

Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

In September 2012, the school leadership team (including parent members) will review the 2011-2012 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information will be shared with all staff and interested parents. The staff and parents will provide input on the following: which elements have been successfully mastered and need not be included in the current plan; the elements that have been mastered but still require continued monitoring during the 2012-1013 school year; the elements that have not been mastered and must be included in the 2012-2013 CIP. In August/September 2012, the school leadership team and school staff, along with interested parents will convene to disaggregate standardized assessment data, Pride survey data, School Incident Report data, Educate Alabama data, Career and Technical Education Improvement Plan data and other local data. Recent survey results for students, parents, and faculty will be used as the basis of opinions for these groups. The school leadership team (including parent members) will reconvene to disaggregate data including subgroups. Results will be shared with school faculty, staff, and parents. Faculty, staff, and parents will be asked for their input. The school leadership team will meet to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The CIP for the 2012-2013 year will then be published and made available to interested parties. Requested modifications will be examined and decisions will be made by school leadership team and faculty/staff. The finalized CIP will be sent to the district school board for approval and signatures.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Dr. Warren Weeks, Principal
 Mr. Major Lane, Assistant Principal
 Mrs. Kim Head, Media Specialist
 Mrs. Buffy Lusk, Counselor
 Mrs. Sheila Ballard, Teacher/ Mathematics
 Mrs. Renee Cortner, Teacher/ Language Arts
 Mrs. Casey Moore, Teacher/Language Arts
 Miss Brittney Whitman, Teacher/Science
 Ms. Lawanda Bell, Parent
 Jared Maddox, Student

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

☞ I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

Teachers met at faculty meetings and with Mrs. Lusk to review the disaggregated data on the Alabama AYP Accountability Report website. Department chairs held meetings to further analyze test data specific to their subject area. Members of the leadership team met in the library on at least two separate occasions to review data analysis results from faculty/department meetings and to discuss ideas for improvement. Meetings are held in May to review the information gathered from the needs assessment surveys.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Every effort is made to recruit and retain highly qualified and effective teachers. The county and school provide opportunities for professional development activities both within the system and through various other agencies. Teacher assignment is based upon proficiency and experience.

Number and percentage of teachers Non-HQT:

1 Non-HQT teacher; 4%

Number and percentage of Classes Taught by Non-HQT:

6 classes (3 per semester)

Alabama High School Graduation Exam (AHSGE):

Strengths:

Seniors had at or above 96% passage rate for all subject areas of AHSGE; 87% of graduating Seniors passed all portions of the AHSGE. In the 2011-12 Junior class 93% passed Biology and 80% passed Mathematics. Of the 10th graders taking the exam 88% passed Biology and 86% passed Mathematics.

Weaknesses:

The number of Seniors who have not passed all parts of the AHSGE is greater this year than it has been in several years. Only 53% of the class has passed all 5 parts; 41% failed Social Studies and 33% failed language.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

No students scored a Level I on the 7th or 8th grade ARMT+ Test in either subject area.

Math

- 66% of seventh graders scoring a Level III or IV and 65% of eighth graders scoring a Level III or IV.
- 68% of the one-step equation questions were answered correctly for the seventh grade
- 68% of simply expressions containing natural number exponents were done correctly for the eighth grade.
- Eighth graders also showed a 31% increase on the percent correct for probability (from 25% to 56%)

Reading -

- 7th grade scores increased by 13% on open-ended questions from 42% to 55%
- 8th grade scores increased by 7% on open-ended questions from 46% to 53%
- 7th graders increased 1-16% in all reading standards with a 16% increase in Standard 3 (Distinguish among literary genres and sub-genres based on their characteristics)
- 8th graders increased 6-25 in all reading standards with a 25% increase in Standard 4 (Apply strategies to comprehend textual/informational and functional materials)

Weaknesses:

Math

- Seventh graders scored only 25% mean percent correct on the questions for probability of compound events.
- Eighth graders scored 18% mean percent correct on the questions for solving problems using Pythagorean Theorem.

Reading

- 11% of seventh-graders and 27% of eighth-graders scored at Level II
- 8th graders need to continue to work on responding to open-ended questions in core classes including Science, History, and Math
- 7th graders did not see much improvement, but remained constant in Standard 1 (Apply strategies to comprehend literacy/recreational materials.)
- 8th graders remained at the same score for Standard 2 (Evaluate the impact of setting, mood, and/or characterization on theme).

Alabama Science Assessment:**Strengths:**

No students scored a Level I and 75% of the students scored Level III or IV (an increase from 69% last year). Also 76% scored correctly on the content standard Describe characteristics common to living things, including growth and development, reproduction, cellular organization, use of energy, exchange of gases, and response to the environment (an increase from 65% last year). The data shows an increase in mean percent correct for 6 of the 11 Life Science Standards. The scores show a continuous improvement over the past 3 years.

Weaknesses:

There has been a high-rate of teacher turn-over at the middle school level.

