lesson plans accommodate various learning styles and research-based strategies endorsed by AVID (Advancement via Individual Determination), which include hands-on activities and technology. Each student in grades 9-12 has access to his or her own individual Mac Book Air to utilize within the classroom.

Each year current data is accumulated and analyzed to determine if the school's purpose needs revising. Reliable data is necessary for its analysis to aid in improving student performance, and this data is obtained from state records, national test scores, student performance records, school attendance records, and community demographics. Graduation rates, enrollment rates, attendance rates, and dropout rates are all scrutinized closely as are the racial and ethnic background of students, the number of students who receive free and reduced lunches, and the percentage of students who receive special services such as special education, ESL, or Advanced Placement. National test scores such as the ACT Workkeys, ACT with Writing, PreACT, the number of students on the school honor roll, the number and percentage of students on the Non-Mastery List, along with the demographics of the local community are being investigated. Dis-aggregated data for our school and comparison data from other schools in the state, student, teacher, and community surveys, and faculty data (number of nationally board certified faculty members, types of degrees held, years of service, participation in workshops) are also examined in order to ensure that the most up-to-date and widely diverse information is included in this process. Ongoing analysis of this data at Athens High School allows us to determine our specific areas of strength and weaknesses. The administration guides the analysis and the faculty analyzes the data throughout the year. This occurs in faculty meetings, within various committees, and through individual faculty assignment. In addition, all faculty members meet monthly in data meetings to discuss individual student performance and develop various methods of instruction to enhance and encourage student success.

Program offerings for students at AHS relate to a student's four year plan. Students have opportunities to participate in several Career and Technical Education Clusters: Health Science, Business Administration, Marketing, Family and Community Studies, Education and Training.
SY 2018-2019

Computer Science, Project Lead the Way Engineering, Information Technology, and JROTC. These programs are offered to students with continuing courses that provide credentials to students. Credentials offered to students include WorkKeys, ServSafe, Certified Patient Care Assistant, Basic Skills Test for Teachers, Microsoft Office Specialist in Word, Excel, Powerpoint, TestOut, National Retail Federation in Customer Sales and Service, and Microsoft Technology Associate in Software Development, Microsoft Technology Associate in Mobile Development. Athens High School's Cooperative Education Program is a well-established job placement program in which AHS students participate. Advanced Placement course offerings are available to students in grades 10-12 in the areas of English/Language Arts, Spanish Language, Biology, Chemistry, U.S. History, Calculus, Computer Science Principles and Psychology. There are 17 Dual Enrollment courses offered to students in grades 10-12. Dual Enrollment opportunities include both academic and Career and Technical Education programs. Course offerings are available to students who need intervention as well. Students are identified by teacher recommendation, credit deficiencies, cohort delinquency, and student request. ACCESS courses, A+ Learning courses, and Odysseyware software provide opportunities for students to strengthen foundational skills and take additional courses for remediation or credit maintenance. Electives are offered to students in the areas of fine arts, foreign languages, English/Language Arts, social sciences, and Career and Technical Education programs.

Athens High School Student Advocacy Program, Connect, ensures that each student is well-known by at least one adult advocate in the school. The advocate supports the student's educational experience. AHS incorporated a Freshman Center in the fall of 2018. Ninth grade students are assigned a Connect teacher to help transition them into high school. Each student in grades 10-12 is assigned a Connect homeroom teacher at the beginning of his/her tenth grade year. Teachers and students stay connected throughout the years until graduation. The Connect teacher meets with students routinely on topics and issues relating to high school, college entrance, standardized tests, and organization. Students also create and revise four-year plans throughout their tenure at Athens High School in an effort to prepare students for post-secondary or career endeavors.

AVID (Advancement Via Individual Determination) is a college preparatory program available to ninth grade students at AHS. This program provides academic support to those students who have the potential and desire to attend college. Staff and administrators participate in ongoing professional development to incorporate AVID core beliefs into courses. The desire is to work toward becoming an AVID school where these beliefs and practices are incorporated school wide for all students.

