



ACIP

Vestavia Hills High School

Vestavia Hills City School System

Dr. Tyler Burgess, Principal
2235 Lime Rock Road
Vestavia Hills, AL 35216

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	9

Improvement Plan Stakeholder Involvement

Introduction.....	12
Improvement Planning Process.....	13

Student Performance Diagnostic

Introduction.....	16
Student Performance Data.....	17
Evaluative Criteria and Rubrics.....	18
Areas of Notable Achievement.....	19
Areas in Need of Improvement.....	20
Report Summary.....	21

ACIP Assurances

Introduction 23

ACIP Assurances 24

Plan for ACIP 2015-2016

Overview 27

Goals Summary 28

 Goal 1: All students at Vestavia Hills High School will show evidence of college and career readiness. 29

 Goal 2: All faculty members at Vestavia Hills High School will become knowledgeable in practice and strategies of student centered instruction. 29

Activity Summary by Funding Source 31

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?

Vestavia Hills is a professional, suburban residential community with a population of approximately 32,000 residents located south of Birmingham, Alabama, in Jefferson County. Established in 1970, Vestavia Hills High School is the only high school in the Vestavia Hills City Schools district. The school is supported by two middle schools and five elementary schools. The high school's current enrollment is 1915 students in grades 9-12. The 2015 senior class is 444 students. The school won its second Blue Ribbon School of Distinction Award in 2010.

There are 208 faculty and staff at the high school. The average teaching experience of the 147 teachers is 14 years. The administrative staff includes an interim principal and four assistant principals. The interim principal is a first year principal at the high school and two of the four assistant principals are in their 2nd year at the high school for the current school year. For the 2013-2014 school year, 19 new staff members were hired, including 15 classroom teachers. Two of the classroom teacher positions are new units, indicative of the recent growth in community and school population.

The school's proximity to numerous institutions of higher learning in the metropolitan Birmingham area provides opportunities for teachers to earn advanced degrees. 79% of the teachers hold Master's degrees or higher and approximately 20% of teachers are National Board Certified Teachers.

The freshman class at VHHS is composed of 523 students, the largest class at the high school currently and the largest in its history. The rising grades in the middle schools are also large classes. One of the challenges facing the high school is this increase in student enrollment. With these growing class sizes, the school should increase to over 2000 students in the next three to four years. The community, in general, is more economically diverse over the past three years due, in part, from the recent economic crisis. In the past three years, the percentage of students who qualified for free and reduced lunch decreased from 8% to a current percentage of 7%. However, because of the increase in student population, while the percentage decreased, the actual number of students increased.

Testament to the hard work and dedication of the students, parents, and teachers in the midst of a changing and growing population is that, of the 470 seniors in the class of 2014, 92% enrolled in four-year colleges and 6% enrolled in two-year colleges. 18% of the class enrolled in 62 different colleges in 20 states outside of Alabama while those staying in colleges inside the state of Alabama enrolled in 23 different colleges and universities. The class of 2014 boasted 18 National Merit Finalists and the class of 2015 has 20 National Merit Semi-Finalists who will now compete for Finalist status. The community expects our school to educate the students at a high standard. Whether the student is a student whose parents graduated from the high school or the student is a student whose parents moved into government supported housing as an opportunity for their children, there is an expectation of college preparedness among our parents. Those high expectations can be a challenge because not every student will attend an Ivy League school or participate on the academic teams or compete successfully as an athlete at the high school.

One change over the last three years includes an increased need for services related to supporting students in the area of academics. Our National Honor Society offers free tutoring services to students four nights a week at the school. We offer guided studies in lieu of traditional study halls for students who need a strong adult presence as both accountability and as an academic resource. We offer Peer Helpers

services during the school day for students during their study hall period one period a day as an extra layer of support.

In addition, over the past three years, the high school strengthened its support of student academic learning through improvements in the Problem Solving Team (PST) process. Because of scheduling and resource constraints, the PST process can be more difficult at the secondary level than at the elementary level. Through additional scheduling opportunities using Edmentum's online courses, using PLATO for credit recovery during the summer, and through course remediation during the school year, the high school strives to find appropriate supports for student learning.

The school system's location in Jefferson County, Alabama, is in close proximity to other high performing school districts. This close proximity provides healthy competition in the areas of both athletics and academics for our high school. During the 2012-2013 school year, 18 of our 21 athletic teams qualified for state and all 18 of those teams finished in the top 16 of the state. In addition, three of our academic teams, We the People, Economics, and Math Team, all competed nationally and finished the school year with top ten national rankings. We acknowledge the success of our programs is partly due to the high levels of quality competition in the schools and school systems surrounding our school system.

All of the above characteristics not only accurately describe our school system but also provide insight into the challenges for our school system. The Vestavia Hills School system and Vestavia Hills High School have a long tradition of excellence and a reputation in the community, in the area, and around the state for high standards of achievement. Sustaining excellence through the constant change of a growing and changing population is a very real challenge for the school system.

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.

The mission of Vestavia Hills High School, a collaborative learning community with a continuing tradition of excellence, is to cultivate responsible and compassionate shapers of society by fostering personal growth through community service, character development, and a rigorous, varied and relevant curriculum. This mission statement of the school encompasses three main goals of the school--learning, service, and character.

The learning expectations for students are a shared expectation among all shareholders in the school. Curricular program offerings reflect this standard of learning. The high school offers a variety of Advanced Placement courses in the areas of mathematics (Calculus AB, Calculus BC, Statistics), English (Language, Literature), foreign languages (Spanish, French, German, Latin), science (Biology, Chemistry, Physics), social studies (World History, European History, American History, Government, Economics, Psychology), and fine arts (Art). 728 Advanced Placement exams were administered in May 2014.

Our course offerings outside of Advanced Placement also prepare students for success in two and four year colleges. Often the stratum of students at the middle layer is under-served educationally. With 98% student enrollment in two and four year colleges, our curriculum program can boast preparedness for our students in the middle and lower levels of achievement. Always seeking to improve, though, the school has submitted an Innovative Schools waiver to the Alabama State Department of Education for flexibility in teacher certification and course credit qualifications targeting students typically classified as 'the middle.'

Service expectations for students at the high school are a direct reflection of community and parent expectations for our student population. The high school schedule includes embedded monthly meeting time for clubs during the school day. All clubs include service components to their purpose. The school-wide Relay for Life event raised more than \$235,000 last spring, the highest ever for the school. In addition to this service-related fundraising, the Student Government Association raised \$20,000 for A-Team Ministries and our Habitat for Humanity Club funded and raised money for its ninth home this past year.

Expectations for character are seen in the school program also through the clubs and organizations. Certainly, the service opportunities develop character in our students, but character expectations are also built in other ways as well. Our Youth Leadership organization is offered as an opportunity during the summer between students' freshman and sophomore years. The goals of the retreat are to communicate expectations of character including messages of inclusion and anti-bullying.

The following article appeared in the Vestavia Hills Community News publication sent to all residents of Vestavia Hills in fall 2013. The title of the article, The Learning of Service, further embodies and exemplifies standards of purpose related to learning, service, and character at the high school.

The Learning of Service

During an era in which 'college and career preparedness' is the buzz phrase describing the goals of public schools, we cannot forget one of the original goals of public education: life preparedness. Preparing students for life includes the learning of service. Student organizations at [Vestavia Hills High School provide service opportunities throughout the school year in an effort to uphold the Vestavia Hills community values](#) SY 2015-2016

and standards related to service and giving.

Often, service begins closest to home. Our students give time and expertise as tutors for peers in academic areas (National Honor Society; German Honor Society). They also give time to our sister schools in the district and community through reading programs (Literacy Club) and book drives (German Club). Our student organizations are already preparing to help families in need around Christmas either through angel tree projects (National Honor Society for Dance Arts), canned food drives (Chess Club) or shoebox projects (HOPE Club).

The families of Vestavia Hills are not immune to sickness, disease, and hardship. Because of the personal connections our students have to many of these life-altering circumstances, our students support organizations through both awareness programs and fundraising efforts. The American Diabetes Association (Junior Varsity Dance team), the American Heart Association (Future Medical Professionals), Susan G. Komen Race for the Cure (Minority Achievement Council), the Samaritan's Purse International Relief (Boys Fellowship of Christian Athletes), the American Red Cross blood drive (STAND club), and the Jingle Bell Run for Arthritis (Leo Club) all benefit from the direct efforts through service of the students at Vestavia Hills High School.

The greatest service we can give to each other is the service of time and relationship. The Rebel Buddies, composed of special education and regular education students, is a group of students whose primary goal is relationship between students. All of our clubs and student groups, those mentioned above as well as those not mentioned, strive to instill the learning of service as part of the goal of preparing our students for life.

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.

The last three years have marked some incredible achievements in the grounds and facilities of our school campus. A three-tiered parking lot with a parking capacity of 425 cars opened for additional students to park on campus. During the fall of 2013, a two-story addition was added at the end of one wing providing additional space to the library/media center and giving the school a new computer lab and two additional classrooms. In early August 2014 a three-story building was completed, adding four science labs, fourteen classrooms, and two multi-purpose rooms. The improvements to facilities will not only house four 'floating' teachers, but also provide more flexibility in the assignment of classrooms and student records and equipment storage space within the building.

We also added improvements to the auditorium in the fall of 2014. The auditorium was repainted and sound absorbing panels were added to aid in the acoustical environment of the room. A new sound system was added with a digital mixing board and new line array speakers. The microphones were replaced and enhanced to meet FCC requirements. The sound booth was also given a makeover to add to the professionalism we are seeking.

Improvements were also made to our athletic stadium with the replacement of the artificial turf. After the football season is complete we will begin to demolish and rebuild the concession stand and add on to the existing press box to give more room for coaches and media outlets in the future.

Over the next three years, other areas for improvement for facilities include parking. The lower parking lot needs to be repaved and restriped to include a more expansive visitor parking section. While the school population continues to rise, the size of the cafeteria has remained small. Strategic use of a senior patio has been a solution but furniture needs for the senior patio will need to be addressed in the near future. Other, more long-term facilities needs for the high school include the renovation and expansion of the kitchen facilities and re-purposing and expansion of the choir and band room facilities.

Wireless access points throughout the school facilities are an improvement over the last three years. Last year, the school district initiated a Bring Your Own Device (BYOD) program to all eight schools. Additional teachers joined the BYOD initiative this current school year. The wireless access points were crucial to the success of the BYOD initiative on campus. Teachers and classrooms are learning how to use student devices effectively to enhance learning. Teachers are also experimenting with various online learning management environments to find the environment that best supports student learning in their content area.

An area of challenge for students is that teachers may use different forums for learning, necessitating flexibility for students and parents in navigating these different settings. Over the next three years, the high school seeks to improve in the area of technology integration into the learning environment for students and teachers, whether classrooms implement BYOD practices or not. Teacher professional development in the area of digital learning environments is key to preparation for what learning may look like five or ten years from now.

Acknowledging that not all students either own devices or want to bring their devices to school, the school continues to improve in the area of technology availability for students and teachers at the school. Over the past four years, a 30-unit Macbook mobile cart and two 30 unit iPad 2 carts have been integrated into the circulation availability for all teachers. This is in addition to the 60 iPads purchased as a learning tool specifically for the Physical Science classes and more than 50 iPads purchased for individual teacher use in the classroom.

Individual departments have also added technology resources for their teachers including a stand-alone technology language lab for the foreign language department, a Macbook mobile cart in the English department, three complete class sets of TI-Inspire calculators with

wireless Navigator technology in the mathematics department, and a 10-unit mobile Macbook cart in the Special Education department. The high school PTO has been instrumental in helping maintain the high level of technology integration. Continuing their support of technology, the 2013 PTO approved the purchase of a 20-unit iPad mini cart to join the rotation of checkout carts for all teachers. In conjunction with the completion of the new A-Wing building, the expansion of technology by adding 3 new Chrome-book carts was incorporated.

The counseling staff and structure has also undergone a notable change over the past three years. Currently, the high school boasts six guidance counselors and one college counselor, compared to four guidance counselors and a college counselor three years ago. The additional two guidance counselors allow the guidance department to lower individual case loads so that student needs can be more directly met. A strength of the guidance department is academic counseling, especially because of the role of the college counselor. However, the counseling structure includes one counselor on each team who is also responsible for at-risk behavioral counseling for the team. Shifted responsibilities among the counselors to support this change in structure include shared responsibilities for academic counseling among all counselors and specific responsibilities for the two behavioral counselors to provide on-going support to our students and families in the areas of at-risk social, emotional, and behavioral counseling. The next three years will be years of reflection and growth for the counseling department as roles are established more firmly. It was decided for the 2014-15 school year that counselors would roll over with their current students to provide more support and develop deeper relationships with those students.

Another area of improvement over the past three years includes an increase in ACT scores. As assessment expectations in the state shift to comply with state department mandates, the high school will begin to use data more strategically. Quality Core End of Course tests, PLAN and PSAT will remain a part of the testing continuum at the high school, but improvements in data analysis and impact of data on student learning are planned for the next three years.

We also added a Computer Science course to add to the rigor of our curriculum. We intend this to be a foundational course which will lead to offering an AP course in Computer Science in the near future.

Additional Information

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

The athletic programs of the school provide support in preparing students for life skills. Last school year, two different athletic teams won state championships and two teams were state runners-up in their sports. These teams represent a cross-section of student athletes representing many families. All athletic coaches, though, will testify that the athletic programs at Vestavia Hills High School is built on a foundation of character education as much as education in individual sports. The coaches are mentors and leaders for our students.

Both our athletic and academic programs are worthy of mention, but the high school boasts many other programs and opportunities in which individual students excel. Before the start of the 2013-2014 school year, the fine arts department created an informational video about the importance of arts education. This video included the entire fine arts faculty, representing choir, band, dance, theater, visual arts and digital arts. The video represents a unified commitment to the arts by the faculty of the school. In addition to performing at the school or in community events our band, choir, theater and dance departments are given superior ratings at state and national competitions that they compete in every year. This recognition of our school and community for its support of arts education is worthy of mention because arts education touches the educational lives of many of the students at Vestavia Hills High School.

Also acting as mentors and leaders for our students are the individual members of the school PTO. The parents and teachers of the school form a strong bond of unity in supporting each other for the students. Participation in PTO continues to exceed expectations with 100% participation from faculty and staff. Every year, the PTO sponsors a supply sale before the start of school. This is a huge undertaking that requires the participation of many workers both behind the scenes and during the four days of the supply sale. Over \$65,300 was given to teachers from all content areas through grant requests as a result of PTO fundraising efforts so far this year. These requests range from microwaves for the Family and Consumer Science classroom to hot plates and balances for science classrooms. They included payment for one complete printing of one issue of the school newspaper and payment for an online school library database. The success of Vestavia Hills High School can be attributed to the support of the local PTO.

Hearing the individual voice of the student is a goal for educators and a desire of parents for their children in the public school environment. Those voices are diverse with many needs in a high school setting. Fortunately, Vestavia Hills High School includes opportunities for those voices to be heard. The Welcome page on the high school website addresses the goals and vision of the high school to continue to succeed while touching individual lives of students, as shown below:

Welcome to Vestavia Hills High School

Founded in 1970, Vestavia Hills High School is a school with a tradition of excellence. Academics, athletics, and service are the forums through which students and teachers have learned together to grow together over the past 40+ years. Through those years, new students enter the school and challenge themselves to meet and surpass standards set by those classes before them. Vestavia Hills High School claims state championships annually in both athletic and academic competitions. Seniors earn millions of dollars in scholarship money. Its students raise hundreds of thousands of dollars for charities.

These quantifiable examples of excellence pale in comparison though to the more qualitative evidence of excellence among the people who walk the halls of the high school. These examples of excellence include building and strengthening relationships, persevering through tough
SY 2015-2016

times, and giving both time and resources. Stories of both defeat and victory, of natural talent and hard work, and of independence and teamwork could fill volumes. Some of the greatest stories are those of students who were not the smartest, the most talented, or the most athletic. They are stories of excellence nonetheless.

To truly know Vestavia Hills High School, you must know the people of Vestavia Hills High School. Only then will a true understanding of the school's tradition of excellence be known...one student's story at a time.

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.

At Vestavia Hills High School we have several different ways of including stakeholders in decision making and planning. We have a committee of department heads who coordinate with faculty within content specific departments to pose questions and gather feedback on goals and plans throughout the school year. Departments meet periodically to discuss various items. Department heads meet monthly to share back information from their departmental conversations and we document areas on strength or needs improvement.

Additionally we have a very active Parent Teacher Organization (PTO). The PTO meets monthly and receives updates from administration, faculty and student representatives. PTO members have opportunity to ask questions and pose concerns that arise from school updates at each meeting. This information is documented to supplement the decision making process at VHHS.

Annually we select members of the faculty and school to be a part of a technology committee. This committee meets to determine needs and goals involving instructional technology including budgeting, replacements, improvements and trends in technology in education. This group is led by our Instructional Technology Specialist (ITS).

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

Faculty: We discuss as a group items from the previous year and previous school improvement reports that were met successfully and things that may have developed into needs for the upcoming year. This is done in both a faculty survey and formal faculty meetings.

Parents: As members of our PTO, parents are given opportunity to share in monthly meetings areas they feel as weakness or strength. Parents are also provided surveys at the end of each year to evaluate our school's practices.

Students: Students are given opportunity through end of the year surveys to weigh in on areas of improvement or areas of success for that year.

Administration: Administrators take in the various components of information and data from the stakeholders and determine paths for improvement in the next year through school goals, individual professional development plans, and school wide indicators for growth through professional development.

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

We have several means of communicating our improvement plan. This information will be shared with faculty through formal meetings. We
SY 2015-2016

will have periodic reminders and opportunities for feedback for faculty to weigh in on progress.

This information will be shared through our website and school blog for parents and community members to view. We will also provide updates through monthly PTO meetings on this plan and progress.

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		ACT 2015 ACT demo data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

We are performing well above our state level of performance in all areas of the ACT. Typically we do not measure success based on this comparison. When we look at VH scores over several years in comparison to ourselves, we are showing improvement in the areas of Math (5pt growth) and Reading (3 pt growth).

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

We are trending positively in the areas of English, Math, Reading and total composite scores on the ACT.

Which area(s) indicate the overall highest performance?

Math

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

Our Black/African American, White, Hispanic, and multiple race subgroups are all showing increased performance on the ACT over a two year trend.

Between which subgroups is the achievement gap closing?

Hispanic to White, Hispanic to Asian, Black/African American to Asian

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

The trend upward in Math and Reading. And the improvement in our Hispanic subgroup.

Areas in Need of Improvement

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

ACT Science and English

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

ACT Science and English

Which area(s) indicate the overall lowest performance?

Science

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

Asian

Between which subgroups is the achievement gap becoming greater?

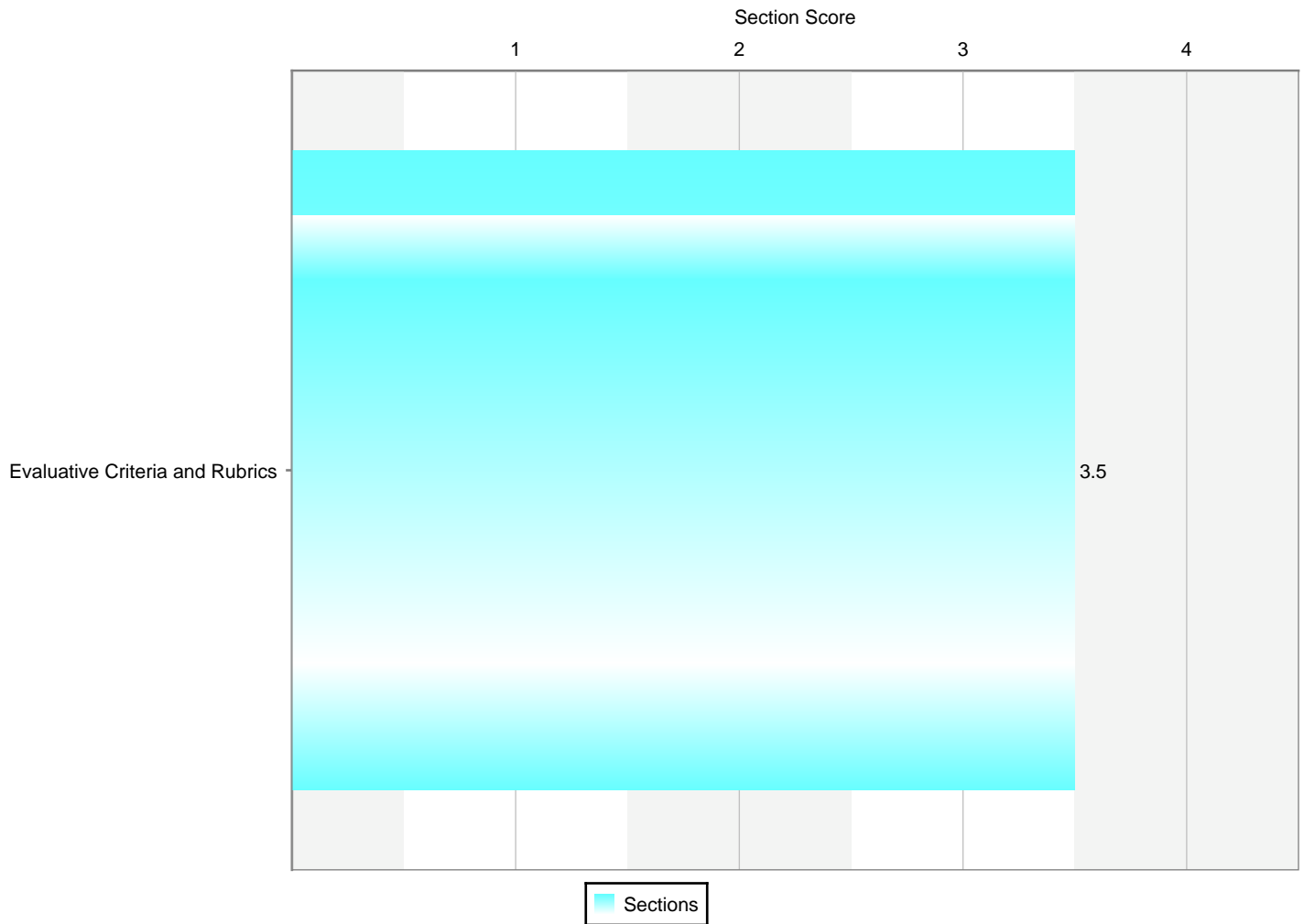
Black/African American and White

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

The trend between a growth in achievement gap between Black/African American and White subgroups on the ACT

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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		signature

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		signature

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	Deb Hargrave Exceptional Children's Program Director Director of Assessment and Accountability (205) 402-5316 hargraveda@vestavia.k12.al.us	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		parent plan

ACIP

Vestavia Hills High School

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	We use the School-Parent Involvement Plan	

Plan for ACIP 2015-2016

Overview

Plan Name

Plan for ACIP 2015-2016

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	All students at Vestavia Hills High School will show evidence of college and career readiness.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$20100
2	All faculty members at Vestavia Hills High School will become knowledgeable in practice and strategies of student centered instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Vestavia Hills High School will show evidence of college and career readiness.

Measurable Objective 1:

A 50% increase of Tenth and Eleventh grade students will demonstrate a proficiency in benchmark performance in Mathematics by 05/08/2015 as measured by the ACT PLAN and the ACT.

Strategy 1:

Math Strategy - This strategy will support math teachers and school officials in finding and implementing strategies to improve student scores on the PLAN and ACT.

Research Cited: "Should I Test Again?" Frequently Asked Questions. N.p., n.d. Web. 31 Oct. 2013. <<http://www.actstudent.org/faq/more.html>>.

Activity - Improving Math Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided remediation opportunities for improvement on the ACT based on either PLAN scores or ACT scores.	Direct Instruction	08/12/2013	05/01/2017	\$20000	District Funding	Teachers, Curriculum Administrators, Counselors, Technology Personnel, Community Resources

Measurable Objective 2:

50% of Tenth and Eleventh grade students will demonstrate a proficiency increase in benchmark score on PLAN and ACT in Reading by 05/08/2015 as measured by ACT and PLAN.

Strategy 1:

English Strategy - This strategy will measure proficiency in Reading on ACT, PLAN and End of Course Tests

Research Cited: "Should I Test Again?" Frequently Asked Questions. N.p., n.d. Web. 31 Oct. 2013. <<http://www.actstudent.org/faq/more.html>>.

Activity - English End of Course Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
End of Course Test	Other	10/30/2013	05/01/2017	\$100	General Fund	Everyone

Goal 2: All faculty members at Vestavia Hills High School will become knowledgeable in practice and strategies of student centered instruction.

Measurable Objective 1:

increase student growth through focused instruction on student choice and inquiry based learning by 05/25/2016 as measured by classroom observation, student participation and anecdotal survey information.

Strategy 1:

Teacher lead Instructional Coaching - Teachers will meet with an instructional coach who will guide them in best practice research strategies toward improving student centered/inquiry learning. Teachers will create engaging lessons based on these strategies and implement in their classrooms during the school year.

Research Cited: Teitel, Lee. "Improving Teaching and Learning Through Instructional Rounds". Harvard Educational Letter. Harvard Graduate School of Education. Vol. 25.3. May/June 2009.

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers observing teachers using new strategies for improved instruction.	Professional Learning	08/13/2015	05/25/2016	\$0	No Funding Required	All faculty, instructional coach and administration

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
Instructional Rounds	Teachers observing teachers using new strategies for improved instruction.	Professional Learning	08/13/2015	05/25/2016	\$0	All faculty, instructional coach and administration
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
English End of Course Test	End of Course Test	Other	10/30/2013	05/01/2017	\$100	Everyone
Total					\$100	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Improving Math Scores	Students will be provided remediation opportunities for improvement on the ACT based on either PLAN scores or ACT scores.	Direct Instruction	08/12/2013	05/01/2017	\$20000	Teachers, Curriculum Administrators, Counselors, Technology Personnel, Community Resources
Total					\$20000	