Science is taught 2nd semester which prevents students from mastering all the topics within the subject. There was a decrease in mean percent correct over 4 Life Science Skills; two of which showed a 9% decrease: Identify functions of organelles found in eukaryotic cells, including the nucleus, cell membrane, cell wall, mitochondria, chloroplasts, and vacuoles AND Relate major tissues and organs of the skeletal, circulatory, reproductive, muscular, respiratory, nervous, and digestive systems to their functions.

Stanford 10:**Strengths:**

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**Strengths:**

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Alabama Direct Assessment of Writing (ADAW):****Strengths:**

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):**Strengths:**

The Counselor has been trained in WIDA testing and in the use of Rosetta Stone in the event that GHS enrolls any ELL students. At the current time none are enrolled. Our system has employed an EL coach that is used throughout the county as needed.

Weaknesses:

N/A (No ELL students enrolled)

EducateAL or other Professional Evaluation Profile Information:**Strengths:**

Goshen High School teachers' self-assessments indicated a high level of increasing complex and sophisticated levels of development in the Organization and Management of Learning Environment subcategory (Indicators 2.1, 2.2, 2.3). The majority of our faculty demonstrates a deep knowledge of subject area content and ability to organize relative facts, concepts and skills.

Weaknesses:

Teachers struggle with integrating the instruction of reading and math skills across the curriculum. The self-assessment scores on indicators 3.4 and 3.5 reflected these- weaknesses.

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)**Strengths:**

One student was assessed using the AAA and was scored proficient on the established goals. All English and reading classrooms maintain portable carts filled with 20 Net books, which include the latest Microsoft Office software and internet capability. Nearly all classrooms have mounted projectors and Promethean/Smart Boards. Additionally, campus wide there are four sights (Access lab, Library, Technology Lab, and Business Education lab) that offer students the opportunity to access some form of technology. IMPACT survey results indicate 17% of students are using technology to perform research on a daily basis. Indicators show that 83% of the staff have plans in place to provide equitable access to technology for all students.

Weaknesses:

The IMPACT data indicate teachers rarely include spreadsheet and database instruction in their lessons.

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):**Strengths:**

We have several programs to assess and monitor our students' progress in various academic areas. STAR Reading and Accelerated Reader (AR) are reading programs used to assess reading levels and improve reading comprehension of all students. STAR Math and Accelerated Math (AM) are used to identify weaknesses and provide individualized practice for student improvement in math. Study Island is a reading, math and science program used with 7th and 8th grade students to prepare for the ARMT+ and ASA assessments. Global Scholar (an assessment tool new to our school) will be used to identify weaknesses in standards measured on the ARMT+ and AHSGE. Teacher made assessments mirror formats of standardized tests and are aligned with the standardized test objectives (i.e., AHSGE, ARMT+, ACT, ASA, end of course tests etc.)

Weaknesses:

Meetings for analysis and discussion of data are irregular and infrequent.

Due to lack of funding we no longer have an Academic Interventionist/Graduation Coach who was prominent in disaggregating data and identifying students in need of additional help.

GHS also lost the Talent Search Program (which was funded by Trenholm State Technical College) which provided tutoring services for all students in every subject area, and assisted with many students passage of the AHSGE.

RTI continues to be a struggle for teachers to grasp. A new program was put in place last year. A team has been established, and we are working together to create an active RTI program.

The new state mandated end-of-course tests, forthcoming ACT requirements, and focus on College and Career Readiness Standards are areas of concern for most of Goshen High School's teachers. The unfamiliarity of new assessments creates an unease for instructors as well as those involved in scheduling and administering the assessments.

Career and Technical Education Program Data Reports:

Strengths:

Current placement rate in the Pike County Career Technical Center is at 97.66%. The state goal is 92.25%.

Weaknesses:

Career Tech non-traditional placement is lower than the state average. The percentage of completers is 7.76%; the state goal is 12.5%.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths:

28% of the discipline infractions were handled with counseling which would indicate many of these were relatively minor infractions. The percentage of infractions resulting in alternative placement and/or out of school suspension decreased by 20 percentage points (from 59% to 39%) from last year's data.

Weaknesses:

38.7% of the discipline reports resulted in out-of-school suspension or ALC placement for a total of 460 days of missed of instruction. 14% of discipline infractions resulted in bus suspension which may have resulted in the student not being able to attend school due to lack of transportation.

School Demographic Information related to drop-out information and graduation rate data.

Strengths:

The number of drop-outs has decreased by half from last year's graduating class. GHS is currently on track to continue the decrease in drop-out numbers for at least the next 2 graduating classes.

Weaknesses:

Graduation rate continues to be a weakness. GHS relied on confidence intervals (Graduation Rate Improvement) to meet AYP.

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

Strengths:

A large number of new personnel bring a group of teachers that have new ideas for our school. A majority of our faculty are tenured and have been at GHS for several years. 18% of the absences last year were for Professional Development trainings.

Weaknesses:

A faculty composed of 25% teachers new to our campus has created a situation lacking in instructional knowledge regarding policies, procedures, and assessments. Teacher absenteeism is a concern county-wide. The absences for teachers who were teaching at GHS last year and remain this year total 433 absences requiring substitutes in the 2010-11 school year. This is a decrease from the previous year, however is still too many absences.

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).**Strengths:**

The truancy officer kept parents better informed regarding student absences.