Notable Achievements and Areas of Improvement

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

Athens High School has made many notable achievements in the past three years. Athens High School has been awarded the Silver Medal Award for the last three years from U.S. News and World Report Best High Schools. In 2014-2015, Athens High School received the Bronze Medal Award from U.S. News and World Report Best High Schools. Newsweek also awarded the honor of Best High School in 2013-2014. In 2014-2015, Athens High School received Beating the Odds- top performing high school with low income students from Newsweek. Athens High School's ACT composite score has consistently been above the state and national composite average. Students taking Advanced Placement courses have a 73% success rate for 2015-16 and a 76% success rate for the 2016-2017 school year. In 2017-18, AP success rate fell to 60%, however, Athens High School administered over 200 tests to students. Despite the decline in success, more students than ever have the opportunity to participate in the Advanced Placement program. The graduation rate for Athens High School has consistently been above the state and national average. The graduation rate for last year was 90% using the National Governor's Association formula.

Considering that attendance is a crucial element of success, it has been an area of focus for Athens High School. Parental notification and involvement have been targeted to increase student attendance; however, this is also an area that Athens High School will continue to focus on during the next three years.

In an effort to sustain and improve upon these notable achievements, Athens High School also initiated several new projects in the last three years. First, AVID has been incorporated slowly into the AHS culture. This includes creating a college-going atmosphere for students. Academic barriers have been replaced with open enrollment policies for courses. Many AHS teachers have attended Summer Institute to learn and implement instructional strategies that benefit students. AHS has implemented the Power Up initiative providing each student with a MacBook and teachers with numerous professional development opportunities in technology to ensure the initiative's success. In addition, AHS is working on other efforts to improve student performance. It has formed registration teams for incoming ninth graders that assist students and their parents in developing a Four Year Plan to establish goals and monitor students' performance. Another crucial component is having teachers retain the same Connect cohort homeroom for three years. This is designed to ensure each student has an adult advocate consistently during their tenure at AHS that can provide support and monitor his or her success. Data meetings held each three weeks support this effort by enabling teachers and administrators to evaluate data from numerous sources to evaluate collective and individual performance goals. AHS is also part of a system wide effort to develop Professional Learning Teams based on subject areas to promote best practices vertically among the various schools. This year, AHS implemented collaborative planning periods for teachers who teach common subjects. This allows for teachers to develop unit plans for courses focusing on priority standards, learning targets, success criteria and assessments.

Other notable achievements were in the area of athletics and extracurricular activities. Other athletic teams such as Boys' Basketball, Boys' Soccer, and Girls' Basketball advanced to regional and semi-final play. AHS Scholars' Bowl team qualified for regional play for three years, one of those advancing to state finals. AHS Student Council is consistently recognized as state and regional leaders. AHS Student Council is serving as the 2018-2019 Vice-President of Alabama Student Council Association.

In looking forward to the next three years, increasing student attendance, AVID implementation, and closing the achievement gap will be the focuses of our Continuous Improvement Plan. The ACT with Writing will be administered to students for accountability purposes. Areas for improvement within the standardized tests can be narrowed to achieving the benchmarks established for each subtest within each subgroup.
SY 2018-2019

Writing activities will be developed and incorporated into instructional activities requiring students to research and provide justification for their opinions and answers.

Additional Information

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

State assessments have changed over the past few years. Longitudinal data is difficult to analyze due to the fact that Alabama implemented the PreACT in 2017-2017 and lacks prior data to study. Athens High School will continue to gather and analyze data from these assessments to determine student performance increase or decrease.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process to engage stakeholders in the development of the Athens High School Continuous Improvement Plan began in the early fall.

Building Leadership Team members serve on the AHS CIP committee. The CIP Committee was established to focus on input from the administration, academic departments, Career and Technical Education, and technology. Committee members were selected and informed of their roles and responsibilities through communication in email. Google drive was used and established to allow committee members to collaborate and provide input into specific responses to questions. Face to face meetings were scheduled to finalize the document. Once approval was granted from the AHS CIP Committee, a faculty meeting was held to share the document. Faculty members were given opportunities to submit suggestions and revisions to the document. It was made into a PDF and placed on the school website.

A social media site, Twitter, was used to notify parents and community members of the finalized plan and the location. A hard copy was created and placed in the front office for viewing by visitors, parents, and community members.

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

The Continuous Improvement Plan Committee had representation of a faculty member from each of the following departments: English, science, math, history, fine arts, physical education, foreign language, and Career and Technical Education. Responsibilities within this process included participating in online and physical face to face meetings, collaboration through the use of Google Drive, faculty presentation, and a production of the plan to the community and stakeholders. Google Drive allowed for all committee members to comment on each section. Revisions and suggestions were noted and adapted within the document.

