



# ACIP

Gordo High School

Pickens County Schools

Mr. Mark Capps, Principal  
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Gordo, AL 35466

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Student Performance Diagnostic**

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

## **ACIP Assurances**

Introduction ..... 19

ACIP Assurances ..... 20

**2018-19 Plan for ACIP GHS**

Overview ..... 23

Goals Summary ..... 24

    Goal 1: Gordo High School will increase the number of 7th, 8th, and 10th grade students improving their performance in reading on the Scantron Performance Series..... 25

    Goal 2: Gordo High School will increase the number of 7th, 8th, and 10th grade students reaching benchmark in math on the Scantron Performance Series..... 25

    Goal 3: Decrease the disparity in discipline referrals between black and white students by 5% during the 2018-2019 school year. .... 26

    Goal 4: Decrease the disparity in the failure rate between black and white students by 5% during the 2018-2019 school year..... 27

    Goal 5: Engage and Empower the Learner through Technology..... 27

Activity Summary by Funding Source..... 29

**Stakeholder Feedback Diagnostic**

Introduction ..... 32

Stakeholder Feedback Data ..... 33

Evaluative Criteria and Rubrics ..... 34

Areas of Notable Achievement..... 35

Areas in Need of Improvement..... 36

Report Summary..... 37

**Title I Schoolwide Diagnostic**

Introduction ..... 39

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 40

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 42

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 56

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 57

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 58

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 59

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 62

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 63

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 65

Component 10: Evaluation (Sec.1114(b)(3))..... 66

**Coordination of Resources - Comprehensive Budget**

Introduction..... 68

FTE Teacher Units..... 69

Administrator Units..... 70

Assistant Principal..... 71

Counselor..... 72

Librarian..... 73

Career and Technical Education Administrator..... 74

Career and Technical Education Counselor..... 75

Technology..... 76

Professional Development..... 77

EL Teachers..... 78

Instructional Supplies..... 79

Library Enhancement..... 80

Title I..... 81

Title II..... 82

Title III..... 83

Title IV..... 84

Title V..... 85

Career and Technical Education-Perkins IV..... 86

Career and Technical Education-Perkins IV..... 87

Other..... 88

Local Funds..... 89

**Parent and Family Engagement**

Introduction..... 91

Parent and Family Engagement..... 92

# **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?**

### 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.

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Gordo High School is located in Gordo, AL. The students of Gordo High School are residents of two rural communities--Gordo and Carrollton. Most residents of this area are working class citizens. The communities have a small variety of industry and retail businesses. The largest single employer is Peco, which is in the poultry industry. The school has an enrollment of 553 students and 38 faculty and staff. We had 3 faculty members from last year who either retired or moved on to other teaching opportunities. The faculty and staff are very supportive, punctual, and willing to engage students in reaching their full potential.

45.1% of the students receive free/reduced meals. Gordo High School has strong parental involvement and support.

Many of the parents support the Academic Boosters Club, football programs, and baseball programs.

Our student body's racial make-up consist of .18% American Indian, 1.6 Asian, 25.31% African American, .18% Multi-Race, and 68.53% White. 4.52% of the student body is identified as being of Hispanic heritage. The faculty/staff racial make-up consists of 21.05% African American and 78.9% White.

Gordo High School has upgraded its technology infrastructure and has installed new smart TV's and Promethean boards in each classroom to improve student engagement while assisting our students in being college and career ready to be competitive in a global society.

## 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.**

Gordo High School's mission statement is "Inspiring Ethical Leaders...One Child At a Time". Our vision statement is "To provide a positive, safe environment that produces respectful, resourceful, and responsible leaders with strong moral values." Our value statement is "We envision that essential elements of best practices known to support adolescent learning will be implemented in every classroom as our colleagues work collaboratively to become a student-centered learning community."

Gordo High School has high expectations for its students. The faculty and staff engage the students in rigorous content that will assist them in being able to compete in a global society. Gordo High School offers two types of diplomas (advanced and standard). We also offer classes at the Pickens County Career Center, ACCESS classes, and dual enrollment classes. Edgenuity/Compass Learning is offered for Credit Recovery.

## 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.**

Notable Achievements:

GHS has a graduation rate of over 92%

GHS had no out-of-school suspension for the 2016-17 school year

GHS had 121 students who enrolled in and successfully completed at least one dual enrollment course in the 2016-17 school year..

Boys/Girls State Citizenship Honors

HOSA: GHS had 4 students to attend the State Leadership Conference for the 2016-17 school year

Sports: 3 Senior Football Player, 1 Softball Player, 1 Baseball Players, and 1 Basketball Player(Girl) received a scholarship to post-secondary schools.

Band: The GHS Grenadier Band continues to receive superior ratings at Band Competitions

Areas of improvement:

Reading comprehension based on Scantron Data

Math proficiency based on Scantron Data

More PLC for staff and/or students

Increase EL Training for faculty/Staff

## **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 2018-19 school year will mark the fourth year that identified students at GHS will participate in the GEAR UP Alabama Program. GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs in Alabama. This program provides high quality classroom and experiential learning opportunities to assist participating students in graduating high school college and/or career ready.

This school year will also mark the fourth year that GHS 8th graders will attend the Worlds of Work (WOW) Program. This is a hands-on college/career event sponsored by West Alabama Works, Shelton State Community College, and other community partners representing nine of the career clusters.

During this school year, Gordo High School will serve students, teachers and the community via a Smart Clinic. This clinic will provide non emergency care on the school campus during school hours.

# **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 school leadership team reviewed the 2017-2018 eCIP to assess the degree to which implemented strategies have been met. This information was shared with staff and stakeholders who attended the data and evaluation meetings. The team decided on the following: all data sources to examine; the goals that were successfully mastered, strategies that were successful; and possible goals to be included in the 2018-2019 ACIP. In September 2018, the school leadership team and school staff, along with interested parents, convened to review breakdowns of standardized assessment data, School Incident Report data, Educate Alabama data, Improvement Plan data, and other local data. A survey was given in the spring of 2018 to determine parents' perspectives on the overall effectiveness of the instructional program as well as parental involvement. The data from this survey was analyzed by the team to assist in determining current year goals for the ACIP. Stakeholders were chosen from parents who are actively assisting our school. Gordo High School made sure that we had a diverse committee to work on the improvement plan. We made sure that we had a variety of ethnic, gender, and educational backgrounds included. Each member had ample input on the data that was included in the plan. Meetings were scheduled in the morning, during lunch, after school, and evenings to accommodate everyone's schedule.

The leadership team for the ACIP consisted of the following members:

Mark Capps, Principal

Barry Hill, Assistant Principal

Cassandra Freeman, Counselor

Becki Jennings, Counselor

Heather Perrigin, Teacher/technology coordinator

Rachael McCool, teacher

Amy Spencer, Special Education teacher

Jenophia Wilder, Teacher

Shannon Kofman, Teacher

Byron Langdon

Benji Kelly, Teacher,

Mark Jones, Parent

Wayne Davis, Parent

Penny Neal, Parent

Tracy Sutton, Parent

Beulah Williams, Teacher

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

Gordo High School's Title 1 team has a diverse gender and racial representation. The educational backgrounds range from high school diploma to doctoral degrees. The stakeholders' responsibilities are to have input on the data that is included in the plan and to assist Gordo  
SY 2018-2019

High School in implementing while monitoring the plan.

**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 plan is reviewed with the stakeholders and the administrative team. A copy of the ACIP is placed in our main office, and the counselors' offices for parents and other stakeholders to review or obtain a copy. A copy of the plan will be added to the school's website.

# **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	Alabama State Department of Education uses Common Core Standards to instruct and assess student performance. Scantron is aligned with the Common Core Standards. GHS adheres to assessment guidelines of Scantron. Students with IEP's are assessed with the appropriate accommodations as outlined in their IEP's.	Scantron Math Fall 2017 Results Scantron Reading Fall 2017 Results Scantron Math Performance Bands Fall 2017 Scantron Math Performance Band Fall 2017 GHS ACT Aspire Spring 2017 GHS Dual Enrollment Data 2016-17 SY

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?

The 7th grade Standard Item Pool (SIP) Score percentage for Reading was 69%.

GHS had 50 students who enrolled in and successfully completed at least one Dual Enrollment Course in the 2017-18 school year. This represents a 66% increase from the 2016-17 school year.

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

The number of GHS students in grades 10-12 who enroll in and successfully complete at least one Dual Enrollment course continues to increase each year.

### Which area(s) indicate the overall highest performance?

The number of students successfully enrolling in Dual Enrollment.

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

GHS increased minority students who are enrolling and successfully completing Dual Enrollment classes.