Weaknesses:

GHS continues to have a high number of check outs and tardies resulting in missed class time. Even with the new truancy officer student absences increased from 2011-12 with 56.4% being unexcused.

The local judge who reviews truancy cases only considers full days absent when dealing with truancy. In STI if a student misses half a day they are counted absent, and 3 tardies equals 1 day absent. Therefore, what the school system considers truant is different from the local judge. Students are aware of this, and they are not as concerned about checkouts and tardiness.

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.**Strengths:**

Our school participates in a county-wide Parent EXPO where teachers are on hand to answer questions and distribute free resources covering a wide range of subjects related to the curriculum and overall well-being of the child and family. A needs assessment related to parent perceptions and parent needs will be distributed during the school year as a part of the SACS/AdvancED accreditation review. The leadership team will analyze the results of the assessment and develop a plan conducive to overall understanding as reflected in the assessment/survey.

Weaknesses:

In the past, the rate of return on surveys has been low. Surveys have not been administered to the parents in several years. Getting information to and from parents is difficult, even with several programs and efforts in place (Notify Me, websites, email, STI Home, School Messenger).

School Perception Information related to student PRIDE data.**Strengths:**

GHS no longer administers the PRIDE survey.

Weaknesses:

GHS no longer administers the PRIDE survey.

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

We currently have no ELL students, but an ELL committee is in place. The counselor has been trained in the ELL Assessment process.

Weaknesses:

N/A

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining

proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

The school Spanish teacher is on the EL committee and is available for translation if the student/family is from a Spanish speaking background.

Weaknesses:

N/A

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

In regards to curriculum alignment, all core subject area teachers have pacing guides that have been aligned to the state course of study and include all state testing objectives. All core subject area teachers have smart boards and/or Promethean boards in their classrooms for instructional use.

In an early data meeting the teachers reviewed data specific to learning objectives and the trends over the past few years regarding which specific objectives were not being mastered. This new way of looking at the data gave teachers specific weaknesses to address in the coming year.

Weaknesses:

Our school does not have after school opportunities due to our lack of transportation because of our large education service area.

Many of the skills that are not mastered within the AHSGE and ARMT+, have a history of not being mastered. This data shows we are not changing our teaching methods to ensure mastery.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**G1. Passage on AHSGE Reading portion**

Description:

Meet or exceed the AYP goals for ALL students on the Reading portion of the AHSGE.

Data Results on which goal is based:

only 73% of current Seniors passed the reading portion of the AHSGE; only 53% of (2011-12) 11th graders and 35% of (2011-12) 10th graders passed all 5 parts

Target Grade Level(s): 11, 12

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate of 70%

Target Student Subgroup(s):

Special Education Students Black Free/Reduced lunch

Courses of Study:
AHSGE Reading Standards

Strategies:

§1.1.1 Increase volume of reading for all students

Description:

Each teacher will engage his/her class in twenty minutes of uninterrupted and protected-time reading weekly. The purpose is to model good reading, increase student comprehension, and encourage students to read a variety of literature whether recreational or functional.

Action Steps:

AS1.1.1 Target Fluency of All and At-Risk Students

Description:

Allot weekly class time of twenty minutes to read self-selected novels for increasing reading comprehension, vocabulary and acquisition.

Benchmarks:

Increase in reading comprehension can be gauged using an online resource such as Renaissance Learning.

AS1.1.2 Drop Everything and Read (DEAR)

Description:

Each teacher will engage his/her class in twenty minutes of uninterrupted and protected-time reading weekly. The purpose is to model good reading, increase student comprehension, and encourage students to read a variety of literature whether recreational or functional. Students will be provided with time to practice reading skills on self-selected and/or teacher selected material. Teachers may choose method of reading (to read aloud to students, to read aloud and have students read along, to have students read silently) and vary methods throughout the year. At least once a month readings should be content, instructional, and/or functional related readings chosen by the teacher. Some examples would be biographies, newspaper and magazine articles, pamphlets, Internet articles. (GHS has used this program in the past with some success. This year the CIP team developed more specific guidelines and put some emphasis on functional reading.)

Benchmarks:

Teachers will monitor students' interest in reading by observing behavior during DEAR time. Increase in reading comprehension can be gauged using an online resource such as Renaissance Learning and Study Island.

Interventions:

Students will receive peer tutoring with auditory manipulation to increase reading comprehension. Students will also receive Response to Instruction (RTI) tier II and III intervention support.

Resources:

Tutoring, audiobooks, headsets, and a designated quiet area.

§1.2 Emphasize instruction on academic language/vocab

Description:

Increase vocabulary development by providing instruction in synonyms, antonyms, context clues, and multiple meaning words. Establish "common language" within departments which is needed to be successful in subject area.

Action Steps:**AS1.2.1 Word Walls**

Description:

All teachers will display word walls.

Benchmarks:

a list of common language and content specific language within each department; classroom assessments; monthly departmental meetings will gage success and needs; Renaissance Learning and Study Island assessments

AS1.2.2 Common Language

Description:

Teachers will establish a subject specific vocabulary which is required to be successful within the subject area.