Paige Hicks- Social Studies

Mike Young- Social Studies

Beverly Bobo- Fine Arts

Angela Pettus- Mathematics

Jennifer McCain- Library Media Specialist

Sonia Young- Foreign Language

Stace Tedford- Physical Education

Alycia Townsend- Science

Erica Thompson- Science

Justin Smith- Science

Stacie Binford- Science

James Chambers-Career and Technical Education

Michael May- Career and Technical Education

ACIP

Athens High School

Gia Russell- Associate Principal

Nancy McBay-Mathematics

Lara Malone- Mathematics

Karen Clem- Mathematics

Jordan Matthews- English Language Arts

Stacy Willoughby- English Language Arts

Angie Willis- English/Language Arts

Vicki Noah- Special Education

Cliff Smith- Guidance Counselor

Willie Moore- Assistant Principal

Travis Schrimsher- Principal

Mary Frances Moore- SCA president

Tammie Brand- Parent

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

The final document was communicated to stakeholders through social media sites such as Twitter and Remind. The Athens High School website was used as a tool to inform parents about the technology plan. A PDF version of the document was added to the school website for viewing by stakeholders and the general public. A hard copy of the AHS Continuous Improvement Plan was placed in a notebook in the front office.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		AHS Data 2018-19

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Currently, composite data for the graduating class of Athens High School 2017-2018 is unavailable. ACT began offering a July testing date which has deferred reporting scores. However, Athens High School students in the graduating class of 2016-2017 who participated in ACT during their tenure at Athens High School compiled composite benchmarks in English, reading, and science above the state average composite score. The percentage of AHS students ready for college level work is determined by those students who met the established ACT benchmark for all four subtests: English, math, science, and reading. Athens High School students' composite scores for all four areas have been above the state average for the last several years.

The 2016-2017 graduating class of Athens High School had 217 students. Athens High School had a composite score of 20.5, down from 20.8 in 2015-2016. The composite score was higher than the state composite of 19.2. Fifty-nine percent of AHS students taking the English subtest scored at or above the benchmark of 18. The state average for the English benchmark was 52%. Thirty-four percent of AHS students scored at or above the math benchmark of 22, which was higher than the state average of 23%. Forty-four percent of AHS students scored at or above the reading benchmark of 22, which was above the state average of 36%. Thirty-three percent of AHS students scored at or above the science benchmark of 23, which was above the state average of 25%. Twenty-four percent of AHS students met the benchmark for all four subtests. This was higher than the state average of 16%.

Athens High School juniors participated in the statewide ACT assessment in April of 2018. Athens High School tested 237 students. Class enrollment for the junior class was 239. The overall composite was a 19.2. Fifty-one percent of students met the English benchmark. Twenty-seven percent of students met the math benchmark. Twenty-one percent of students met the reading benchmark. Twenty-six percent of students met the science benchmark. Nineteen percent of students met the benchmark for all four ACT subtests.

Athens High School had a class enrollment of 258 students in the tenth grade. Those tenth grade students who participated in the PreACT 10th grade during the 2017-2018 school year scored a mean composite score of 18.3. This is used in comparison to projected ACT composite score as juniors. Data is provided in terms of mean scores for the subtests. The following means were achieved by tenth grade students: English-16.7, Reading- 19.7, Math- 17.8 and Science- 18.4. Data comparison is unavailable due to 2017-2018 being first year the PreACT was administered to students.

Athens High School administered 252 Advanced Placement tests in 2017-2018 which was an increase from 169 tests administered in 2016-2017. In 2017-2018, sixty percent of students participating in AP courses scored a three or above in qualifying scores. In, 2016-2017, seventy-six percent of students participating in AP courses scored a three or above in qualifying scores. In 2015-2016, seventy-five percent of students participating in AP courses achieved a qualifying score of 3 or higher on AP tests. In 2014-2015, 70% percent of students participating in AP courses achieved a qualifying score of 3 or higher on AP tests. Athens High School has increased AHS participation, Athens High was able to provide opportunities to students who may not have otherwise attempted AP courses by expanding our course offerings and implementing an open enrollment policy. In 2015, Athens High School was recently named to the 5th Annual AP Honor Roll. This is based on the collection of AP test data from 2012-2014. Due to increased participation in AP courses and maintenance of qualifying scores of 3 or higher, AHS and the Athens City School District received this award. This award was given to 547 school districts in Canada and the United States.