### Between which subgroups is the achievement gap closing?

There has been no significant achievement gap closing between subgroups.

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

The ACT Aspire Periodic Assessment and the ACT are closely consistent.

## Areas in Need of Improvement

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

Overall, Reading and Math Scores on the ACT Aspire are below the expected levels of performance.

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

The 7th, 8th, and 10th grade performance on the ACT Aspire Math assessment shows a negative trend in performance.

### Which area(s) indicate the overall lowest performance?

The 10th Grade performance on the preACT Math assessment.

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

Black males shows a decreasing performance in benchmarking on the ACT.

### Between which subgroups is the achievement gap becoming greater?

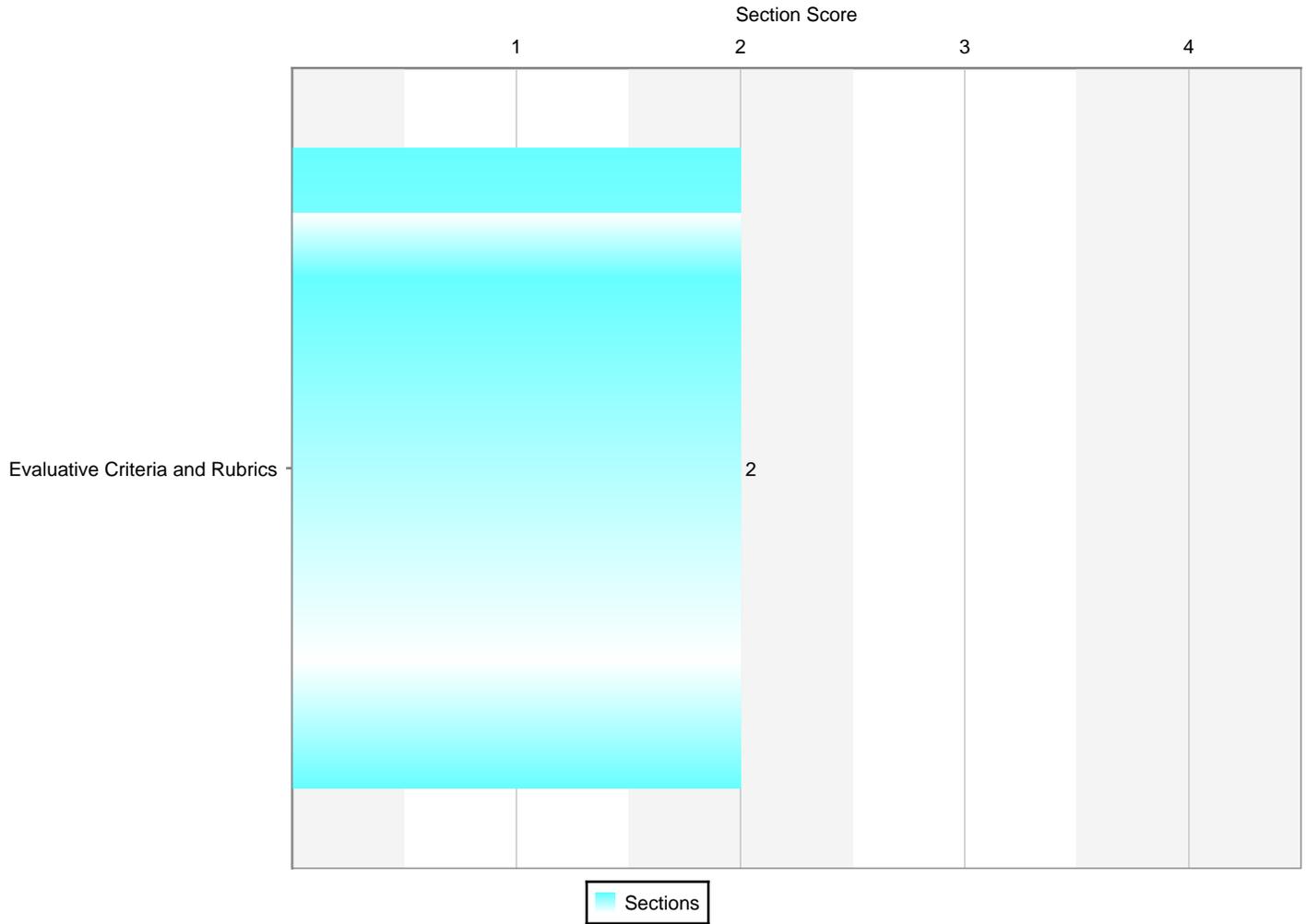
The achievement gap between Black males and White females is becoming greater.

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

Black males continue to demonstrate lower performance scores on state assessments.

## 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	The leadership team for the ACIP consisted of the following members: Mark Capps, Principal Barry Hill, Assistant Principal Cassandra Freeman, Counselor Becki Jennings, Counselor Heather Perrigin, teacher/technology coordinator Rachael McCool, teacher Lois Lewis, special needs teacher Jenophia Wilder, teacher Shannon Kofman, teacher Byron Langdon Benji Kelly, teacher, parent Tara Criswell, parent Amy Spencer, parent Melody Sutton, parent Penny Neal, parent Tracy Sutton, parent Beulah Williams, teacher	

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		

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	Mark Capps, Principal Cassandra Freeman, Counselor 634 4th Street NW Gordo, Alabama 35466	

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

**ACIP**

Gordo High School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		ghs 2018-2019

# **2018-19 Plan for ACIP GHS**

## **Overview**

### **Plan Name**

2018-19 Plan for ACIP GHS

### **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	Gordo High School will increase the number of 7th, 8th, and 10th grade students improving their performance in reading on the Scantron Performance Series.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	Gordo High School will increase the number of 7th, 8th, and 10th grade students reaching benchmark in math on the Scantron Performance Series.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$61204
3	Decrease the disparity in discipline referrals between black and white students by 5% during the 2018-2019 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Decrease the disparity in the failure rate between black and white students by 5% during the 2018-2019 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Engage and Empower the Learner through Technology	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0

## Goal 1: Gordo High School will increase the number of 7th, 8th, and 10th grade students improving their performance in reading on the Scantron Performance Series.

### Measurable Objective 1:

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency of reaching the Scantron Performance Series benchmark in Reading by 05/17/2019 as measured by the number of students who reach the desired benchmark..

### Strategy 1:

ARI - By implementing explicit, intensive instruction through the use of small groups incorporating ARI strategies in every classroom, teachers will be able to focus on reading comprehension in the content area and improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Provide differentiated instruction in small groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ARI strategies will be used in small group activities to aid in reading comprehension. Examples include, but are not limited to, the use of graphic organizers, chunking, and think alouds.	Direct Instruction	08/08/2018	05/17/2019	\$0	No Funding Required	Entire faculty and staff
Activity - Walk Through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will conduct walk throughs. Feedback as well as constructive criticism will be given to teachers to provide additional suggestions to enhance instruction. Data meetings will be held each month for each teacher during their planning period to discuss student reports. The principal will facilitate these meetings.	Professional Learning	08/08/2018	05/17/2019	\$0	No Funding Required	Administrative team

## Goal 2: Gordo High School will increase the number of 7th, 8th, and 10th grade students reaching benchmark in math on the Scantron Performance Series.

### Measurable Objective 1:

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency on the math Scantron benchmark in Mathematics by 05/17/2019 as measured by the Scantron Performance Series results..

### Strategy 1:

Data Analysis - The teachers will implement intensive instruction to students scoring at the intervention or urgent intervention levels on the Performance series Fall 2018 assessments and/or academic progress. Teachers utilize assessment results to use differentiated instruction and re-teaching to guide classroom instruction.

Compass Learning will be utilized for Credit Recovery or students in need of remediation. A Tutor and Lab Aide will be used to assist students. Teachers will be provided Professional Development opportunities to improve classroom effectiveness.

Category: Develop/Implement Learning Supports

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement intensive/explicit instruction to students scoring at the intervention or urgent intervention levels based on the students end of year averages and the Performance Series Fall 2018 administration. Students will complete Think-Pair-Share activities, graphics organizers, operations/formulas, and focus on how to correctly respond to open ended questions.	Direct Instruction	08/08/2018	05/17/2019	\$48566	Title I Schoolwide	Core teachers and support personnel

### Strategy 2:

Making Middle Grades Work - Students will complete various interactive activities individually or cooperatively. They will have access to Edmodo, Socrative, Augmented Reality, etc. All teachers will utilize technology such as Smart Boards, iPADS, etc. to enhance instructional delivery.

Category: Develop/Implement Learning Supports

Activity - Scantron Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign lessons based on individual student's needs. This will allow all students to be exposed to remedial information as well as new skills and activities. Students will use technology to positively impact their performance. Renaissance Learning and Destiny-Follett will be utilized, as well.	Technology	08/08/2018	05/17/2019	\$12638	Title I School Improvement (ISI)	All faculty and staff and support personnel

## Goal 3: Decrease the disparity in discipline referrals between black and white students by 5% during the 2018-2019 school year.

### Measurable Objective 1:

demonstrate a behavior by following the rules and procedures established by district personnel by 05/17/2019 as measured by a decrease in the number of discipline referrals submitted to school administrators.

### Strategy 1:

Student Mentoring - Students will meet individually with mentors to discuss their behavior, reasons for referrals and strategies for improvement.

Category: Develop/Implement Learning Supports

Research Cited: Research shows a direct correlation between behavior issues and dropout rate.

Activity - Go LEAPS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete computer based modules based on their identified needs.	Behavioral Support Program	08/08/2018	05/17/2019	\$0	No Funding Required	All District Personnel

## Goal 4: Decrease the disparity in the failure rate between black and white students by 5% during the 2018-2019 school year.

### Measurable Objective 1:

5% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) in Math, in Science, in Social Studies, in English, and in Reading by 05/17/2019 as measured by a decrease in the retention rates of black and white students.

### Strategy 1:

Individual/Small Group Counseling - Counselors and mentors will review students grades and provide individual and/or small group counseling to students with failing grades. Counselors and mentors will meet with students and parents to assist them in selecting courses, making post graduation and college and career plans. This will be done using parent and student meetings, small group planning, and other small group activities.

Category: Implement Guidance and Counseling Plan

Research Cited: Research shows a direct a correlation between students who are retained more than once and in increased risk of dropping out.

Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors/Mentors will utilize the Graduation Tracking System to identify students who are at risk of failing to meet academic standards.	Academic Support Program	08/08/2018	05/17/2019	\$0	No Funding Required	All Certified Personnel

## Goal 5: Engage and Empower the Learner through Technology

### Measurable Objective 1:

increase student growth in using digital media across all content areas to create, communicate, and collaborate by 05/17/2019 as measured by walk-throughs, final products/performances, decreased usage of paper-based materials, and lesson plans.

### Strategy 1:

Standards-Based Instruction - Students will be active participants in a digital learning environment. Students may use personal devices or use devices provided by the school. Students will complete activities and projects that require the use of various digital media (e.g. G Suite for Education, Adobe Spark, Microsoft Word,

PowerPoint, etc.). Students will complete these activities independently or collaboratively. Teachers will deliver explicit instruction that ensures student growth and proficiency in utilizing various forms of digital media for learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Society for Technology in Education. (2017). ISTE Standards for Educators and Students. Retrieved from [www.iste.org/standards](http://www.iste.org/standards).

Results from Transform 2020 surveys.

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will conduct walk-throughs and will provide feedback and constructive criticism to help teachers enhance instruction. Principals will look specifically for the purposeful inclusion of digital media to facilitate student learning.	Professional Learning	08/08/2018	05/17/2019	\$0	No Funding Required	Administrative team

### Measurable Objective 2:

demonstrate a proficiency in using G Suite for Education across all content areas by 05/17/2019 as measured by final products/performances, lesson plans, observations/walk-throughs, decreased usage of paper for assignments.

### Strategy 1:

Google for Education - Teachers will be trained in how to use G Suite for Education to enhance instruction, productivity, and student learning. In turn, all students will learn how to use these tools and will utilize them for creating work products as well as for collaborating and communicating with classmates and teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 surveys

Activity - Google for Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in how to use G Suite for Education tools. Students will also learn how to use these tools and will utilize them to aid and enhance learning.	Technology	08/08/2018	05/17/2019	\$0	No Funding Required	District Technology Coordinator, Administrators, Teachers/Faculty

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explicit Instruction	Implement intensive/explicit instruction to students scoring at the intervention or urgent intervention levels based on the students end of year averages and the Performance Series Fall 2018 administration. Students will complete Think-Pair-Share activities, graphics organizers, operations/formulas, and focus on how to correctly respond to open ended questions.	Direct Instruction	08/08/2018	05/17/2019	\$48566	Core teachers and support personnel
<b>Total</b>					\$48566	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Google for Education	Teachers will receive training in how to use G Suite for Education tools. Students will also learn how to use these tools and will utilize them to aid and enhance learning.	Technology	08/08/2018	05/17/2019	\$0	District Technology Coordinator, Administrators, Teachers/Faculty
Go LEAPS Program	Students will complete computer based modules based on their identified needs.	Behavioral Support Program	08/08/2018	05/17/2019	\$0	All District Personnel
Walk-Throughs	Principals will conduct walk-throughs and will provide feedback and constructive criticism to help teachers enhance instruction. Principals will look specifically for the purposeful inclusion of digital media to facilitate student learning.	Professional Learning	08/08/2018	05/17/2019	\$0	Administrative team
Graduation Tracking System	Counselors/Mentors will utilize the Graduation Tracking System to identify students who are at risk of failing to meet academic standards.	Academic Support Program	08/08/2018	05/17/2019	\$0	All Certified Personnel
Provide differentiated instruction in small groups	ARI strategies will be used in small group activities to aid in reading comprehension. Examples include, but are not limited to, the use of graphic organizers, chunking, and think alouds.	Direct Instruction	08/08/2018	05/17/2019	\$0	Entire faculty and staff

**ACIP**

Gordo High School

Walk Through	Principals will conduct walk throughs. Feedback as well as constructive criticism will be given to teachers to provide additional suggestions to enhance instruction. Data meetings will be held each month for each teacher during their planning period to discuss student reports. The principal will facilitate these meetings.	Professional Learning	08/08/2018	05/17/2019	\$0	Administrative team
<b>Total</b>					\$0	

**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scantron Performance Series	Teachers will assign lessons based on individual student's needs. This will allow all students to be exposed to remedial information as well as new skills and activities. Students will use technology to positively impact their performance. Renaissance Learning and Destiny-Follett will be utilized, as well.	Technology	08/08/2018	05/17/2019	\$12638	All faculty and staff and support personnel
<b>Total</b>					\$12638	

# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Online Survey	

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

Our AdvancEd surveys indicated that our highest level of satisfaction or approval are as follows:

Parents - My child knows the expectation for learning in all classes, and our school's purpose statement is clearly focused on student success.

Staff - Our school's purpose statement is supported by the policies and practices adopted school board or governing body, and our school has a continuous improvement process based on data, goals, and measures for growth.

Student - In my school, the principal and teachers have high expectations of me, and In my school, a high quality education is offered.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

The areas that show a trend toward increasing stakeholder satisfaction are:

1. Improving effective communication to the school's stakeholders.
2. Our technology team is working on updating all computer labs.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The findings which are consistent with findings from other stakeholder feedback sources are:

1. High student expectations
2. Services are available to aid in student success.
3. Teacher willingness to help students
4. The school purpose statement is clearly focused on student success.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

The areas listed as the overall lowest in satisfaction or approval are:

Parent - My child has up-to-date computers and other technology to learn., and my child is given multiple assessments to measure his/her understanding of what was taught.

Staff - In our school, staff members provide peer coaching to teachers, and In our school, a formal process is in place to support new staff members in their professional practice.

Student - In my school, students respect the property of others, and In my school, students help each other even if they are not friends.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Our surveys continue to list technology as one of our weaknesses from parents.

### What are the implications for these stakeholder perceptions?

The stakeholders wish that there were more instructional technology used for learning. Our technology team is working on updating our computer labs. Smart TV's have been added to each classroom.

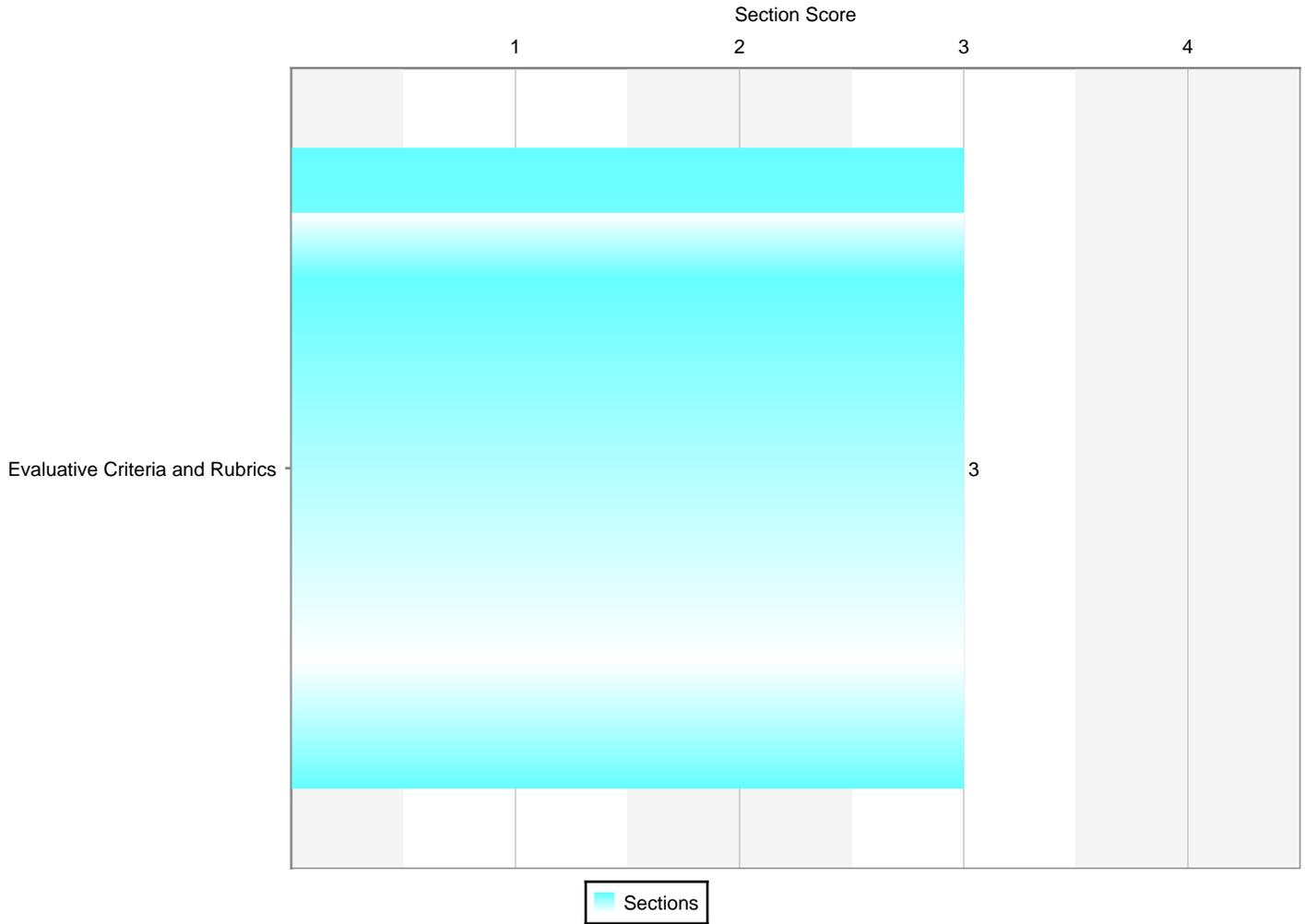
### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Teachers have high expectations for student learning.

Student respect for the property of others.

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

### How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through web-based services. Stakeholders and students completed the surveys during school hours, at Academic Booster Club (ABC) meetings, and various other parental involvement and student meetings. They also had the option of completing the surveys from home or on their smart device. GHS also used the Notify Me program, Remind 101, and placed an announcement on the school's webpage and INOW to encourage parents and stakeholders to complete the surveys.

### What were the results of the comprehensive needs assessment?

Our surveys indicated that our highest level of satisfaction or approval are as follows:

Parents - My child knows the expectation for learning in all classes, and Our school's purpose statement is clearly focused on student success.

Staff - Our school's purpose statement is supported by the policies and practices adopted school board or governing body, and Our school has a continuous improvement process based on data, goals, and measures for growth.

Student - In my school, the principal and teachers have high expectations of me, and In my school, a high quality education is offered.

The areas that show a trend toward increasing stakeholder satisfaction are:

1. Improving effective communication to the school's stakeholders.
2. Our technology team is working on updating all computer labs.

The findings which are consistent with findings from other stakeholder feedback sources are:

1. High student expectations
2. Services are available to aid in student success.
3. Teacher willingness to help students
4. The school purpose statement is clearly focused on student success.

The areas listed as the overall lowest in satisfaction or approval are:

Parent - My child has up-to-date computers and other technology to learn., and my child is given multiple assessments to measure his/her understanding of what was taught.

Staff - In our school, staff members provide peer coaching to teachers, and In our school, a formal process is in place to support new staff members in their professional practice.

Student - In my school, students respect the property of others, and In my school, students help each other even if they are not friends

Our surveys continue to list technology as one of our weaknesses from parents.

The stakeholders wish that there were more instructional technology used for learning. Our technology team is working on updating our computer labs. Promethean Boards have been added to each classroom.

### What conclusions were drawn from the results?

All stakeholders surveyed indicated that GHS has high expectations for learning and is focused on student success. The survey results also  
SY 2018-2019

indicated that GHS has a continuous improvement process based on data, goals, actions and measures for growth.

It was noted that parents and students indicated that GHS provides a high quality education, but all teachers do not individualize or differentiate instruction often enough.

**What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Students at GHS feel that their teachers are knowledgeable and will assist them when needed. The principal, teachers, and counselors have high expectations for the students to excel academically and sociably. The students have a variety of activities to participate in for enrichment and remediation. Areas of note were GHS's faculty should talk to students more about respecting the property of others and be examples of positive role models for the students.

**How are the school goals connected to priority needs and the needs assessment?**

The faculty and staff at GHS are participating in differentiated instruction professional development to assist with improving their instruction and facilitating students improvement in math and reading comprehension. GHS has implemented "Making Middle Schools Work." We are in the stages of implementing "Making High Schools Work" along with the GEAR Up activities. GHS utilizes the Scantron Performance Series and ACT to assist teachers with identifying deficits and assist students in improving their academic skills. Each classroom has recently been equipped with a Smartboards to improve the delivery of classroom lessons. Faculty and staff are also participating in CCRS professional development.

**How do the goals portray a clear and detailed analysis of multiple types of data?**

The goals were based on data received from multiple assessments including Scantron Performance Series, ACCESS, Stakeholder Surveys, Imagine Learning, Accelerated Reader, etc. The Title I team reviewed the data and identified common areas of strengths and weaknesses from the assessments.

**How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

Our goals for math and reading comprehension and technology improvement address the needs of our school-wide population. Our teachers are focusing on the CCRS Standards that will allow our students to successfully compete in a global society. Due to the fact that Gordo schools have the largest number of EL students with limited English speaking skills in the system, we have decided to focus heavily on assisting these students with improving their overall English comprehension skills.

**Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))**

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

**Goal 1:**

Gordo High School will increase the number of 7th, 8th, and 10th grade students improving their performance in reading on the Scantron Performance Series.

**Measurable Objective 1:**

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency of reaching the Scantron Performance Series benchmark in Reading by 05/17/2019 as measured by the number of students who reach the desired benchmark..

**Strategy1:**

ARI - By implementing explicit, intensive instruction through the use of small groups incorporating ARI strategies in every classroom, teachers will be able to focus on reading comprehension in the content area and improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Walk Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk throughs. Feedback as well as constructive criticism will be given to teachers to provide additional suggestions to enhance instruction. Data meetings will be held each month for each teacher during their planning period to discuss student reports. The principal will facilitate these meetings.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

Activity - Provide differentiated instruction in small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI strategies will be used in small group activities to aid in reading comprehension. Examples include, but are not limited to, the use of graphic organizers, chunking, and think alouds.	Direct Instruction	08/08/2018	05/17/2019	\$0 - No Funding Required	Entire faculty and staff

**Goal 2:**

Gordo High School will increase the number of 7th, 8th, and 10th grade students reaching benchmark in math on the Scantron Performance Series.

**Measurable Objective 1:**

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency on the math Scantron benchmark in Mathematics by 05/17/2019 as measured by the Scantron Performance Series results..

**Strategy1:**

Making Middle Grades Work - Students will complete various interactive activities individually or cooperatively. They will have access to Edmodo, Socrative, Augmented Reality, etc. All teachers will utilize technology such as Smart Boards, iPADS, etc. to enhance instructional delivery.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Scantron Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign lessons based on individual student's needs. This will allow all students to be exposed to remedial information as well as new skills and activities. Students will use technology to positively impact their performance. Renaissance Learning and Destiny-Follett will be utilized, as well.	Technology	08/08/2018	05/17/2019	\$12638 - Title I School Improvement (ISI)	All faculty and staff and support personnel

**Strategy2:**

Data Analysis - The teachers will implement intensive instruction to students scoring at the intervention or urgent intervention levels on the Performance series Fall 2018 assessments and/or academic progress. Teachers utilize assessment results to use differentiated instruction and re-teaching to guide classroom instruction. Compass Learning will be utilized for Credit Recovery or students in need of remediation. A Tutor and Lab Aide will be used to assist students. Teachers will be provided Professional Development opportunities to improve classroom effectiveness.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement intensive/explicit instruction to students scoring at the intervention or urgent intervention levels based on the students end of year averages and the Performance Series Fall 2018 administration. Students will complete Think-Pair-Share activities, graphics organizers, operations/formulas, and focus on how to correctly respond to open ended questions.	Direct Instruction	08/08/2018	05/17/2019	\$48566 - Title I Schoolwide	Core teachers and support personnel

**Goal 3:**

Decrease the disparity in discipline referrals between black and white students by 5% during the 2018-2019 school year.

**Measurable Objective 1:**

demonstrate a behavior by following the rules and procedures established by district personnel by 05/17/2019 as measured by a decrease in

the number of discipline referrals submitted to school administrators.

**Strategy1:**

Student Mentoring - Students will meet individually with mentors to discuss their behavior, reasons for referrals and strategies for improvement.

Category: Develop/Implement Learning Supports

Research Cited: Research shows a direct correlation between behavior issues and dropout rate.

Activity - Go LEAPS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete computer based modules based on their identified needs.	Behavioral Support Program	08/08/2018	05/17/2019	\$0 - No Funding Required	All District Personnel

**Goal 4:**

Decrease the disparity in the failure rate between black and white students by 5% during the 2018-2019 school year.

**Measurable Objective 1:**

5% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) in Math, in Science, in Social Studies, in English, and in Reading by 05/17/2019 as measured by a decrease in the retention rates of black and white students.

**Strategy1:**

Individual/Small Group Counseling - Counselors and mentors will review students grades and provide individual and/or small group counseling to students with failing grades. Counselors and mentors will meet with students and parents to assist them in selecting courses, making post graduation and college and career plans. This will be done using parent and student meetings, small group planning, and other small group activities.

Category: Implement Guidance and Counseling Plan

Research Cited: Research shows a direct a correlation between students who are retained more than once and in increased risk of dropping out.

Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors/Mentors will utilize the Graduation Tracking System to identify students who are at risk of failing to meet academic standards.	Academic Support Program	08/08/2018	05/17/2019	\$0 - No Funding Required	All Certified Personnel

**Goal 5:**

Engage and Empower the Learner through Technology

**Measurable Objective 1:**

demonstrate a proficiency in using G Suite for Education across all content areas by 05/17/2019 as measured by final products/performances, lesson plans, observations/walk-throughs, decreased usage of paper for assignments.

**Strategy1:**

Google for Education - Teachers will be trained in how to use G Suite for Education to enhance instruction, productivity, and student learning. In turn, all students will learn how to use these tools and will utilize them for creating work products as well as for collaborating and communicating with classmates and teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 surveys

Activity - Google for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in how to use G Suite for Education tools. Students will also learn how to use these tools and will utilize them to aid and enhance learning.	Technology	08/08/2018	05/17/2019	\$0 - No Funding Required	District Technology Coordinator, Administrators, Teachers/Faculty

**Measurable Objective 2:**

increase student growth in using digital media across all content areas to create, communicate, and collaborate by 05/17/2019 as measured by walk-throughs, final products/performances, decreased usage of paper-based materials, and lesson plans.

**Strategy1:**

Standards-Based Instruction - Students will be active participants in a digital learning environment. Students may use personal devices or use devices provided by the school. Students will complete activities and projects that require the use of various digital media (e.g. G Suite for Education, Adobe Spark, Microsoft Word, PowerPoint, etc.). Students will complete these activities independently or collaboratively. Teachers will deliver explicit instruction that ensures student growth and proficiency in utilizing various forms of digital media for learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Society for Technology in Education. (2017). ISTE Standards for Educators and Students. Retrieved from [www.iste.org/standards](http://www.iste.org/standards). Results from Transform 2020 surveys.

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk-throughs and will provide feedback and constructive criticism to help teachers enhance instruction. Principals will look specifically for the purposeful inclusion of digital media to facilitate student learning.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and**

**courses necessary to provide a well-rounded education.**

**Goal 1:**

Gordo High School will increase the number of 7th, 8th, and 10th grade students improving their performance in reading on the Scantron Performance Series.

**Measurable Objective 1:**

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency of reaching the Scantron Performance Series benchmark in Reading by 05/17/2019 as measured by the number of students who reach the desired benchmark..

**Strategy1:**

ARI - By implementing explicit, intensive instruction through the use of small groups incorporating ARI strategies in every classroom, teachers will be able to focus on reading comprehension in the content area and improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Provide differentiated instruction in small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI strategies will be used in small group activities to aid in reading comprehension. Examples include, but are not limited to, the use of graphic organizers, chunking, and think alouds.	Direct Instruction	08/08/2018	05/17/2019	\$0 - No Funding Required	Entire faculty and staff

Activity - Walk Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk throughs. Feedback as well as constructive criticism will be given to teachers to provide additional suggestions to enhance instruction. Data meetings will be held each month for each teacher during their planning period to discuss student reports. The principal will facilitate these meetings.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

**Goal 2:**

Gordo High School will increase the number of 7th, 8th, and 10th grade students reaching benchmark in math on the Scantron Performance Series.

**Measurable Objective 1:**

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency on the math Scantron benchmark in Mathematics by 05/17/2019 as measured by the Scantron Performance Series results..

**Strategy1:**

Data Analysis - The teachers will implement intensive instruction to students scoring at the intervention or urgent intervention levels on the Performance series Fall 2018 assessments and/or academic progress. Teachers utilize assessment results to use differentiated instruction and re-teaching to guide classroom instruction. Compass Learning will be utilized for Credit Recovery or students in need of remediation. A Tutor and Lab Aide will be used to assist students. Teachers will be provided Professional Development opportunities to improve classroom effectiveness.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement intensive/explicit instruction to students scoring at the intervention or urgent intervention levels based on the students end of year averages and the Performance Series Fall 2018 administration. Students will complete Think-Pair-Share activities, graphics organizers, operations/formulas, and focus on how to correctly respond to open ended questions.	Direct Instruction	08/08/2018	05/17/2019	\$48566 - Title I Schoolwide	Core teachers and support personnel

### Strategy2:

Making Middle Grades Work - Students will complete various interactive activities individually or cooperatively. They will have access to Edmodo, Socrative, Augmented Reality, etc. All teachers will utilize technology such as Smart Boards, iPADS, etc. to enhance instructional delivery.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Scantron Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign lessons based on individual student's needs. This will allow all students to be exposed to remedial information as well as new skills and activities. Students will use technology to positively impact their performance. Renaissance Learning and Destiny-Follett will be utilized, as well.	Technology	08/08/2018	05/17/2019	\$12638 - Title I School Improvement (ISI)	All faculty and staff and support personnel

### Goal 3:

Engage and Empower the Learner through Technology

### Measurable Objective 1:

increase student growth in using digital media across all content areas to create, communicate, and collaborate by 05/17/2019 as measured by walk-throughs, final products/performances, decreased usage of paper-based materials, and lesson plans.

### Strategy1:

Standards-Based Instruction - Students will be active participants in a digital learning environment. Students may use personal devices or use devices provided by the school. Students will complete activities and projects that require the use of various digital media (e.g. G Suite

for Education, Adobe Spark, Microsoft Word, PowerPoint, etc.). Students will complete these activities independently or collaboratively. Teachers will deliver explicit instruction that ensures student growth and proficiency in utilizing various forms of digital media for learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Society for Technology in Education. (2017). ISTE Standards for Educators and Students. Retrieved from [www.iste.org/standards](http://www.iste.org/standards). Results from Transform 2020 surveys.

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk-throughs and will provide feedback and constructive criticism to help teachers enhance instruction. Principals will look specifically for the purposeful inclusion of digital media to facilitate student learning.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

### Measurable Objective 2:

demonstrate a proficiency in using G Suite for Education across all content areas by 05/17/2019 as measured by final products/performances, lesson plans, observations/walk-throughs, decreased usage of paper for assignments.

### Strategy1:

Google for Education - Teachers will be trained in how to use G Suite for Education to enhance instruction, productivity, and student learning. In turn, all students will learn how to use these tools and will utilize them for creating work products as well as for collaborating and communicating with classmates and teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 surveys

Activity - Google for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in how to use G Suite for Education tools. Students will also learn how to use these tools and will utilize them to aid and enhance learning.	Technology	08/08/2018	05/17/2019	\$0 - No Funding Required	District Technology Coordinator, Administrators, Teachers/Faculty

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**

**•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

**•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

Gordo High School will increase the number of 7th, 8th, and 10th grade students improving their performance in reading on the Scantron Performance Series.

**Measurable Objective 1:**

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency of reaching the Scantron Performance Series benchmark in Reading by 05/17/2019 as measured by the number of students who reach the desired benchmark..

**Strategy1:**

ARI - By implementing explicit, intensive instruction through the use of small groups incorporating ARI strategies in every classroom, teachers will be able to focus on reading comprehension in the content area and improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Walk Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk throughs. Feedback as well as constructive criticism will be given to teachers to provide additional suggestions to enhance instruction. Data meetings will be held each month for each teacher during their planning period to discuss student reports. The principal will facilitate these meetings.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

Activity - Provide differentiated instruction in small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI strategies will be used in small group activities to aid in reading comprehension. Examples include, but are not limited to, the use of graphic organizers, chunking, and think alouds.	Direct Instruction	08/08/2018	05/17/2019	\$0 - No Funding Required	Entire faculty and staff

**Goal 2:**

Gordo High School will increase the number of 7th, 8th, and 10th grade students reaching benchmark in math on the Scantron Performance Series.

**Measurable Objective 1:**

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency on the math Scantron benchmark in Mathematics by 05/17/2019 as measured by the Scantron Performance Series results..

**Strategy1:**

Making Middle Grades Work - Students will complete various interactive activities individually or cooperatively. They will have access to Edmodo, Socrative, Augmented Reality, etc. All teachers will utilize technology such as Smart Boards, iPADS, etc. to enhance instructional delivery.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Scantron Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign lessons based on individual student's needs. This will allow all students to be exposed to remedial information as well as new skills and activities. Students will use technology to positively impact their performance. Renaissance Learning and Destiny-Follett will be utilized, as well.	Technology	08/08/2018	05/17/2019	\$12638 - Title I School Improvement (ISI)	All faculty and staff and support personnel

**Strategy2:**

Data Analysis - The teachers will implement intensive instruction to students scoring at the intervention or urgent intervention levels on the Performance series Fall 2018 assessments and/or academic progress. Teachers utilize assessment results to use differentiated instruction and re-teaching to guide classroom instruction. Compass Learning will be utilized for Credit Recovery or students in need of remediation. A Tutor and Lab Aide will be used to assist students. Teachers will be provided Professional Development opportunities to improve classroom effectiveness.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement intensive/explicit instruction to students scoring at the intervention or urgent intervention levels based on the students end of year averages and the Performance Series Fall 2018 administration. Students will complete Think-Pair-Share activities, graphics organizers, operations/formulas, and focus on how to correctly respond to open ended questions.	Direct Instruction	08/08/2018	05/17/2019	\$48566 - Title I Schoolwide	Core teachers and support personnel

**Goal 3:**

Decrease the disparity in discipline referrals between black and white students by 5% during the 2018-2019 school year.

**Measurable Objective 1:**

demonstrate a behavior by following the rules and procedures established by district personnel by 05/17/2019 as measured by a decrease in the number of discipline referrals submitted to school administrators.

**Strategy1:**

Student Mentoring - Students will meet individually with mentors to discuss their behavior, reasons for referrals and strategies for improvement.

Category: Develop/Implement Learning Supports

Research Cited: Research shows a direct correlation between behavior issues and dropout rate.

Activity - Go LEAPS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete computer based modules based on their identified needs.	Behavioral Support Program	08/08/2018	05/17/2019	\$0 - No Funding Required	All District Personnel

**Goal 4:**

Decrease the disparity in the failure rate between black and white students by 5% during the 2018-2019 school year.

**Measurable Objective 1:**

5% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) in Math, in Science, in Social Studies, in English, and in Reading by 05/17/2019 as measured by a decrease in the retention rates of black and white students.

**Strategy1:**

Individual/Small Group Counseling - Counselors and mentors will review students grades and provide individual and/or small group counseling to students with failing grades. Counselors and mentors will meet with students and parents to assist them in selecting courses, making post graduation and college and career plans. This will be done using parent and student meetings, small group planning, and other small group activities.

Category: Implement Guidance and Counseling Plan

Research Cited: Research shows a direct a correlation between students who are retained more than once and in increased risk of dropping out.

Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors/Mentors will utilize the Graduation Tracking System to identify students who are at risk of failing to meet academic standards.	Academic Support Program	08/08/2018	05/17/2019	\$0 - No Funding Required	All Certified Personnel

**Goal 5:**

Engage and Empower the Learner through Technology

**Measurable Objective 1:**

increase student growth in using digital media across all content areas to create, communicate, and collaborate by 05/17/2019 as measured by walk-throughs, final products/performances, decreased usage of paper-based materials, and lesson plans.

**Strategy1:**

Standards-Based Instruction - Students will be active participants in a digital learning environment. Students may use personal devices or use devices provided by the school. Students will complete activities and projects that require the use of various digital media (e.g. G Suite for Education, Adobe Spark, Microsoft Word, PowerPoint, etc.). Students will complete these activities independently or collaboratively.

Teachers will deliver explicit instruction that ensures student growth and proficiency in utilizing various forms of digital media for learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Society for Technology in Education. (2017). ISTE Standards for Educators and Students. Retrieved from [www.iste.org/standards](http://www.iste.org/standards). Results from Transform 2020 surveys.

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk-throughs and will provide feedback and constructive criticism to help teachers enhance instruction. Principals will look specifically for the purposeful inclusion of digital media to facilitate student learning.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

**Measurable Objective 2:**

demonstrate a proficiency in using G Suite for Education across all content areas by 05/17/2019 as measured by final products/performances, lesson plans, observations/walk-throughs, decreased usage of paper for assignments.

**Strategy1:**

Google for Education - Teachers will be trained in how to use G Suite for Education to enhance instruction, productivity, and student learning. In turn, all students will learn how to use these tools and will utilize them for creating work products as well as for collaborating and communicating with classmates and teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 surveys

Activity - Google for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in how to use G Suite for Education tools. Students will also learn how to use these tools and will utilize them to aid and enhance learning.	Technology	08/08/2018	05/17/2019	\$0 - No Funding Required	District Technology Coordinator, Administrators, Teachers/Faculty

**English Language Proficiency Goal (Should address identified weaknesses and gaps):****Goal 1:**

Gordo High School will increase the number of 7th, 8th, and 10th grade students improving their performance in reading on the Scantron Performance Series.

**Measurable Objective 1:**

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency of reaching the Scantron Performance Series benchmark in Reading by 05/17/2019 as measured by the number of students who reach the desired benchmark..

**Strategy1:**

ARI - By implementing explicit, intensive instruction through the use of small groups incorporating ARI strategies in every classroom, teachers will be able to focus on reading comprehension in the content area and improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative

Activity - Walk Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk throughs. Feedback as well as constructive criticism will be given to teachers to provide additional suggestions to enhance instruction. Data meetings will be held each month for each teacher during their planning period to discuss student reports. The principal will facilitate these meetings.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

Activity - Provide differentiated instruction in small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI strategies will be used in small group activities to aid in reading comprehension. Examples include, but are not limited to, the use of graphic organizers, chunking, and think alouds.	Direct Instruction	08/08/2018	05/17/2019	\$0 - No Funding Required	Entire faculty and staff

**Goal 2:**

Gordo High School will increase the number of 7th, 8th, and 10th grade students reaching benchmark in math on the Scantron Performance Series.

**Measurable Objective 1:**

1% of Seventh, Eighth and Tenth grade students will demonstrate a proficiency on the math Scantron benchmark in Mathematics by 05/17/2019 as measured by the Scantron Performance Series results..

**Strategy1:**

Making Middle Grades Work - Students will complete various interactive activities individually or cooperatively. They will have access to Edmodo, Socrative, Augmented Reality, etc. All teachers will utilize technology such as Smart Boards, iPADS, etc. to enhance instructional delivery.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Scantron Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign lessons based on individual student's needs. This will allow all students to be exposed to remedial information as well as new skills and activities. Students will use technology to positively impact their performance. Renaissance Learning and Destiny-Follett will be utilized, as well.	Technology	08/08/2018	05/17/2019	\$12638 - Title I School Improvement (ISI)	All faculty and staff and support personnel

**Strategy2:**

Data Analysis - The teachers will implement intensive instruction to students scoring at the intervention or urgent intervention levels on the Performance series Fall 2018 assessments and/or academic progress. Teachers utilize assessment results to use differentiated instruction and re-teaching to guide classroom instruction. Compass Learning will be utilized for Credit Recovery or students in need of remediation. A Tutor and Lab Aide will be used to assist students. Teachers will be provided Professional Development opportunities to improve classroom effectiveness.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement intensive/explicit instruction to students scoring at the intervention or urgent intervention levels based on the students end of year averages and the Performance Series Fall 2018 administration. Students will complete Think-Pair-Share activities, graphics organizers, operations/formulas, and focus on how to correctly respond to open ended questions.	Direct Instruction	08/08/2018	05/17/2019	\$48566 - Title I Schoolwide	Core teachers and support personnel

**Goal 3:**

Engage and Empower the Learner through Technology

**Measurable Objective 1:**

demonstrate a proficiency in using G Suite for Education across all content areas by 05/17/2019 as measured by final products/performances, lesson plans, observations/walk-throughs, decreased usage of paper for assignments.

**Strategy1:**

Google for Education - Teachers will be trained in how to use G Suite for Education to enhance instruction, productivity, and student learning. In turn, all students will learn how to use these tools and will utilize them for creating work products as well as for collaborating and communicating with classmates and teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 surveys

Activity - Google for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in how to use G Suite for Education tools. Students will also learn how to use these tools and will utilize them to aid and enhance learning.	Technology	08/08/2018	05/17/2019	\$0 - No Funding Required	District Technology Coordinator, Administrators, Teachers/Faculty

**Measurable Objective 2:**

increase student growth in using digital media across all content areas to create, communicate, and collaborate by 05/17/2019 as measured by walk-throughs, final products/performances, decreased usage of paper-based materials, and lesson plans.

**Strategy1:**

Standards-Based Instruction - Students will be active participants in a digital learning environment. Students may use personal devices or use devices provided by the school. Students will complete activities and projects that require the use of various digital media (e.g. G Suite for Education, Adobe Spark, Microsoft Word, PowerPoint, etc.). Students will complete these activities independently or collaboratively. Teachers will deliver explicit instruction that ensures student growth and proficiency in utilizing various forms of digital media for learning. Category: Develop/Implement College and Career Ready Standards

Research Cited: International Society for Technology in Education. (2017). ISTE Standards for Educators and Students. Retrieved from [www.iste.org/standards](http://www.iste.org/standards). Results from Transform 2020 surveys.

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk-throughs and will provide feedback and constructive criticism to help teachers enhance instruction. Principals will look specifically for the purposeful inclusion of digital media to facilitate student learning.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

Gordo High School utilizes TransACT and goggle docs to provide letters and documents for parents/guardians explaining academic progress and the interpretation of results at parent meetings. GHS also utilizes goggle docs to compose and translate information for our EL population. A translator is used to ensure an understanding of the meeting content.

**Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))**

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All paraprofessionals at GHS meet the state requirements.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

**Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

All staff must be highly qualified in order to teach at Gordo High School. Teachers are assigned to grade level and subject areas where they are most knowledgeable and have the most experience. GHS's administrative team purposely pairs the strongest teachers with students who exhibit large deficits in comprehension.

## **Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

**What is the school's teacher turnover rate for this school year?**

We have three new teachers one new assistant principal and a paraprofessional this school year. Also we have one new counselor, one new nurse and one assistant principal retired.

**What is the experience level of key teaching and learning personnel?**

The faculty at GHS consists of 29% with a Bachelor's Degree. 61.3% have a Master's Degree. 6.5% have an Education Specialist Degree, and 3.2% have a Doctorate Degree.

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

Gordo High School administrative team ensures that our teachers have the needed resources to perform their responsibility of teaching our students. We have a high level of morale among our faculty and staff who works cohesively as a unit for the betterment of our students.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

**Describe how data is used from academic assessments to determine professional development.**

After analyzing all assessment data and identifying strengths and weaknesses, our faculty developed the professional development plan based on our areas of needed improvement.

**Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

Homework help/links and resources for parents, Navigating through the INOW (Chalkable) Home Portal, Helping Students Deal with Stress, Teaching EL Students and the WIDA Standards, Homeless Policy Review, Scantron Training, Edgenuity(compass) training, Reporting Abuse, Suicide Prevention Training, Identifying Special Needs Students, How to Keep Website Updated, Technology Enhancement, safety plan, Compass Learning, CCRS Standards, etc.

**Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.**

Each new teacher is paired with an experienced teacher for assistance. The counselors, the principal and assistant principal also assist all new teachers in adjusting.

**Describe how all professional development is "sustained and ongoing."**

GHS conducts monthly professional development training sessions. The administrative team inspects to ensure that implementation is taking place by monitoring lesson plans, classroom observations, and monthly walkthroughs.

## Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

**Goal 1:**

Decrease the disparity in discipline referrals between black and white students by 5% during the 2018-2019 school year.

**Measurable Objective 1:**

demonstrate a behavior by following the rules and procedures established by district personnel by 05/17/2019 as measured by a decrease in the number of discipline referrals submitted to school administrators.

**Strategy1:**

Student Mentoring - Students will meet individually with mentors to discuss their behavior, reasons for referrals and strategies for improvement.

Category: Develop/Implement Learning Supports

Research Cited: Research shows a direct correlation between behavior issues and dropout rate.

Activity - Go LEAPS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete computer based modules based on their identified needs.	Behavioral Support Program	08/08/2018	05/17/2019	\$0 - No Funding Required	All District Personnel

**Goal 2:**

Decrease the disparity in the failure rate between black and white students by 5% during the 2018-2019 school year.

**Measurable Objective 1:**

5% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) in Math, in Science, in Social Studies, in English, and in Reading by 05/17/2019 as measured by a decrease in the retention rates of black and white students.

**Strategy1:**

Individual/Small Group Counseling - Counselors and mentors will review students grades and provide individual and/or small group counseling to students with failing grades. Counselors and mentors will meet with students and parents to assist them in selecting courses,

making post graduation and college and career plans. This will be done using parent and student meetings, small group planning, and other small group activities.

Category: Implement Guidance and Counseling Plan

Research Cited: Research shows a direct a correlation between students who are retained more than once and in increased risk of dropping out.

Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors/Mentors will utilize the Graduation Tracking System to identify students who are at risk of failing to meet academic standards.	Academic Support Program	08/08/2018	05/17/2019	\$0 - No Funding Required	All Certified Personnel

### Goal 3:

Engage and Empower the Learner through Technology

#### Measurable Objective 1:

increase student growth in using digital media across all content areas to create, communicate, and collaborate by 05/17/2019 as measured by walk-throughs, final products/performances, decreased usage of paper-based materials, and lesson plans.

#### Strategy1:

Standards-Based Instruction - Students will be active participants in a digital learning environment. Students may use personal devices or use devices provided by the school. Students will complete activities and projects that require the use of various digital media (e.g. G Suite for Education, Adobe Spark, Microsoft Word, PowerPoint, etc.). Students will complete these activities independently or collaboratively. Teachers will deliver explicit instruction that ensures student growth and proficiency in utilizing various forms of digital media for learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Society for Technology in Education. (2017). ISTE Standards for Educators and Students. Retrieved from [www.iste.org/standards](http://www.iste.org/standards). Results from Transform 2020 surveys.

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will conduct walk-throughs and will provide feedback and constructive criticism to help teachers enhance instruction. Principals will look specifically for the purposeful inclusion of digital media to facilitate student learning.	Professional Learning	08/08/2018	05/17/2019	\$0 - No Funding Required	Administrative team

#### Measurable Objective 2:

demonstrate a proficiency in using G Suite for Education across all content areas by 05/17/2019 as measured by final products/performances, lesson plans, observations/walk-throughs, decreased usage of paper for assignments.

#### Strategy1:

Google for Education - Teachers will be trained in how to use G Suite for Education to enhance instruction, productivity, and student learning. In turn, all students will learn how to use these tools and will utilize them for creating work products as well as for collaborating and

**ACIP**

Gordo High School

communicating with classmates and teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 surveys

Activity - Google for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in how to use G Suite for Education tools. Students will also learn how to use these tools and will utilize them to aid and enhance learning.	Technology	08/08/2018	05/17/2019	\$0 - No Funding Required	District Technology Coordinator, Administrators, Teachers/Faculty

**Narrative:**

GHS's counselors present an orientation for incoming 7th graders, 9th graders, and 12th graders and their parents. We also have several grade level orientations during the summer to prepare parents and students for the upcoming year.

## **Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**

**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

GHS ensures that the teachers have opportunities to make decisions regarding the use of data by discussing the data during faculty meetings and grade level meetings. We also hold collaborative meetings between content levels (within our school and district) to align standards presented in each grade/content area.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

### **What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

During data meetings, teachers group their students according to ability levels and assessment results. Teachers also note the areas of strengths and weaknesses and the standards that have not been mastered. Next, they devise instructional plans, remediation activities, and enrichment activities based on these deficiencies to improve comprehension. Regular RTI meetings are held to assist students in improving their academic and/or behavior skills.

### **How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students are placed in remediation/RTI groups based on summative and formative assessments. The teachers use researched based strategies to improve comprehension. Teachers are constantly regrouping students based on formal and informal assessment of students.

### **Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

GHS's school website has a variety of links to help students and parents before, during and after school. There are links to educational assistance websites to assist parents in helping their child learn and practice items at home. Many of our textbooks and its resources are accessible via the web and have home portals for students and parents also.

### **Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

Identification for all of these areas is conducted in a timely manner. We follow the Pickens County Board of Education's policies and procedures on each of these groups of students to assist them with needs. We use available resources to enhance the academic and social areas of each child's development

Migrant- GHS doesn't have any at this time

Homeless- GHS doesn't have any at this time

Neglected and/or delinquent - GHS reports cases as warranted and provide basic needs at school as needed. We work with DHR, JPO, the central office staff, and our courts are involved, if necessary.

Economically Disadvantaged- Free/Reduced Lunch and Breakfast forms are provided to all students. Those meals are provided from our CNP. Our CNP staff also provide the At-Risk After School Feeding Program. We assist with clothing and other needs when warranted. We provide school supplies as needed.

Special Education- We use our RTI and PST policies to avoid over-identification. Our system provides testing to determine qualification. Our

teachers and special education teachers follow IEPs including accommodations. We regularly hold IEP meetings to stay current on a student's needs.

ELL- Once identified, we offer sheltered instruction, the use of Imagine Learning. We also offer a tutor to assist them if needed.

**Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

Identification for all of these areas is conducted in a timely manner. We follow the Pickens County Board of Education's policies and procedures on each of these groups of students to assist them with needs. We use available resources to enhance the academic and social areas of each child's development.

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

Title I, 504, Special Education, RTI, EL Program, Mentoring, School Nurse, Making Middle Grades Work, Differentiated Instruction, ARI, and CCRS. These programs work together with each other to meet students' individualized needs to enable them to make more progress toward school-wide goals.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

Violence Prevention Programs are taught by school counselors. In a collaboration with Shelton State community College all 8th graders at GHS attend the annual Worlds of Work (WOW) event which gives students hands-on experience with local businesses in the areas of Career and Technical Work. We work with local housing programs to assist families in need of housing. Adult education classes are taught via Beville State Community College and the Youth Build program. The career tech teachers at GHS and the Career Tech Center in Carrollton, AL provide opportunities for business classes, welding, industrial maintenance, and health care science.

## **Component 10: Evaluation (Sec.1114(b)(3)):**

### **How does the school evaluate the implementation of the schoolwide program?**

GHS's administrative team reviews the data from stakeholder and student surveys. We listen to the concerns, suggestions, and compliments from feedback through meetings, parent conferences and school events. We also review/monitor the academic, attendance, and discipline reports to note areas of concern/improvement.

### **How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

During our data meetings and grade level meetings, we discuss strengths and weaknesses of students and review standards that have not been mastered by at least 70% of the students.

### **How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

GHS's faculty and staff reviews individual student reports to determine the strengths and weaknesses of that student. The faculty and staff then review resources and/or instructional strategies that may be beneficial to the student in improving comprehension. We also progress monitor the students so that adjustments in remediation can be made.

### **What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

GHS's faculty and staff discusses the progress and challenges we may have with strategies or activities during our faculty, data, and content area meetings. We discuss our progress towards meeting our goals and adjust the improvement plan and instructional strategies as needed based on teacher recommendations and student data. The administrative team monitors implementation of the changes during classroom observations and student data. The administrative team also provides additional professional development and resources if needed.

# 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.	30.23

Provide the number of classroom teachers.

30.44

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2144663.0

Total

2,144,663.00

### Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	118255.0

Total

118,255.00

### Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	78728.0

Total

78,728.00

### Counselor

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

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	130984.0

Total

130,984.00

## Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	77007.0

Total

77,007.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### 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.	9150.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9150.0

Total

9,150.00

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	2745.0

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.	2745.0

Total

2,745.00

## EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	16350.14

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.	16350.14

Total

16,350.14

### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	2932.27

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.	2932.27

Total

2,932.27

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	134222.26

**Provide a brief explanation and breakdown of expenses.**

.50 of a counselor ----- \$42,615.00  
Contract Personnel-100,809.00  
Services-3500.00  
Destiny-Follett-1701.25  
Renaissance Learning-3166.76  
Travel for In-State-4000.  
Professional Development-4000.  
Instructional Student Classroom Supplies-2045.25  
Library Book-1000  
Computer Hardware-3000.  
Technology Support-1000.  
Copier Maintenance-10,000.00

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**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.**

N/A

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

**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.**

N/A

## Local Funds

Label	Question	Value
1.	Provide the total	33000.0

**Provide a brief explanation and breakdown of expenses.**

Our local funds consist of a general ledger, city donations,  
student council-  
future Business Leaders of America (FBLA)-  
athletics-  
a variety of clubs-  
Academic Booster Club-.

# Parent and Family Engagement

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

## Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

We convene an annual meeting with parents and other stakeholders in the Fall of each year. We hold this city-wide meeting with Gordo Elementary School. We explain our participation in Title I and the requirements of being a Title I school including the money set-aside and the rights of parents involved in a Title I school. The Title I Parent Involvement Survey is completed and the results are shared each school year.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

Our parents receive a letter at the beginning of the year asking for topics of interest and the best times for meetings. Based on that feedback, our Title I parent meetings are scheduled during the year on different days of the week and varied times to accommodate parents schedules. Our Title 1 committee is composed of several parents who are actively involved in the school. These parents are a liaison between GHS and other parents/stakeholders. The parents on the Title 1 committee are committed to improving the educational and social arenas at GHS. They openly discuss ideas and the pros and cons of various activities during our meetings. The administrative team and the Title 1 team ensure that the parents have a transparent view of daily activities that take place at GHS and value their input during our meetings.

Funds are allocated for postage and other varied means of communicating with parents.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

We send information about Title I services home to parents. We also post information on our school's website to keep parents informed. Information is also shared in the Title I parent meetings throughout the year. We use the program Transact and google docs to translate items needed for parents that do not speak English. We also provide an interpreter, as needed, at all meetings, orientations, parent conferences. We also use Notify Me, the school website and INOW to keep parents informed. GHS has added school cast and the 7 Habits Newsletter provided by our mentoring program.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and**

**updated). (Sec.1116(d))**

Our most recent update of the Title I Compact was completed at the end of last school year 2017-2018. It was reviewed by parents, teachers, and stakeholders as it was revised. The compact is signed by the parent, student, and school each year.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

The plan will be posted in the main office and the principal's office. Parents can ask for a personal copy at any time. Parents are welcome to meet with the administrative team to discuss dissatisfaction or make comments. Also, they can submit those comments in writing to administration via a letter or email.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

The training needed is provided through our Title I parent meetings which are offered at varied days and times to accommodate parents. Our active parental involvement is one of the greatest strengths of our school. Parents participate in a variety of meetings such as the Academic Boosters Club (ABC) and band meetings, homecoming activities, Teacher Appreciation Week, student transition meetings, graduation requirement meetings, media center program, orientation meetings, and Dual Enrollment Parent Meetings, parent/teacher conference days. During many of these times, we share test information with parents on their child and the results of school-wide assessments.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

We use our Title I parent meetings for this purpose. We present topics that the parents request and on days and times that are convenient for

them based on previous Title 1 interest surveys. Topics include, but are not limited too: helping students cope with stress, helping students with homework, Bringing Your Own Device (BYOD) to school, ACT workshops, financial aid, college preparedness, dual enrollment, etc. We utilize the Imagine Learning and school cast also.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

We build ties and unity with parents by working together on many different school events each year. We also send weekly announcements via Notify Me, Remind 101, school cast and place them on the school's web page. Also, we notify parents of upcoming events in the monthly newsletter.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

We house Title 1 resources for parents in the counselor's office and library. Parents can stop by these areas and ask the counselors/librarian for assistance on a variety of topics from specific reading or math skills to parenting skill areas. We also educate parents/stakeholders on ways that they can assist students in succeeding in school during various parental involvement meetings.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Newsletters, school handbook, announcements, school website, hand-outs sent home from school, and messages sent via Notify Me and Remind 101. Parents may request support and additional resources for improving their child's academic and social interactions to assist them in successfully competing in a global environment.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

GHS faculty will use TransAct , google translate and interpreters, as needed, to assist limited English speaking stakeholders to understand various material. We will follow ADA and WIDA standards. Information is provided in English and other languages.