Benchmarks:

Student achievement, word walls displayed, vocabulary lists

Interventions:

small group tutoring; Rtl tier II and III intervention support; Positive Support Team;

Resources:

Paper & lamination costs (\$100)

S1.3 Graduation Coach

Description:

Hire a Graduation Coach to provide targeted assistance to students who struggle to pass the assessment requirements.

Action Steps:**AS1.3.1 Academic/Graduation Coach**

Description:

Hire a Graduation Coach to provide targeted assistant to students who struggle to pass the assessment requirements.

Benchmarks:

Hiring a Graduation Coach/ Establishing a schedule for intervention with students AHSGE, ARMT+ assessments

Interventions:

More time to address problems, Rtl, Discovery Block assignments to reflect student weaknesses

Resources:

\$10,000 toward salary (Pike County High School will be contributing as well)

G2. Improve open-ended answering

Description:

ARMT data indicates students tested are proficient; however, students score poorly on Open-Ended Questioning. Also ACT Writing is an assessment that will become a part of the standard state assessments, which students will be required to compose responses. In order to be prepared for the future, we must begin establishing the foundation.

Data Results on which goal is based:

ARMT+

Target Grade Level(s): 7, 8

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

ALL 7th & 8th grades students

Courses of Study:

7th & 8th grade reading and math COS objectives

Strategies:

§2.1 Open-ended answers including persuasive writing

Description:

Teachers will provide effective instruction focusing on correctly answering open-ended questions and incorporate persuasive writing for ACT Writing to focus on forming opinions and providing evidence and support.

Action Steps:

AS2.1.1 Use ALSDE Annotated Packets

Description:

Teachers will use Annotated Packets to show examples of expected answers. The teacher and students will analyze examples to find common elements. The students should incorporate these elements into their own answers.

Benchmarks:

Classroom assessments

AS2.1.2 Inclusion in formal classroom assessment

Description:

Teachers will incorporate open-ended question on formal classroom assessments.

Benchmarks:

Results of formal classroom assessment

Interventions:

Students will receive Response to Instruction (RTI) tier II and III intervention support. Small-group tutoring outside of the classroom

Resources:

ARMT+ resources, ACT Writing resources

S2.2 Provide practice answering ARMT designed questions

Description:

Students will regularly practice answering ARMT designed questions

Action Steps:

AS2.2.1 Use Study Island

Description:

The Study Island program will be used at least bi-weekly during class time for students to practice skills directly related to ARMT assessment.

Benchmarks:

Study Island reports; Formative & summative classroom assessments

AS2.2.2 Analyze Study Island Reports

Description:

Study Island reports will be submitted and reviewed during department meetings and by administration.

Benchmarks:

Submission of departmental meeting minutes; Submission of Study Island reports; Review of lesson plans

Interventions:

Students will receive Response to Instruction (RTI) tier II and III intervention support. Small-group tutoring outside of the classroom (Mrs. Sanders).

Resources:

Renewal of Study Island license approximately \$1100; computer lab availability

G3. Improve scores on ARMT+ (Science)

Description:

While 75% of students tested scored proficiently, which was an increase from last year, the percentage of proficient students should be at or above 85% to meet AYP standards.

Data Results on which goal is based:

There was a decrease in mean percent correct over 4 Life Science Skills; two of which showed a 9% decrease. (See Needs Assessment section for specific skills)

Target Grade Level(s): 7

Target Content Area(s): Science

ARMT: Science

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

Black, Free/Reduced Lunch

Courses of Study:

7th grade Science COS Objectives

Strategies:**§3.1 Provide practice on the ARMT+ (Science portion)****Description:**

Students will receive guided practice on ASA objectives using Study Island. Practice with Study Island will help identify weakness that can then be addressed.

Action Steps:**AS3.1.1 Study Island****Description:**

Students will use the Study Island program to practice and assess mastery of Science objectives tested on the Alabama Science Assessment

Benchmarks:

Results from program Classroom assessments

Interventions:

Students will receive Response to Instruction (RTI) tier II or III intervention support. Students may also complete the lessons provided in Study Island as a re-teaching tool.

Resources:

Renewal of Study Island license, approximately \$350; computer lab availability

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

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

G1. Reduce discipline that results in lost instruction

Description:

38.7% of disciplines were a result of disorderly/disruptive behavior resulting in out-of-school suspensions and ALC time. Students missed valuable instruction while serving time for discipline.

Strategies:

S1.1.1 Provide alternate methods to handle minor infracti

Description:

Teachers will receive instruction and professional development on alternative methods of dealing with minor infractions and ways to head off behavioral problems.

Action Steps:

AS1.1.1 Emphasize effort to contact parent before referral

Description:

Teacher will make a focused effort to notify the parent(s) of a student before behavior escalates into an issue needing a referral. Each teacher has received a phone call log (notebook) for documentation of parent phone conversations.

Benchmarks:

Phone logs, emails and notes from parent conferences.

AS1.1.2 Review classroom discipline plans

Description:

Administrators and teachers will review their classroom discipline plans and revise as needed to include steps to referral. Course syllabi should include these plans.