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

Athens High School students in the graduating class of 2016-2017 who participated in the ACT scored at or above the state average in all areas: English, reading, math, and science. When data is broken down further, gender disaggregation indicates that AHS males and females score above the state average ACT composite. AHS males had an overall composite of 20.9 and females, 21.1. The state average composite for males was 19.1 and females 19.6.

Athens High School students who participated in the ACT as juniors scored at or above the state average in all areas: English, math, reading and science. When data is broken down further, gender disaggregation indicates that AHS males and females score above the state average ACT composite. AHS males had an overall composite of 19.0 and females, 19.4. The state average composite for males was 17.8 and females 18.4.

Athens High School tenth grade students in 2017-2018 participated in the PreACT , which was a fairly new assessment for these students. Students were assessed in English, math, reading, and science.

Graduation rate is an area that shows stable performance of above 90%. In 2011-2012, 87% of seniors graduated from AHS. In 2012-2013, 93% of seniors graduated from AHS. This percentage increased to 94% of seniors graduating from Athens High School in 2013-2014. Athens High School had a graduation rate of 97% for 2014-2015. In 2015-2016, the state of Alabama accounted for federal completers. These are students who took Essentials classes through special education. These students graduated from high school, but were not counted in the graduation rate. Athens High School had a graduation rate of 90% for 2015-2016. In 2016-2017, AHS had a graduation rate of 90% with a federal graduation rate of 89.55%.

Consistently, Athens High School has been above the state graduation rate each year.

Which area(s) indicate the overall highest performance?

The subtest area of English on the ACT has the overall highest performance percentage. The ACT established benchmark for this subtest is an 18. Fifty-nine percent of 2016-2017 graduates achieved this benchmark. Fifty-one percent of eleventh graders in 2017-2018 scored at or above the English benchmark on the ACT administered in April 2018. The subtest area of reading on the PreACT had the overall highest mean score of 19.7.

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

The White subgroup has the most students participating in the ACT and PreACT. White students scored at or above the established benchmarks in English and reading on both assessments.

Between which subgroups is the achievement gap closing?

Students in the subgroup of females students in the graduating class of 2016-2017 indicate an achievement gap closing on the ACT. The percentage of students in these subgroups achieving benchmark on the ACT is increasing. AHS female students scored a composite of 19.0. This score was above the state average of 17.8.

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

The data is consistent with reported findings from ACT, PreACT, and Global Scholar Performance Series assessments.

Data from PreACT is limited as this assessment is new to Alabama. Results are also shared directly with school administrators which makes school to school comparison difficult. In 2017-2018, the ACT Aspire was discontinued.

Areas in Need of Improvement

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

The area that is below the expected level of performance on all assessments (PreACT, ACT) is math. The graduating class of 2016-2017 had 34 % of students participating in the ACT to score at or above benchmark in math. The established ACT benchmark for math is 22.

Tenth grade students scored a mean score of 17.8 on the math subtest. This mean score is well below the ACT benchmark of 22.

In 2017-2018, 29% of Limited English Proficient Students met their growth target. This was below the state goal of 47.5%. In 2018-2019, the state goal will be 55%. Limited English Proficient Students made Annual Measurable Achievement Objectives (AMAOs) in 2013 but did not make AMAOs in 2014. In 2015, Limited English Proficient students made AMAO-A with a proficiency of 69% which was higher than the proficiency goal of 53%. Limited English Proficient students did not meet AMAO-B in 2015. AMAO-B addresses the number of students who test out of the ELL program. In 2016-2017, students scored a 14% proficiency which was below the proficiency goal of 19%.

ELL students enrolled in 2015-2016 had a tentative baseline data that 29% of AHS ELL students demonstrated at least 0.5 growth on the composite score of ACCESS for ELLs. The state goal was 55%.

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

Athens High School student data in assessments administered to students indicate a negative trend in performance in the area of math, science, and reading.

In math, eleventh grade students who took the statewide ACT in April of 2018 had an average score of 18.3, which is below the established benchmark of 22. The graduating class of 2016-2017 had an average score of 19.6 in math. This is below the established benchmark of 22 in math on the ACT.

Which area(s) indicate the overall lowest performance?

In administered standardized assessments, the area of reading, science and math have the lowest overall performance as evidenced by performance data from student participation in PreACT and ACT.