Benchmarks:

Review of discipline plans; Review of referral data; Principal/Assistant Principal will monitor discipline reports and review monthly at faculty meetings.

Interventions:

Administration will assist teachers in finding solutions. Strategies will be discussed in departmental meetings. The Positive Support Team will eventually broaden focus from academic to behavioral concerns.

Resources:

Department heads need professional development in positive behavior strategies. School-wide book study on positive discipline.

G2. Improve understanding and implementation of RTI

Description:

Response to Instruction is a relatively new concept for our teachers. The adjustment in procedures for referring students and documenting strategies is proving to be difficult one for the faculty at Goshen.

Strategies:**S2.1 Educate faculty on RTI strategies****Description:**

The Positive Support Team (PST) will have training for the teachers on the newly established procedures. Teachers will be provided a booklet regarding how to implement RTI in their classrooms.

Action Steps:**AS2.1.1 RTI Training****Description:**

The Positive Support Team (PST) will have training for the teachers on the newly established procedures and will continue to provide support in implementation of proper Rtl steps and documentation.

Benchmarks:

Administrative walk-throughs & observations. Rtl documentation data. Rtl committee meeting notes/minutes. Higher success rates of poorly performing students. Fewer questions from teachers regarding RTI.

AS2.1.2 RTI Booklet**Description:**

Teachers will be provided a booklet regarding how to implement RTI in their classrooms.

Benchmarks:

Administrative walk-throughs & observations. Higher success rates of poorly performing students. Fewer questions from teachers regarding RTI.

Interventions:

The PST will meet regularly to allow teachers to ask questions in order to follow established procedures and members will be available to answer questions as needed.

Resources:

Printing and binding costs approx. \$200

S2.2 Discovery Block**Description:**

Students will receive targeted instruction in programs designed for that purpose as a part of Rtl procedures.

Action Steps:**AS2.2.1 Tier III instruction during Discovery Block****Description:**

Students will be assessed for Tier III needs and assigned to the appropriate section for small group instruction. Special Education and other

designated teachers will instruct students identified as needing Tier III intervention in small groups.

Benchmarks:

Improved academic performance; improvement on related assessments

Interventions:

Additional time in small group instruction

Resources:

Programs were purchased last year, so expenditures would consist of any new training required for those teachers involved.

G3. Improve teacher attendance

Description:

The absences for teachers who were teaching at GHS last year and remain this year total 433 absences requiring substitutes in the 2010-11 school year.

Strategies:

S3.1 Improve teacher motivation

Description:

Provide incentives for teachers to not be absent.

Action Steps:

AS3.1.1 Reward perfect attendance

Description:

Teachers that have perfect attendance each grading period will be entered into a drawing to win a reward. Absences due to mandated professional development will not be considered absences.

Benchmarks:

Kelly's Services will provide desired reports for administration to analyze.

Interventions:

Administration will meet individually with teachers to address the issue.

Resources:

\$500 to purchase rewards

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

Goshen High School established a formal teacher mentoring program administered by our Central Office and various lead teachers. The goal for our program was to improve teaching practices and learning. The program was designed to provide ongoing support for new and/or struggling teachers. The system provided training for mentors on how to work with new teachers. Although this program is no longer a part of the PCBOE regime, GHS still uses the principles and procedures learned through the participation of our veteran teachers.

Each new teacher is assigned a veteran teacher who is matched, to the extent practicable, by subject, grade, and proximity. The new teacher is given a school-based new teacher handbook. Mentees meet with mentors as needed to become familiar with GHS's procedures. Additionally, we allow time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. PCBOE provides several training sessions for the new teachers throughout the year including new teacher orientation, classroom management and discipline, and effective instructional practices.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

There are several monetary sources that are integrated and coordinated in to the financial management and instructional planning of Goshen High School. The following is a comprehensive list of fund sources, with an explanation of their usage:

The State of Alabama Foundation Program – The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2012-2013 school year the state is funding 25.46 units, fringe benefits and textbooks.

Title I – Part A (Federal): This money is used to supplement regular funded programming. For the 2012-2013 school year, Title I monies are being used to help fund several personnel salaries, substitutes for departmental meetings, technology purchases and various materials/instructional supplies. This budget totals \$179,577.08 spent in addition to state/local monies.

Title II – Held at Central Office for Professional Development and Recruitment.

Title IV – There are no Title IV funds for the 2012-2013 school year.

Title VI - These funds will be used to support school improvement reforms and initiatives.

Transition:

Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

7th Grade The 6th grade students tour the campus in the spring to visit classrooms, meet the teachers, & receive information from the teachers, counselor, & principal that make their transition from elementary school easier. They are allowed to ask questions relative to their new school environment, responsibilities, & privileges. Prior to the beginning of school an orientation meeting is held for students & parents where they receive details for their first day.

7th-8th Grades Students complete pre-registration in the spring for block schedules. They are given agendas at the beginning of school to assist them in learning organizational skills & adapting to the added responsibilities of their middle school programs.

9th Grade In the spring prior to ninth grade the guidance counselor schedules a minimum of three meetings, one during the day, one at night & one on Saturday morning, with students & parents. During this time the curriculum guide is given & discussed which outlines their four-year plan, diploma options, & provides important assessment information. They are advised about opportunities for career technical training programs, academics, & elective options. Kuder Assessments given in 8th grade assist students in the selection of their electives in specific training programs. Special education students receive counseling to assure that they pursue the least restrictive environment for their graduation option.

10th - 12th Grades Students complete pre-registration in the spring for the following term. They continue to build on their four-year plan which includes educational & career plans. During these years they attend college and career fairs, participate in job-shadow experiences, and receive a variety of opportunities for completing their post-secondary educational and career plans.

Seniors receive numerous opportunities to explore post-secondary options with most completing applications to a two- or four-year college/university prior to graduation. Most exit with a scholarship to make the transition easier financially. The remainder usually have plans for military or employment.

Special education students pursuing AL graduation certificates are offered opportunities to work with the local job coach & receive assistance from Vocational Rehabilitation counselors. The job coach helps them prepare for & find suitable employment. Some services provided by the job coach include: assistance obtaining a picture ID, social security card, assistance in completing job applications &, if needed, transportation to the job interview. Special education students pursuing AOD are transitioned through classes to help them achieve the required number of work hours to complete their curriculum.

Collaboration with the workforce permits students to become award of school-to-work opportunities: enrollement in JROTC classes, recruitment from Armed Forces, vocational rehab counselor (special population students), guest speakers, field trips & c

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Pike County. Prospective teachers are given information about the school system and neighboring communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Title I school staff and administration determine personnel needs that require the use Title I funds. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. At Goshen High School, 96% of the faculty is Highly Qualified. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school the first two years and are monitored by the administration and central office staff. All teachers are required to participate in professional development activities organized by the administration of the local school district and encouraged to seek additional professional development activities. Funding for high quality, ongoing activities is provided by local, state and federal funds.

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

Goshen High School teachers are involved in the decisions regarding the use of state academic assessment data. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction should continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are some ways teachers make decisions that guide instruction:

RTI team members evaluate data collected on referred students to determine if they require more testing or referral for special services.

At faculty meetings, teachers collaboratively study the disaggregated data and results of state assessments.

Departmental meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.

Teacher representation and input is included on school budget committees, policy committees, textbook selection committees, and school calendar committees. This allows all teachers to have a voice in overall instruction and testing.

Special Populations:

Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

All students at GHS, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, at-risk, and neglected or delinquent have access to all services & programs available. These services include free/reduced lunch, Title I, English Language Learner (ELL) services, Special Education services, At-Risk program, & counseling services. These counseling services include the school guidance counselor, East Central Mental Health Center Care Team, the Pike Regional Child Advocacy Center and various other agencies. The Department of Human Resources, the Department of Mental Health, JPO and various community resources also provide students with additional services.

All migrant, homeless and ELL's have equal access to the same free appropriate public education provided to other children. All migrant, homeless and ELL's are provided with the opportunity to meet the same state content & student performance standards to which all students are held without being stereotyped or isolated.

The school counselor identifies migrant students upon enrollment. All parents or guardians receive a Migrant Education Survey which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast & lunch.

The school counselor identifies limited-English proficient students upon enrollment. Each new student that enrolls receives a Home Language Survey which is used to determine eligibility for limited English-proficiency testing. Students qualify for testing if the survey indicates a language other than English is used by the student or in the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the ELL program. Parents or guardians have the right to waive Title I Supplemental ELL services. If the parents or guardians agree for the student to receive services, an ELL committee convenes to determine appropriate services & placement for each individual student.

The school counselor also identifies any student deemed homeless & is responsible for providing necessary support. GHS uses ALSDE & federal regulations and definitions to identify homeless students. The school is also contacted by the Department of Human Resources, Social Services, parents or guardians, and the LEA Truancy Officer to initialize identification of homeless students. The counselor and school administrator will identify possible services. Title I & supplementary community resources are also used to provide homeless students with items of necessity.

Economically disadvantaged students are identified through the application for free/reduced lunch. Students with low family income will be identified as economically disadvantaged students & will be eligible to receive free/reduced breakfast/lunch during the school day.

GHS provides special education services & uses appropriate procedures in accordance w

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used 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.

Applies Only to Secondary Schools

All students at Goshen High School in grades 9-12 are given equal access and opportunity to attend classes at the Troy Pike Center for Technology. Not only do we have technical classes at the TPCT, but we have an Agricultural and Technical Academy located at Goshen High School, and a Business and Finance Academy on Pike County High School's campus. All students are able to apply for one of the academies, and any student who requests a class at TPCT is granted the class if it fits in their schedule. The director and teachers in various areas sit in on IEP meetings to determine that individuals with disabilities have their needs met while attending the TPCT. We have many students that prepare for nontraditional fields. One strength at GHS is that we have teachers in nontraditional fields who are good role models and encourage students to participate from all cross sections of the student population. For example, we have a female agriculture instructor and a female engineering instructor. All students are transported by bus to their technical programs. We have bus routes to the TPCT, the hospital (nursing program), Pike County High School's Business and Finance Academy, Charles Henderson High School's Culinary Arts program, and a bus from those locations to our Agriculture Academy.