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

When data is disaggregated from the ACT, the subgroups with a trend toward decreasing performance are Black and Hispanic. The
SY 2018-2019

graduating class of 2016-2017 had a total of 26 Hispanics who participated in the ACT. Of these students, composite scores in English were a 16.8, reading with 18.0, math with a 18.4, and science with 18.5. The graduating class of 2016-2017 had 45 Black students participate in the ACT. Of these students, benchmark scores were below the established benchmarks in all subtest areas. Their averages scores were as follows: English 16.5, math 16.4, reading 16.9, and science 17.8.

Eleventh grade Black and Hispanic students who participated in the statewide ACT assessment in April 2017 had the following data: 24 Hispanic students and 54 Black students participated. The math composite ACT score for Hispanic students taking the math subtest was 16.5. Of the Black students participating in the math subtest, the composite score on the math subtest was 16.3.

Between which subgroups is the achievement gap becoming greater?

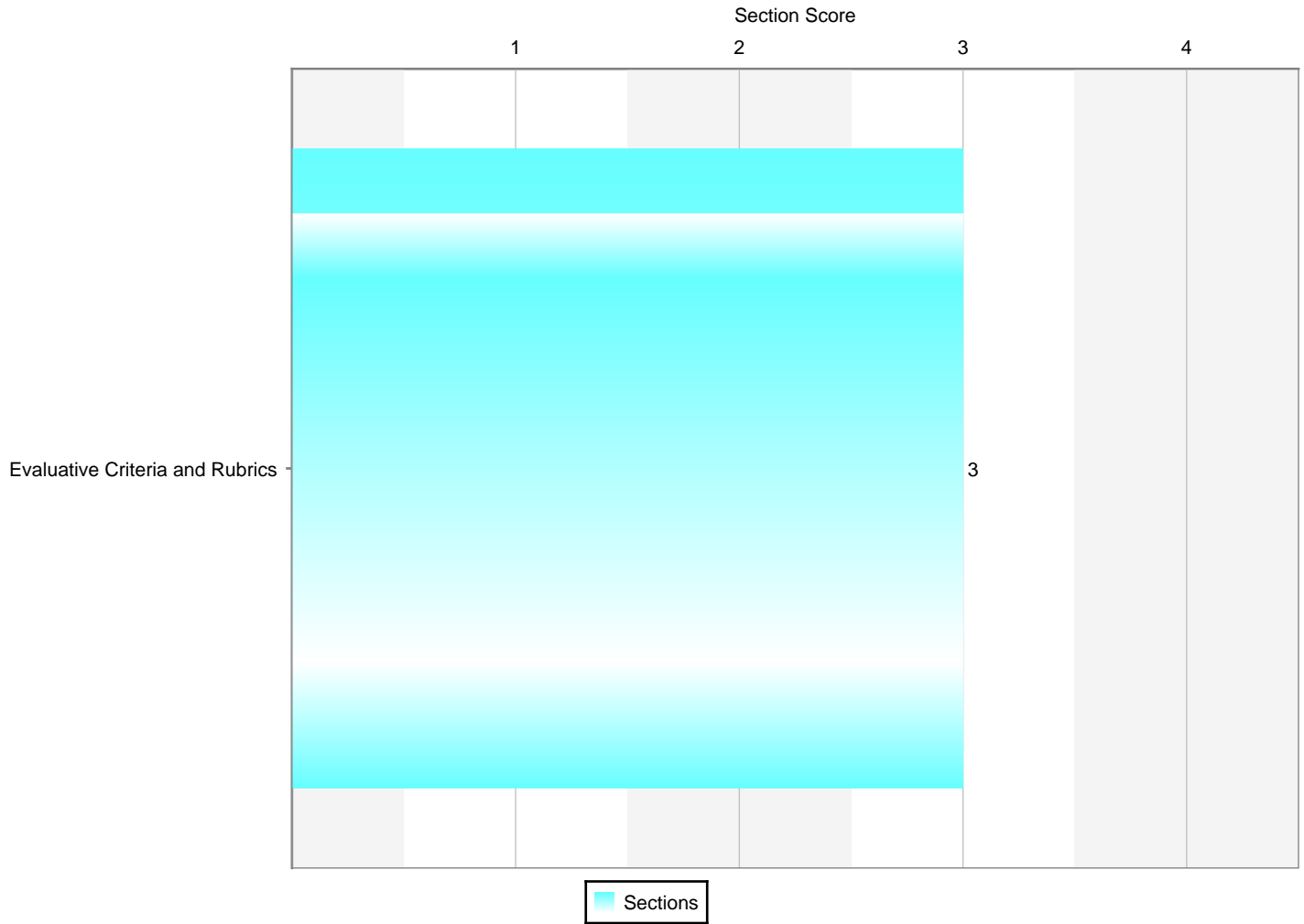
On state assessments, the subgroups in which the achievement gap is becoming greater is Black and Hispanic as compared to the White subgroup. Data from these assessments reflect the lack of performance in math to desired benchmark proficiency score and overall composite score. The composite score for the graduating class of 2017-2018 White subgroup on the ACT was 22.4. The Black subgroup had an overall composite score on the ACT of 17.0. The Hispanic subgroup had a 18.1 composite on the ACT. Through data analysis, this increase can be attributed to an increase in the White subgroup composite score while the Black and Hispanic subgroup decreased.