Provisions are made for students who are single, pregnant women. If they are no longer able to ride the bus to the center, we offer lessons to them in a nontraditional setting such as by Skype, live-streaming video, copies of PowerPoint presentations, and use of goggle email accounts. Students who are parents are part of a counseling group through the Child Advocacy Center, and they in conjunction with the school counselor, ensure their needs are being met. Many of our students fall in the range of economically disadvantaged, and we have several foster children at Goshen. There are programs and funds in place to make sure they have adequate supplies for their classes.

Extended Learning Opportunities:

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.

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided additional instructional assistance. This will be accomplished by:

Upward Bound assists students with academic tutoring and life skills. Students in Upward Bound meet once per week during the school day and one Saturday per month and for six weeks during the summer.

The Odysseyware software is used to allow students to recover credits which have been missed due to qualifying circumstances. It is used as a tool to prevent drop outs by allowing credit recovery as needed in later high school years and as curriculum for students placed in long term ALC. The program must be completed OUTSIDE the regular school day.

Certified teachers remain after school as needed to tutor students.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

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 to be involved.

1. At the beginning of the school year, Goshen High School and Goshen Elementary School hold a joint PTO (Parent Teacher Organization) meeting for all parents of Goshen High and Elementary School students for the express purpose of distributing Title 1 information. Parents are notified of the meeting through (1) notices sent home by students, (2) school announcements including call system, STI Portal announcements, parent involvement video and/or email and text announcements, (3) post cards mailed to students' homes, and/or (4) newspaper announcements. Topics discussed at the year's meetings are:

- Continuous Improvement Plan
- An explanation of the school's curriculum and the state's content standards
- Title I program and participation, its services, and parents' rights
- Parental Involvement Section of the Continuous Improvement Plan

- School-Parent Compacts

2. The leadership and staff of Goshen High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings at a time that is convenient for parental attendance. Examples are:

Open House/Conference Day (3:30 – 6:30 P.M.)

System-wide Report Card Pick-Up/Conference Days at the end of 1st and 3rd nine weeks(1:00 P.M. – 7:30 P.M.).

3. Goshen High School believes in involving parents in all aspects of its Title I programs. We have parent representatives on our CIP committee. In addition, all parents are given the opportunity to review the plan and offer their input before the plan was approved. All parents will be given surveys during the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Each year, the Continuous Improvement Plan, is reviewed and evaluated. The results of the parent surveys are reviewed by the parent representatives and entire CIP committee in determining needed changes to the plan.

Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

1. Goshen High School's Parent Involvement Plan states the leadership and staff of Goshen High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Examples include:

Open House/Conference Day (3:30 – 6:30 P.M.)

System-wide Report Card Pick-Up/Conference Days at the end of the 1st and 3rd nine weeks (1:00 P.M. – 7:30 P.M.)

2. Goshen High School believes in involving parents in all aspects of its Title I programs. We have parent representatives on our CIP committee who were active participants in the development of the plan and involved from the first meeting of the committee. In addition, all parents are given the opportunity to review the plan and offer their input before the plan was approved. All parents are given surveys throughout the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Each year, the Continuous Improvement Plan, is reviewed and evaluated. The results of the parent surveys are reviewed by the parent representatives and entire CIP committee in determining needed changes to the plan.

3. For fund allocation, see attached budget.

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.

At its annual meeting of parents at the beginning of the school year, Goshen High School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: reading, math, language, science, social studies, physical education, art, music, computer science, and Troy-Pike Regional Center for Technology course offering. This is typically done in conjunction with Goshen Elementary School.

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).

Goshen High School has a Student-Parent Compact that was implemented as a review of the parental involvement. The committee decided that the compact needed to include a component for the student. This compact was developed through a coordinated effort by school staff members, our Parent Teacher Organization, and selected students. It gives the school, the students and the parents specific responsibilities to improve academic achievements and attain the state's high standards. All parents and students are given a copy of the Student-Parent Compact at the beginning of the school year and is included in the new student packet. The students and parents are asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The principal will also sign the compacts and the signed compacts will be housed in the office.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Each year Goshen High School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are parent representatives on the committee who will represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, that a copy of the plan is available for review, and that parents have the right to give input regarding the revision of the plan.

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 NCLB Section 1118, 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:

(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The Pike County School System will hold a Fall community/parent expo. Transportation for parents will be provided to this event. Parents and visitors will be provided with information and training on the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. Principals, counselors and community agencies will be available for assistance. These items are also reviewed at PTO meetings, Open House Forums, New Student Orientations and Freshmen Transition orientation. Individual appointments are also available to parents to further discuss individual student's test data.

(2) 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)

Information is provided at various meetings throughout the school year and at the county-wide parent expo. In addition, information in the form of pamphlets and tracts are prominently displayed and readily available to students and parents in a designated Parent area within the Guidance Office. Videos and CDs are also available for viewing and can be checked out as needed. The information is purchased based on the needs identified through test analysis data and other concerns identified by the staff. The Pike County School District has a Community Outreach Specialist who works as a parent liaison. She conducts home visits, transports parents to needed agencies, and mediates between parents, teachers, and community agencies.

(3) 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)

The staff at Goshen High School actively works through in-services, faculty meetings, and departmental meetings to understand the importance of parental involvement and that our parents are partners in education. Teachers are available through phone calls, emails, Skype, and parent conferences to make parental contacts to address needs and concerns.

(4) 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)

Goshen High School has its own website in which information can be obtained about upcoming events, sporting events, grading scale and reporting periods, as well as individual teacher contact information. All students are given a calendar with preprinted pertinent dates. Goshen High School also has STI Parent Portal in which parents can obtain a password to check grades from home. Teachers can also print and/or email progress reports to home. The GHS PTO incorporates student performances into the meetings to encourage parent participation. Each department is responsible for coordinating a performance with the PTO officers.

(5) 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)

The Pike County School system provides each student with a planner that may be used to communicate information to parents. Parents are encouraged to sign-up for the Notify Me feature of our school website where parents can register to receive emails and/or text message notifications about events happening at GHS. Often, flyers about upcoming events are sent home by students and/or parents are notified of PTO meetings via postcard in the mail. Other forms of communication include the local paper and radio station, as well as the School Messenger. Often times, signs and flyers are posted in area businesses and community center.

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

The school system provides each staff member an email account and can use this account to communicate with parents via email. STI software is utilized to send progress reports via email upon parental request.

Each student is provided a planner which can be used daily to communicate with parents concerning individual course assignments and grades.

Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of

migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Goshen High School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Currently, Goshen High School has no ELL students.

However, Goshen High School has a bilingual teacher who is available to assist in verbal and written communications with parents if the need arises. The Pike County School system employs a Spanish interpreter, should the need arise and all Registration and other school forms are available in foreign languages.

Every effort is made to accommodate parents with disabilities. Goshen High School is a handicapped-accessible facility.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

(Note: Professional learning activities must be linked to Alabama's Standards for Professional Development and Alabama's Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

Learning Activities:

Improve Testing performance

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Teachers will attend professional development opportunities that will be focused on improving our students' performance on standardized assessments including (but not limited to) ACT, AHSGE, ARMT+, ASA, and End-of-Course tests.

What types of professional learning will be offered?

Embedded professional development through data meetings, faculty meetings, and departmental meetings. Training through the local inservice center and as a part of the Pike County Schools inservice programs.

When will the session be delivered?

Throughout the 2011-2012 Academic Year

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Improved teaching through the acquisition of effective methods and practices. More effective analysis of data with improved data analyzing skill.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Documentation in lesson plans, administrator observations and scores on the relevant standardized assessments.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Title I funds, State Professional Development Allocations, general fund

Other Professional Development

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Teachers need to focus on consistently challenging each student as an individual and not just as a group. The various professional learning opportunities are designed to address weaknesses, identified and not identified, throughout the school's realm.

What types of professional learning will be offered?

a) STI training b) Counselor Training c) Library Expo d) Mega Conference e) Alabama Technology Conference f) ACT Workshop g) SAMS h) Alabama Science Teachers Association Conference i) Math and Science Expo j) American Music Educators Association Conference k) SouthEastern United States Honor Bands & Clinic l) STI-A Training m) CLAS Leadership Institutes n) Secondary Instructional Committee o) Institutional Instructional Committee p) Departmental Meetings q) Faculty meetings r) Turn around training for Positive Support Team, Differentiated Instruction, Open-Ended Questioning s) Science in Motion training t) Aquascience/Fisheries workshop

When will the session be delivered?

a) December / January b) November c) September d) July e) June f) Fall 2011 g) August h) Winter 2012 i) TBA j) January k) December & January l) Throughout 2011-12 m) Throughout 2011-12 n) Throughout 2011-12 o) Throughout 2011-12 p) Throughout 2011-12 q) Throughout 2011-12 r) To be announced s) June t) Summer 2012

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Teachers will be armed with new ideas regarding how to engage students both individually and as a group. Professional learning will also include ways to manage software and implement programs to assist in gathering and analysis of data.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Documentation in lesson plans, administrator observations, improved Graduation Rate, improved test scores, reduction of discipline incidents

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Title I; State Professional Development Allocations; GHS General Funds; Clubs and Organizational funds

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	21.71	25.46	1,228,206.00
Administrator Units	1	1	0
Assistant Principal	.5	1	0

Counselor	1	1	0
Librarian	1.25	1	0
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
Total of All Salaries:			\$1,228,206.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

- Salaries/Benefits for teachers \$131,389.06
- Professional Development \$6,472
- Technology \$20,000
- Renewal Agreements \$23,723.57
- Materials and Supplies \$3,992.45
- Textbooks \$12,000

Total : 179,577.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Title II funds are held at the system level and are used to support CSR units, recruitment efforts, and expenses related to high quality professional development including stipends, substitutes, registration fees, and travel.

Total : 0.00

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Title VI funds are allocated to schools using the Title I PPA formula. Since the Pike County School System has not made AYP for two consecutive years, funds will be used to support school improvement reforms and initiatives.

Total :

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

NA

Total :

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

NA

Total :

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

NA

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Total Revenues -- 225,420

Total Expenditures -- 184,650

Total :