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

The data is consistent with the reported findings from PreACT and ACT results, and Performance Series data collection also reflect this.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Sign in sheets will be the documentation that members were in place and present during the established meetings.	Sign in

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	It is the policy of Athens City Board of Education not to discriminate on the basis of sex, color, handicap, religion, creed, national origin, race, or age in its educational programs, activities, or employment policies as required by Federal Regulations. Inquiries or complaints regarding compliance with Federal Regulations may be directed to: Athens City Schools, 455 Highway 31 North, Athens, Alabama, 35611, 256-233-6600	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	It is the policy of Athens City Board of Education not to discriminate on the basis of sex, color, handicap, religion, creed, national origin, race, or age in its educational programs, activities, or employment policies as required by Federal Regulations. Inquiries or complaints regarding compliance with Federal Regulations may be directed to: Athens City Schools, 455 Highway 31 North, Athens, Alabama, 35611, 256-233-6600	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Athens High School is current working on this compact.	

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Ensure Literacy Success for All Students	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$0
2	Develop Professional Learning Communities to Improve Student Learning	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Monitor and Support the Improvement of Instructional Practices	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Ensure Mathematics Success for All Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Every student in Athens High School will have at least one supportive adult assigned to them as an advisor.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Ensure Literacy Success for All Students

Measurable Objective 1:

35% of Tenth and Eleventh grade students will demonstrate a proficiency on the established benchmarks on the PreACT 10th and ACT in Reading by 05/24/2019 as measured by student assessment scores.

Strategy 1:

Schoolwide Literacy Goals - Literacy strategies will be a focus with teacher growth through Faculty Focus. Teachers will implement literacy/comprehension strategies through ARI and WICOR instructional strategies within classroom instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - ARI and/or WICOR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive weekly instruction in increasing literacy strategies through ARI and WICOR practices.	Direct Instruction	10/01/2018	05/24/2019	\$0	No Funding Required	Teachers

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will develop and implement Bellringers relating to ACT content. Bellringers will be introduced weekly and reviewed with students.	Direct Instruction	10/01/2018	05/24/2019	\$0	No Funding Required	Teachers

Activity - Content Area Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More opportunities for students to be exposed to reading passages in content areas that compare/contrast, ask author's viewpoint, identify main idea, draw conclusions and analyze data in preparation for ACT assessments.	Direct Instruction	10/01/2018	05/24/2019	\$0	No Funding Required	Instructional partner and Library Media Specialist for instructional support Teachers

Measurable Objective 2:

A 2% increase of Black or African-American and Hispanic or Latino students will demonstrate a proficiency established benchmarks on the PreACT and ACT in Mathematics by 05/24/2019 as measured by gain towards achievement of established benchmarks on the PreACT and ACT..

Strategy 1:

Classroom Intervention-Tier II- Subgroup - Teachers will target Tier II response to instruction activities with subgroups (Black and Hispanic) within the classroom. This will include remediation, Odysseyware, and small group activities.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Tier II Subgroup Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II response to instruction activities targeting those students within the Black and Hispanic subgroup that perform below average in the area of math as determined by PreACT and ACT.	Academic Support Program	10/01/2018	05/24/2019	\$0	No Funding Required	AHS math faculty

Measurable Objective 3:

50% of English Learners students will demonstrate a proficiency of a .5 gain in Reading by 05/24/2019 as measured by Annual Measurable Achievement Objectives.

Strategy 1:

Classroom Enrichment-ELL-Tier II - Teachers will target Tier II response to instruction activities with English Language Learners within the classroom. This will include remediation, Odysseyware, and small group activities.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Tier II- ESL intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II response to instruction activities targeting LEP students within the classroom.	Academic Support Program	10/01/2018	05/24/2019	\$0	No Funding Required	AHS faculty and ELL teacher

Goal 2: Develop Professional Learning Communities to Improve Student Learning

Measurable Objective 1:

demonstrate a behavior of providing opportunities to plan collaboratively in designing challenging learning experiences for all students. by 05/24/2019 as measured by opportunities to collaborate.

Strategy 1:

Professional Learning Communities - Professional Learning Communities will be established to improve student learning.

Category: Develop/Implement Professional Learning and Support

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities to plan collaboratively with each other each week. There will be dates throughout the year that will be set aside for collaborative planning for content areas. Power hour will be utilized for content area vertical team planning.	Professional Learning	08/27/2018	05/24/2019	\$0	No Funding Required	AHS faculty

Activity - System Wide professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Faculty members from AHS will participate in system-wide professional development on developing professional learning communities focusing on Unit Planning, MacBook resources and tools, and curriculum/instructional course mapping.	Professional Learning	09/04/2018	05/24/2019	\$0	No Funding Required	Central Office administrators and Athens High School administrators and lead teacher facilitators
--	-----------------------	------------	------------	-----	---------------------	---

Goal 3: Monitor and Support the Improvement of Instructional Practices

Measurable Objective 1:

collaborate to improve instructional practices at Athens High School by 05/18/2018 as measured by classroom observations and coaching cycle feedback.

Strategy 1:

Teachers Teaching Each Other - Teachers will be provided opportunities to share and demonstrate effective instructional practices.

Category: Develop/Implement Professional Learning and Support

Activity - Faculty Focus, Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional learning opportunities multiple times a month to address instructional needs	Professional Learning	10/01/2018	05/24/2019	\$0	No Funding Required	AHS faculty and instructional leadership team

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in instructional rounds to facilitate discussion about instructional best practices as well as see them modeled in a classroom environment.	Professional Learning	10/01/2018	05/24/2019	\$0	No Funding Required	Instructional Leadership Team

Goal 4: Ensure Mathematics Success for All Students

Measurable Objective 1:

A 2% increase of Tenth and Eleventh grade students will achieve college and career readiness on ACT Assessments in Mathematics by 05/24/2019 as measured by percentage of students achieving benchmark on ACT assessments in the area of math.

Strategy 1:

Tier II Instruction - Teachers will utilize classroom time to implement small group instruction with students.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in bellringers during class. Bellringers will be example problems that students may see on the ACT assessments.	Direct Instruction	10/01/2018	05/24/2019	\$0	No Funding Required	MATH Teachers

Goal 5: Every student in Athens High School will have at least one supportive adult assigned to them as an advisor.

Measurable Objective 1:

100% of All Students will demonstrate a behavior to be met with their assigned advisor on a regular basis. in Reading by 05/24/2019 as measured by 100 % of students assigned to at least one supportive adult advisor.

Strategy 1:

AHS Advisory Program-Connect - Every student will be assigned a supportive adult as their homeroom teacher upon registering for Athens High School. Students in the Freshman Center will have one adult advocate that will assist with the transition to high school. Students in grades 10-12 will have this adviser for their tenure at Athens High School. Students will meet with their advisers during the school year on a regular basis. Topics will include but not exclusive to: study skills, workforce interview skills, college applications, gpa, scholarship, community service opportunities, etc. will be utilized as the foundation of the advisory program, Connect.

Counselors at Athens High School will facilitate training and support resources for advisers.

Category: Develop/Implement Learning Supports

Research Cited: Advance Ed requirement

Activity - 4 Year Homeroom Advisory- Connect Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory Program (AHS Connect)for all students	Academic Support Program	10/01/2018	05/24/2019	\$0	No Funding Required	Counselors and Advisers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4 Year Homeroom Advisory-Connect Program	Advisory Program (AHS Connect)for all students	Academic Support Program	10/01/2018	05/24/2019	\$0	Counselors and Advisers
Bell Ringers	Students will participate in bellringers during class. Bellringers will be example problems that students may see on the ACT assessments.	Direct Instruction	10/01/2018	05/24/2019	\$0	MATH Teachers
System Wide professional development	Faculty members from AHS will participate in system-wide professional development on developing professional learning communities focusing on Unit Planning, MacBook resources and tools, and curriculum/instructional course mapping.	Professional Learning	09/04/2018	05/24/2019	\$0	Central Office administrators and Athens High School administrators and lead teacher facilitators
Instructional Rounds	Teachers will engage in instructional rounds to facilitate discussion about instructional best practices as well as see them modeled in a classroom environment.	Professional Learning	10/01/2018	05/24/2019	\$0	Instructional Leadership Team
ARI and/or WICOR	Students will receive weekly instruction in increasing literacy strategies through ARI and WICOR practices.	Direct Instruction	10/01/2018	05/24/2019	\$0	Teachers
Faculty Focus, Data Meetings	Teachers will be provided professional learning opportunities multiple times a month to address instructional needs	Professional Learning	10/01/2018	05/24/2019	\$0	AHS faculty and instructional leadership team
Collaborative Planning	Teachers will be provided opportunities to plan collaboratively with each other each week. There will be dates throughout the year that will be set aside for collaborative planning for content areas . Power hour will be utilized for content area vertical team planning.	Professional Learning	08/27/2018	05/24/2019	\$0	AHS faculty
Bell Ringers	Content area teachers will develop and implement Bellringers relating to ACT content. Bellringers will be introduced weekly and reviewed with students.	Direct Instruction	10/01/2018	05/24/2019	\$0	Teachers

ACIP

Athens High School

Content Area Reading	More opportunities for students to be exposed to reading passages in content areas that compare/contrast, ask author's viewpoint, identify main idea, draw conclusions and analyze data in preparation for ACT assessments.	Direct Instruction	10/01/2018	05/24/2019	\$0	Instructional partner and Library Media Specialist for instructional support Teachers
Tier II Subgroup Intervention	Tier II response to instruction activities targeting those students within the Black and Hispanic subgroup that perform below average in the area of math as determined by PreACT and ACT.	Academic Support Program	10/01/2018	05/24/2019	\$0	AHS math faculty
Tier II- ESL intervention	Tier II response to instruction activities targeting LEP students within the classroom.	Academic Support Program	10/01/2018	05/24/2019	\$0	AHS faculty and ELL teacher
Total					\$0	

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	66.0

Provide the number of classroom teachers.

59

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3282707.0

Total

3,282,707.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	112395.0

Total

112,395.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.5

Provide the number of Assistant Principals.

3

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	154414.0

Total

154,414.00

Counselor

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

Provide the number of Counselors.

3

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	223192.0

Total

223,192.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	68939.0

Total

68,939.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.5

Provide the number of Career and Technical Education Administrators.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	45480.0

Total

45,480.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

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

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

0

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

Total

0.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	0.0

Total

0.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.5

Provide the number of EL Teachers.

.5

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	30182.0

Total

30,182.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	0.0

Total

0.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	0.0

Total

0.00

Title I

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

Provide a brief explanation and breakdown of expenses.

NA

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	44774.0

Provide a brief explanation and breakdown of expenses.

The funding from Perkins IV is used to support CTE programs in Athens City Schools. Funds are used primarily to support professional development, which includes AVID, ALACTE Summer Conference, and PLTW training. Administrative funds are used to support professional development for the CTE Director. Remaining funds are used to support maintenance of equipment and software programs (EMC, ZULUMA), and participation in programs (PLTW and Calhoun Community College Tech Prep Consortium).

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	44774.0

Provide a brief explanation and breakdown of expenses.

The funding from Perkins IV is used to support CTE programs in Athens City Schools. Funds are used primarily to support professional development, which includes AVID, ALACTE Summer Conference, and PLTW training. Administrative funds are used to support professional development for the CTE Director. Remaining funds are used to support maintenance of equipment and software programs (EMC, ZULUMA), and participation in programs (PLTW and Calhoun Community College Tech Prep Consortium).

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	4477.0

Provide a brief explanation and breakdown of expenses.

Funds are compiled into a consortium made up of Region 1 Workforce Development participants. The following school systems are involved: Hartselle City, Madison City, Morgan County, Decatur City, Athens City, and Limestone County. Funds are compiled to support CTE opportunities and exposure to both students, parents and Educators. Activities such as: SwEty Camp and Workforce Expo are examples.

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA