

ACIP

Goshen High School

Pike County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

The immediate community of Goshen is a small town with approximately 255 residents. However, the school provides services to a large surrounding area stretching well beyond the town's limits. The population of the total area zoned for Goshen High School is over 2000.

The main employment field Goshen High School serves is the agricultural field with a prominence of poultry and crop production. The median household income of \$24,219 prevents families and the community from providing financial support to the educational community. Only a few businesses exist within the rural community, which means financial support for the school is produced from sales and related taxes.

Goshen High School currently has a school population of approximately 422 students in grades 7-12. The population trend of the school over the past has increased, due to large groups of seventh graders entering the school.

The racial composition of the school has remained fairly consistent over the last 3 years with a white population of about 59% and a black population of about 36%. We maintain a low number of Hispanic students, Indian students, and students of multi-race who account for less than 6% of the school's population. The free/reduced lunch rate is about 63% this year.

GHS participates in career technical courses at the Troy/Pike Center for Technology located in Troy. Courses included are training in welding, nursing, engineering, education, computer science, and job skills. PCBOE has several dual enrollment opportunities for our students. There are currently 7 academies which partner with various post-secondary institutions to allow students to earn college credit while earning their high school diploma: Agriculture Academy, Arts Academy: Performing Arts, Business and Finance, Exercise and Health, First in Flight and Leadership, Global Studies, and Health Information Technology. For the third year a select group of 7th and 8th grade students participate in a STEM Academy. A STEM Academy that includes opportunities for post-secondary credit is being developed. In the meantime PCBOE established a STEM Bridge Course for current 9th graders in order to maintain a program for those STEM students' who began the program the previous year.

Goshen High School has undergone several changes to the curriculum atmosphere over the past few years, the most significant to the campus is the Discovery Block program. Recently we began implementing an extra fifty minute block, twice a week, with the plan of providing remediation time for struggling students as well as adult mentors for struggling students. Students not receiving remediation, were allowed to experience classes with topics not offered through our academic curriculum such as archery, art, chorus, debate, drama, jazz band, and rifle team, among others. This year the system implemented a pass/fail requirement for Discovery Block and in order to graduate students must pass a specific number over the course of their 6 years at GHS.

One improvement made 3 years ago was the creation of a "make up" discovery class. In this class, students needing to make up assignments, were allowed to do so. This improvement has benefited students and led to greater success in the classroom. The creation of the Virtual High School allows students who have fallen behind their cohort to recover credits and graduate. Finally, the system has reworked the PST/Rtl procedures to include a behavioral aspect. With a renewed focus in PST implementation, we expect to see positive results in our student's achievement.

Students at GHS are adapting to the new state mandated standardized assessments. The students adjusted to the technology mediated test by taking assessments via the computer throughout the year. We are looking forward to an increase in students meeting the "ready" benchmark as both teachers and students become accustomed to the new assessments. Because of the mandated testing, we had more students than ever before take the ACT and had an average composite score of 17.7. Out of 58 Juniors who took the test, 28 (48%) scored an 18 or higher as their composite score, with 15 (26%) students scoring a 20 or above.

Teacher turnover has improved over the past three years. Three years prior, the school saw 12 new faculty members. The previous school year saw three, but this school saw only one.

Actions to improve the safety of our campus have been on-going & include the development of a school safety plan, special Anti-Bullying programs, AIM projects, the strict implementation of the dress code, & an emphasis on addressing absences by adhering to the attendance policy. Students are respectful to teachers & generally strive to be academically successful. Although the building has been open and used for some time now, we are still excited to have a new gymnasium which is the location for events on campus including awards ceremonies, graduation, student assemblies, pep rallies, and athletic events.

GHS is in an economically depressed part of the state as noted by the percent of students receiving free/reduced lunches. While some students live in homes with stable family environment, other students are in single parent homes or live with relatives. Students in foster care make up a small portion of the student population. A small percentage of parents are very active in school activities, but overall parental participation in many aspects of the school is lacking. For example, the PTO is often attended by only the officers & teachers.

School's Purpose

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

The mission of Goshen High School is to establish a dynamic learning environment which is safe and accountable, and prepares our students for success with their life goals.

At Goshen High School our beliefs support our mission. We, the Goshen High School family, believe:

1. In promoting a safe and supporting environment that prompts mutual respect and equal opportunity for all.
2. Students learn in a variety of ways in a structured, disciplined environment that fosters respect for authority while encouraging family members to be actively involved in the student's education.
3. In educators who are knowledgeable about student's needs both academically and emotionally while providing varied research based instructional practices and delivery systems.
4. A commitment to education for lifelong learners is a partnership of ALL stakeholders.
5. All staff are professionals who work continuously to improve their knowledge while exhibiting integrity and leadership.

The faculty and staff work diligently to provide an environment which allows all students to learn and meet their highest potential. GHS provides a variety of course offerings including honors classes, career technical opportunities, and extracurricular activities. Distance learning is available for credit recovery, advanced placement, and additional electives not available on campus. All stakeholders hold high expectations for our school in regards to student performance. We strive to prepare graduates for successful lives in college and career settings.

We strive to maintain a clean and safe learning environment for our students. Faculty and staff members have been trained in a deescalating crisis management course. Monthly safety drills are performed and evaluated by the safety committee. Speakers are invited to address anti-bullying and drug awareness.

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.

Goshen High School promotes a dynamic learning environment that prepares our students for success with their life goals. Through student hard-work, we have had several receive notable achievements in the last three years.

Goshen High School had the first two students to graduate from the First in Flight and Leadership Academy through Troy University. One of these students was also the first female to graduate from the program. Upon graduation from Goshen High, the students had earned an Associate's Degree from Troy University and their pilot's license.

Through academic extracurricular events, our students have expressed the knowledge gained tremendously. Goshen High Scholar's Bowl team finished strong in many competitions and received an invitation to go to National Competition. Goshen High was allowed the opportunity to induct around seventy ninth through twelfth grade students into the National Honor Society.

Goshen Math team has received individual recognition at Enterprise State Community College with: Honorable Mention Algebra 1, Honorable Mention Geometry, and Honorable Mention Advanced Math. Goshen Math team has received individual recognition at Wallace State Community College with: fourth place computer literacy, fifth place computer literacy, sixth place microcomputer, and seventh place microcomputers. Goshen Math team has received team and individual recognition at University of North Alabama with: first place individual Algebra II with Trigonometry, fifth place team for Algebra II with Trigonometry, fifth place team for Comprehension. The team that placed fifth for Comprehension with University of North Alabama received the right to compete for state competition.

In February 2017, three students were chosen to interview for the South Alabama Montgomery Youth Tour. After multiple requirements, two of these students were selected. The students were among around fifty in the state that gained knowledge on stress management, team building, humor and healing. Over Spring Break 2017, a student attended RYLA Rotary Youth Leadership Awards. RYLA is an intensive leadership training and conference for high school juniors and seniors. A male student at Goshen High from 1A-7S schools ASHAA Leadership Council.

Several Goshen High School students expressed their talent through athletics. One of our students was the Regional 2A winner for the Bryant-Jordan Scholar-Athlete Scholarship for the third year in a row. Another student played second team All-State Baseball and in the AHSAA North/South All-Star game. This student also played in the Alabama Baseball Coaches Association All-Star event in Troy summer 2017.

A Goshen High band member attended and participated in the University of Alabama Honor Band.

The Pike Agriscience Academy located at Goshen High School began in fall 2015. Four Goshen High members are expected to achieve completion of this academy in May of 2017 with an Associate's of General Science Degree through Enterprise State Community College and Wallace State Community College.

Goshen High FFA members have achieved amazing recognition at district, state, and national events. In the past two years, six members have earned the State FFA Degree. At the district level, Goshen FFA has placed fifth in livestock evaluation, fourth in scrapbooking, and
SY 2017-2018

eighth in floriculture. At the state level, Goshen FFA has placed tenth in dairy evaluation and seventh in veterinarian science. Five members won state Agriscience Fair project and received bronze recognition on the national level. A member placed fourth in the state with her Small Animal Proficiency, and a member won state with his Poultry Production Placement Proficiency. He is currently a top for finalist in the nation and will compete at Nationals in October 2017.

Additional Information

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

N/A

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.

In August 2017, the school improvement team (including parent members) review the 2016-17 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information is shared with all staff and interested parents. The staff and parents 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 2016-17 school year; the elements that have not been mastered and must be included in the 2017-18 ACIP. In August and September the school improvement team and school staff, along with interested parents review the relevant data. The school improvement team (including parent members) reconvene as needed to disaggregate data including subgroups to the extent possible. Results are shared with appropriate stakeholders.

Faculty, staff, and parents are asked for their input. Survey results for students, parents, and faculty are used as the basis of opinions for the stakeholder groups.

The school improvement team meet as needed to suggest strategies, professional development, and budget requirements for the ACIP plan. When the draft is completed, faculty and staff review it and suggest modifications if needed. The ACIP for the 2017-18 school year is then published and made available to interested parties. Requested modifications are examined and decisions made by school improvement team and faculty/staff. The finalized ACIP is sent to the district school board for approval.

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

Mr. Major Lane, Principal
Mr. Tony May, Assistant Principal
Mrs. Sharron Barron, Teacher/Mathematics
Mrs. Brandi DeSandro, Teacher/Social Studies (PST Committee Chair)
Kim Dillard, Media Specialist
Ms. Ana Belle Lee, Counselor
Mrs. Sonya McLaughlin, Math/Science Teacher (ACIP Committee Chair)
Mrs. Jamie Rich, Teacher/Agriscience
Rachel Railey, Parent/PTO President
Mandy Baker, Parent/PTO Treasurer
Nerita Hinkle, Parent
Lawanda Bell, Parent
Charitee Childs, Student
Dawson Hamlin, Student

Dr. Donella Carter, Federal Programs Director

Julia Wyche, EL Coach

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

Presented and discussed at faculty meeting(s)

Final copies of the ACIP are printed and maintained in both the principal's office and the school library.

Electronic copy placed on school-wide drive/server and at the PCS Central Office

Electronic copy uploaded to school website

Printed copy of Title I/Parent Involvement sections sent home to parents by students

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		GHS Aspire Subgroups 2017 Aspire Summary 2017 Aspire - 7th 2017 Aspire - 10th 2017 Aspire - 8th

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

ACT Aspire

Reading, English, Writing

English was our strongest area for all students. Over 83% of students in 7th grade, 64% in 8th grade, and 40% in 10th grade scored at or above benchmark for their tested grade. These are the highest results for students meeting or exceeding benchmark scores in all subject areas. Results for 10th grade reading showed an improvement from 24% to 40 % at benchmark or above and an improvement from 18% to 29% at benchmark or above in writing.

Math

Results from 7th grade math show an increase in nearly every skill area with 52% meeting or exceeding benchmark. The percentage of students in need of support decreased by 11%.

Science

Results from the 7th grade showed an increase of 8% in students exceeding benchmark. In addition, students in need of support decreased by 15%. Results from 8th grade showed an increase of 9% in students meeting benchmark.

ACT+Writing

The percentage of juniors on the advanced diploma track had a 19.93 composite score, which is slightly above the state average of 19.2.

ACT WorkKeys

The score for Work Keys increased from the 2016 scores. At least 70% of our students met the benchmark in each tested area. In fact 28 students scored a 4 in locating information, which is up from 7 students in 2015. The percentage of students reading gold status increased from 12% to 15% in 2017, and none of the students score below a 3 in 2017.

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

The trends in the ACT Work Keys assessment remain very promising. In every grade level and almost every subject area, more students are scoring in the exceeding and ready range.

Which area(s) indicate the overall highest performance?

The area with the overall highest performance is 7th grade English with 83% scoring in the exceeding or ready range.

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

The subgroups that showed a trend towards increasing performance was Economically Disadvantage, Female students, Male 7th Grade,
SY 2017-2018

Special Education, and White & Black 7th Grade.

The economically disadvantaged subgroup showed a significant increase in all areas (English(+20%), Math(+22%), Reading(+17%), Science(+21%), and Writing(+10%)) while the other subgroups showed significant increase in English(+11 to 34%), Math(+14 to 33%), and Reading(+13 to 16%).

Between which subgroups is the achievement gap closing?

The subgroup Economically disadvantaged showed the greatest closing of the achievement gap at or above all other subgroups in every subject tested. While Economically disadvantaged showed the closing achievement gap well above other subgroups, this is also true for each grade level within that subgroup.

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

These findings are consistent with other data sources.

Areas in Need of Improvement

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

ACT Aspire

Overall the 10th grade scores were the lowest performance on the ACT Aspire.

Reading, English, Writing

Writing scores for 7th grade show that 51% are in need of support.

Math

Only 1/3 of our 7th and 8th grade students scored within the close benchmark. The results are nearly exactly the same as the last two years' results. The 10th grade grade math score show that for the second year 70% remain in need of support.

Science

For the second year, almost half of the students scored within the in need of support benchmark.

ACT

The average composite score for 11th grade students is 17.68, which is over 2% below the state average.

ACT Work Keys

No students scored a 6 or 7 in the category Locating Information.

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

Much of our data show a negative trend. Many of our students continue to struggle.

Which area(s) indicate the overall lowest performance?

The 10th grade scores, especially math and science, are the areas of lowest performance.

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

In almost all areas tested, there is a significant difference between the performance of our African American students and our white students. A higher percentage of our African American students score in need of support than our white students.

Between which subgroups is the achievement gap becoming greater?

When comparing each grade level within the black and white subgroup, there is a significant gap of growth for white students and decrease for black students in the areas of English, Math, and Reading.

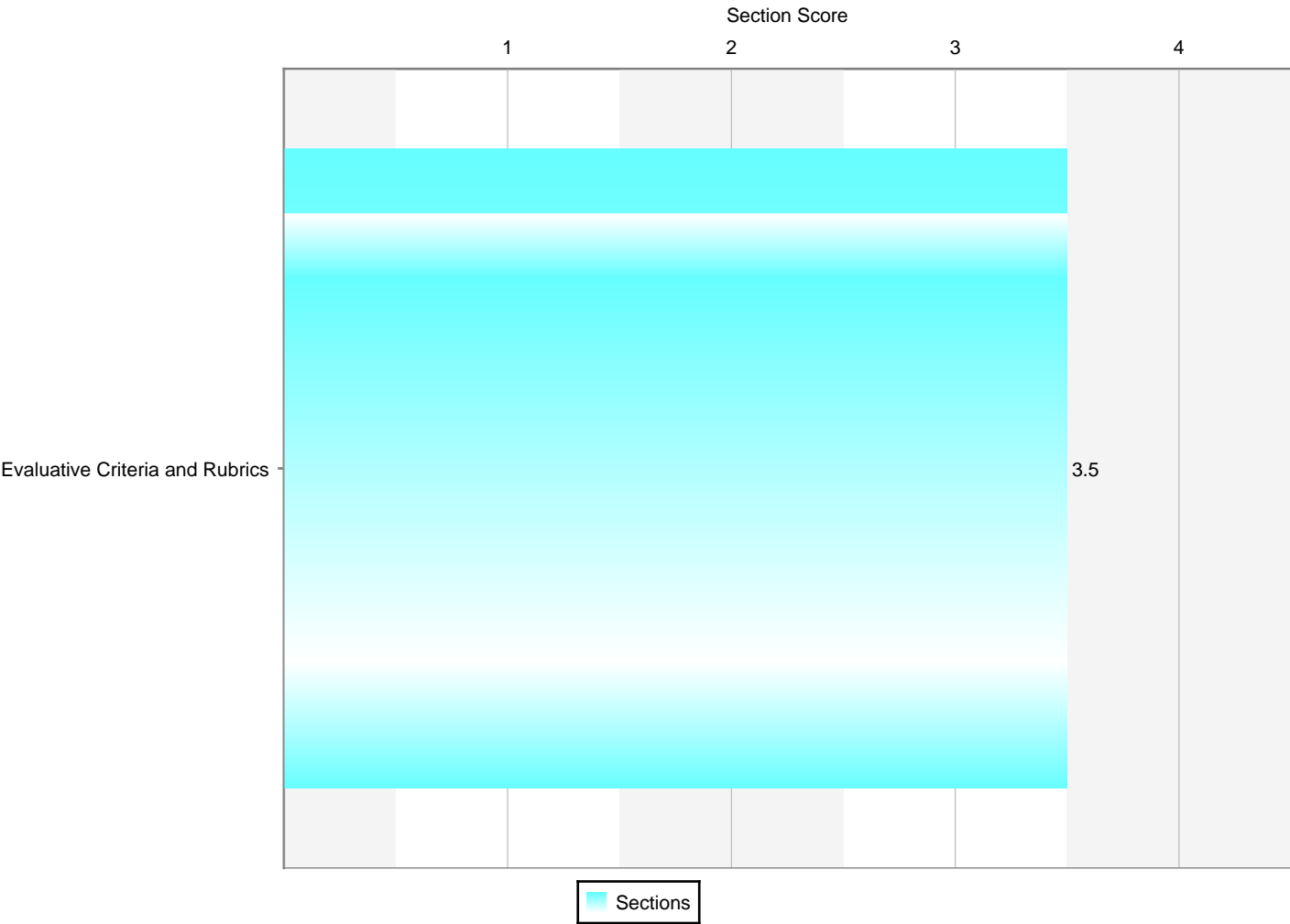
There is also an increasing achievement gap for our special education population.

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

The findings are consistent with other data sources.

Report Summary

Scores By Section



2017-2018 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		Improvement Planning Proc Signatures

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		Nondiscrimination

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	Mr. Major Lane, Principal at GHS, may be reached at 286 Eagle Circle, Goshen, AL 36045 and 334-484-3245.	Nondiscrim Coordinator

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		2017-18 Parent and Family Engagement

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

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2017-18 Students will improve their ACT+Writing score	Objectives: 4 Strategies: 5 Activities: 8	Organizational	\$0
2	2017-18 Increase ACT Aspire scores	Objectives: 8 Strategies: 10 Activities: 16	Organizational	\$3
3	All Goshen High School students will graduate from high school prepared for the rigor of post-secondary education	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	2017-18 Reduce At-risk Population	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: 2017-18 Students will improve their ACT+Writing score

Measurable Objective 1:

demonstrate a proficiency 11th grade students will raise the ACT mean math score to 18 or higher by 05/25/2018 as measured by ACT+Writing assessment.

Strategy 1:

ACT Practice - Teachers in all math classes will use ACT Practice problem for bell work and test questions when appropriate to familiarize students with the ACT question format and types of questions.

Category: Develop/Implement Learning Supports

Research Cited: "Encode Success" from Practice Perfect by Doug Lemov

According to Emily Clough, a private SAT tutor short-term preparation and long-term preparation yield very different results. While preparing for even a few weeks can be helpful she says only long-term preparation will create real improvement in performance.

Activity - ACT Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practice with ACT Practice problems in bell work, test questions	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Math teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the students who score within the "Ready" category for 11th grade in Science by 5% by 05/25/2018 as measured by the ACT+Writing assessment.

Strategy 1:

Increase Rigor - Teachers will fully implement the CCRS Science standards while using various standards based curriculum, i.e. AMSTI and ASIM, that will increase the rigor and relevance related to future assessments

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS standards, AMSTI, and ASIM

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will utilize Differentiated Instruction while implementing various strategic teaching strategies	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers

Activity - Vertical and horizontal alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructors will ensure vertical and horizontal alignment with the CCRS Science curriculum	Professional Learning	08/15/2016	05/26/2017	\$0	No Funding Required	Science teachers

Strategy 2:

Target student weakness - Teachers will present and assess materials that relate to Scientific Investigation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Encode Success" from Practice Perfect by Doug Lemov

Activity - Equip faculty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide materials and resources to faculty to ensure rigorous and consistent academic program to support student growth in Science such as ACT exemplars as well as Differentiated Instruction strategies.	Professional Learning	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers
Activity - Practice with ACT exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science assessments will include problems concerning scientific investigation as per ACT exemplars.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers
Activity - Include in formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science formative assessments will include at least 5% of questions related to scientific investigation	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers

Measurable Objective 3:

demonstrate a proficiency by improving the percentage of students reaching benchmark in the Science subtest for 11th grade by 5% by 05/25/2018 as measured by the ACT+Writing assessment.

Strategy 1:

Practice with charts, graphs, maps - Students will be exposed to and required to interpret charts, graphs, and maps in conjunction with Social Studies objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "A key to the ACT science section is to learn how to understand and interpret charts, graphs and tables, and to learn how to do so quickly." 3 Keys for Success on the ACT Science Section by Meghan Moll from the College Admissions Playbook; U. S. News & World Report

Activity - Use pictorial data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include at least one piece of pictorial data on all classroom assessments.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Social studies teachers

Measurable Objective 4:

demonstrate a proficiency by increasing the average score of the Writing subtest by 1 point by 05/25/2018 as measured by the ACT+Writing assessment.

Strategy 1:

Use logic and sources to support writing - This will be taught by analyzing, identifying, and interpreting different types of primary and secondary sources of historical and fundamental importance, as well as the relevance to topical inquiry and understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills." The Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/>

Activity - Primary and Secondary Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use primary and secondary sources in order to support theories and ideas as specified within levels 3 and 4 of the DOK wheel.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Social studies teachers

Goal 2: 2017-18 Increase ACT Aspire scores

Measurable Objective 1:

demonstrate a proficiency increase the percentage correct in the Mathematics Justification and Explanation skill area for 7th, 8th, and 10th grade by 5% by 05/25/2018 as measured by ACT Aspire.

Strategy 1:

Improve Open Ended Responses - Math teachers will present open-ended questions and require answers that improve student ability to explain and justify answers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Text Matters—Preparing Students in Writing Responses to Open-Ended Questions by Barbara Kapinus

Activity - Practice using complete sentences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all math classes will require students to verbally explain methods used to find answers using complete sentences.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Math teachers

Activity - Open-ended questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all math classes will require students to answer open-ended questions on homework, quizzes, and tests to practice writing explanations.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Math teachers

Measurable Objective 2:

demonstrate a proficiency by decreasing the percentage of students scoring "In Need of Support" in Reading for 7th, 8th, and 10th grade by 10% by 05/25/2018 as measured by the ACT Aspire assessment.

Strategy 1:

Monitor Achievement and Progress - Teachers will use available resources and student interviews to monitor student progress throughout the year.

Category: Implement Community Based Support and Intervention System

Research Cited: "Periodic assessments help measure shorter-term student progress— providing supporting data for a more targeted and responsive program of instruction." from ACT Aspire® Periodic Assessments Guiding Insights to Inform Instruction

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use ACT Aspire Periodic Assessments and STAR Reading results in ELA subject areas to gauge student growth throughout the school year.	Academic Support Program	08/14/2017	05/25/2018	\$1	District Funding	ELA teachers

Activity - Student interview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct student intervention interviews with students who performed at "Close" or "In Need of Support" to monitor progress.	Academic Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	ELA teachers

Strategy 2:

Informational Text exposure - Increase student exposure to real world informational text using the Scope Scholastic magazine.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 10 Ways Scope Helps You Meet the Common Core Standards by Scholastic

Activity - Scope Scholastic magazine	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventh grade students will make use of Scope Scholastic magazine periodically throughout the year.	Direct Instruction	08/14/2017	05/25/2018	\$1	Other	7th grade ELA teacher

Measurable Objective 3:

demonstrate a proficiency by decreasing the percentage of students scoring in the "In Need of Support" category in Writing for 7th, 8th, and 10th grade by 10% by 05/25/2018 as measured by the ACT Aspire assessment.

Strategy 1:

Focus on specific Writing skills - Teachers will incorporate mini grammar lessons to address specific writing skills

Category: Develop/Implement College and Career Ready Standards

Research Cited: "To improve your writing skills, start with mastering different mini-skills" from 27 Ways to Improve Your Writing Skills and Escape Content Mediocrity

Activity - Mini grammar lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate mini grammar lessons 2-3 days weekly to address capitalization, punctuation, active and passive voice, informal versus formal writing, developing and integrating more complex and compound-complex sentences in writing.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	ELA teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collaborative efforts of teachers to conduct professional learning workshops in colleague classrooms. Cortner to Ramirez on a lesson regarding "hooking" readers attention through introductions; Ramirez to Cortner on argumentative writing and supporting your claim; Price on the power of a stronger word selection (grammar usage); Price on citing sources in a research paper.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	specified teachers
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Measurable Objective 4:

demonstrate a proficiency by increasing the number of students who score within the "Ready" benchmark in Science got 7th, 8th, and 10th grade by 05/25/2018 as measured by the ACT Aspire assessment.

Strategy 1:

Increase Rigor - Teachers will fully implement the CCRS Science standards while using various standards based curriculum, i.e. AMSTI and ASIM, that will increase the rigor and relevance related to future assessments

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS standards, AMSTI, and ASIM

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will instruct using Differentiated Instruction as well as various Strategic teaching strategies	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers
Activity - Vertical and horizontal alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructors in grades 7th - 12th will ensure vertical and horizontal alignment with the CCRS Science curriculum by meeting at least monthly to review data and discuss strategies to utilize previous and upcoming standards in the science content	Professional Learning	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers

Strategy 2:

Target student weakness - Teachers will present and assess materials that relate to Scientific Investigation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Encode Success" from Practice Perfect by Doug Lemov

Activity - Equip faculty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide materials and resources to faculty to ensure rigorous and consistent academic program to support student growth in Science such as the use of newly aligned AMSTI and ASIM	Professional Learning	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers
Activity - Practice with ACT exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science assessments will include problems concerning scientific investigation as per ACT exemplars.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers

Activity - Include in formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science formative assessments will include at least 5% of questions related to scientific investigation	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Science teachers

Measurable Objective 5:

demonstrate a proficiency by improving the percentage correct for grades 7, 8, and 10 in the Science skill Inferences and Interpretation of Data by 10% by 05/25/2018 as measured by the ACT Aspire assessment.

Strategy 1:

Practice with charts, graphs, maps - Students will be exposed to and required to interpret charts, graphs, and maps in conjunction with Social Studies objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "A key to the ACT science section is to learn how to understand and interpret charts, graphs and tables, and to learn how to do so quickly." 3 Keys for Success on the ACT Science Section by Meghan Moll from the College Admissions Playbook; U. S. News & World Report

Activity - Use pictorial data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include at least one piece of pictorial data on all classroom assessments.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Social Studies teachers

Measurable Objective 6:

demonstrate a proficiency by increasing the percentage correct in the Writing skill area "Ideas and Analysis" in 7th, 8th, and 10th grade by 10% by 05/25/2018 as measured by the ACT Aspire assessment.

Strategy 1:

Use primary and secondary sources - This will be taught by analyzing, identifying, and interpreting different types of primary and secondary sources of historical and fundamental importance, as well as the relevance to topical inquiry and understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills." The Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/>

Activity - Primary and Secondary Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use primary and secondary sources in order to support theories and ideas as specified within levels 3 and 4 of the DOK wheel.	Direct Instruction	08/14/2017	05/25/2018	\$0	No Funding Required	Social studies teachers

Measurable Objective 7:

demonstrate a proficiency by increasing the percentage correct scored by students with disabilities in the Reading skill of Integration of Knowledge and Ideas by 10% by 05/25/2018 as measured by the ACT Aspire assessment.

Strategy 1:

Collaboration - Special education teachers will collaborate with general education teachers to help 7th and 8th grade special education students integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Category: Develop/Implement Professional Learning and Support

Research Cited: : "Research has shown that effective communication is one of the biggest hurdles in the collaborative effort and that attempts at overcoming these barriers need to focus on opening the lines of communication among professionals." from Fostering Collaboration in Inclusive Settings: The Special Education Students At a Glance Approach by Jones, Beth A. in Intervention in School and Clinic, May 2012.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be weekly collaboration between special education and general education teachers to discuss lesson plans and expectations of outcome for activities related to Integration of Knowledge & Ideas, as well as, accommodations required to meet individual needs of 7th and 8th grade special education students. Special education teachers will assist in providing the needed accommodations on class assignments and assessments.	Academic Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	Relevant Special Education teachers and regular education teachers

Measurable Objective 8:

demonstrate a proficiency by increasing the percentage of students who score proficient in 7th, 8th, and 10th grades in Reading, Math, and Science by 05/25/2018 as measured by the ACT Aspire assessment.

Strategy 1:

Learning Earnings - GHS as a part of the PCBOE will develop and implement a plan to incorporate the positive behavior system from Chalkable "Learning Earnings" to increase student motivation.

Category: Develop/Implement Learning Supports

Research Cited: How Positive Behavior Reinforcement Impacts the K-12 Classroom from Chalkable

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GHS will design and implement a positive behavior support system.	Behavioral Support Program	08/14/2017	05/25/2018	\$1	District Funding	All relevant faculty/staff members

Goal 3: All Goshen High School students will graduate from high school prepared for the rigor of post-secondary education

Measurable Objective 1:

achieve college and career readiness Achieve college and career readiness by 05/25/2018 as measured by by increasing the number of students receiving degrees in dual enrollment programs by 5%.

Strategy 1:

Participation in Dual Enrollment - In 9th grade students will enroll in various academies or global studies program. Students will be selected through a screening process that consists of interviews, applications, and Compass testing.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag.

ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015.

<https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - 8th grade Academy Tour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 8th graders visit all of the Pike County Academies.	Career Preparation/Orientation, Field Trip	08/08/2017	05/25/2018	\$0	No Funding Required	GHS Counselor, TCPT Counselor, Academy Director

Activity - 9th Grade Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given information about the different academies offered by the Pike County School System	Parent Involvement	08/08/2017	05/25/2018	\$0	No Funding Required	GHS Counselor, GHS Administrator, Academy Director

Goal 4: 2017-18 Reduce At-risk Population

Measurable Objective 1:

increase student growth by 05/25/2018 as measured by decreasing the number of course failures by 5%.

Strategy 1:

PST - PST will meet and identify students that are at-risk

Category: Develop/Implement Learning Supports

Research Cited: How Positive Behavior Reinforcement Impacts the K-12 Classroom from Chalkable

Activity - PST Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Goshen High School

The PST team will meet to identify students that are in danger of failing and therefore are at-risk. The team will decide on what interventions would best ensure the students success.	Academic Support Program	08/14/2017	05/25/2018	\$0	General Fund	PST Team
Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Goshen High School will implement a mentoring program that includes every student being assigned to a faculty member. This member will mentor the student throughout the school year in order to help ensure the student's success.	Behavioral Support Program, Academic Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	All Faculty and Staff
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been identified as at-risk and are in danger of failing will be entered into Tier II/III support for further intervention. This activity will include small group direction as well as student focused instruction during Discovery Block.	Academic Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	PST committee and teachers assigned during Discovery Block

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PST Meeting	The PST team will meet to identify students that are in danger of failing and therefore are at-risk. The team will decide on what interventions would best ensure the students success.	Academic Support Program	08/14/2017	05/25/2018	\$0	PST Team
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Use ACT Aspire Periodic Assessments and STAR Reading results in ELA subject areas to gauge student growth throughout the school year.	Academic Support Program	08/14/2017	05/25/2018	\$1	ELA teachers
Learning Earnings	GHS will design and implement a positive behavior support system.	Behavioral Support Program	08/14/2017	05/25/2018	\$1	All relevant faculty/staff members
Total					\$2	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Primary and Secondary Sources	Students will use primary and secondary sources in order to support theories and ideas as specified within levels 3 and 4 of the DOK wheel.	Direct Instruction	08/14/2017	05/25/2018	\$0	Social studies teachers
Include in formative assessments	All Science formative assessments will include at least 5% of questions related to scientific investigation	Direct Instruction	08/14/2017	05/25/2018	\$0	Science teachers
9th Grade Parent Meetings	Parents are given information about the different academies offered by the Pike County School System	Parent Involvement	08/08/2017	05/25/2018	\$0	GHS Counselor, GHS Administrator, Academy Director
Use pictorial data	Teachers will include at least one piece of pictorial data on all classroom assessments.	Direct Instruction	08/14/2017	05/25/2018	\$0	Social Studies teachers

Intervention	Students that have been identified as at-risk and are in danger of failing will be entered into Tier II/III support for further intervention. This activity will include small group direction as well as student focused instruction during Discovery Block.	Academic Support Program	08/14/2017	05/25/2018	\$0	PST committee and teachers assigned during Discovery Block
ACT Practice	Practice with ACT Practice problems in bell work, test questions	Direct Instruction	08/14/2017	05/25/2018	\$0	Math teachers
Vertical and horizontal alignment	Science instructors in grades 7th - 12th will ensure vertical and horizontal alignment with the CCRS Science curriculum by meeting at least monthly to review data and discuss strategies to utilize previous and upcoming standards in the science content	Professional Learning	08/14/2017	05/25/2018	\$0	Science teachers
8th grade Academy Tour	All 8th graders visit all of the Pike County Academies.	Career Preparation/Orientation, Field Trip	08/08/2017	05/25/2018	\$0	GHS Counselor, TCPT Counselor, Academy Director
Collaboration	There will be weekly collaboration between special education and general education teachers to discuss lesson plans and expectations of outcome for activities related to Integration of Knowledge & Ideas, as well as, accommodations required to meet individual needs of 7th and 8th grade special education students. Special education teachers will assist in providing the needed accommodations on class assignments and assessments.	Academic Support Program	08/14/2017	05/25/2018	\$0	Relevant Special Education teachers and regular education teachers
Use pictorial data	Teachers will include at least one piece of pictorial data on all classroom assessments.	Direct Instruction	08/14/2017	05/25/2018	\$0	Social studies teachers
Mini grammar lessons	Teachers will incorporate mini grammar lessons 2-3 days weekly to address capitalization, punctuation, active and passive voice, informal versus formal writing, developing and integrating more complex and compound-complex sentences in writing.	Direct Instruction	08/14/2017	05/25/2018	\$0	ELA teachers
Practice with ACT exemplars	Science assessments will include problems concerning scientific investigation as per ACT exemplars.	Direct Instruction	08/14/2017	05/25/2018	\$0	Science teachers
Strategic Teaching	Science teachers will utilize Differentiated Instruction while implementing various strategic teaching strategies	Direct Instruction	08/14/2017	05/25/2018	\$0	Science teachers
Include in formative assessments	All Science formative assessments will include at least 5% of questions related to scientific investigation	Direct Instruction	08/14/2017	05/25/2018	\$0	Science teachers
Practice with ACT exemplars	Science assessments will include problems concerning scientific investigation as per ACT exemplars.	Direct Instruction	08/14/2017	05/25/2018	\$0	Science teachers

ACIP

Goshen High School

Collaboration	Collaborative efforts of teachers to conduct professional learning workshops in colleague classrooms. Cortner to Ramirez on a lesson regarding "hooking" readers attention through introductions; Ramirez to Cortner on argumentative writing and supporting your claim; Price on the power of a stronger word selection (grammar usage); Price on citing sources in a research paper.	Direct Instruction	08/14/2017	05/25/2018	\$0	specified teachers
Vertical and horizontal alignment	Science instructors will ensure vertical and horizontal alignment with the CCRS Science curriculum	Professional Learning	08/15/2016	05/26/2017	\$0	Science teachers
Practice using complete sentences	Teachers in all math classes will require students to verbally explain methods used to find answers using complete sentences.	Direct Instruction	08/14/2017	05/25/2018	\$0	Math teachers
Strategic Teaching	Science teachers will instruct using Differentiated Instruction as well as various Strategic teaching strategies	Direct Instruction	08/14/2017	05/25/2018	\$0	Science teachers
Equip faculty	Provide materials and resources to faculty to ensure rigorous and consistent academic program to support student growth in Science such as the use of newly aligned AMSTI and ASIM	Professional Learning	08/14/2017	05/25/2018	\$0	Science teachers
Equip faculty	Provide materials and resources to faculty to ensure rigorous and consistent academic program to support student growth in Science such as ACT exemplars as well as Differentiated Instruction strategies.	Professional Learning	08/14/2017	05/25/2018	\$0	Science teachers
Student interview	Teachers will conduct student intervention interviews with students who performed at "Close" or "In Need of Support" to monitor progress.	Academic Support Program	08/14/2017	05/25/2018	\$0	ELA teachers
Open-ended questions	Teachers in all math classes will require students to answer open-ended questions on homework, quizzes, and tests to practice writing explanations.	Direct Instruction	08/14/2017	05/25/2018	\$0	Math teachers
Primary and Secondary Sources	Students will use primary and secondary sources in order to support theories and ideas as specified within levels 3 and 4 of the DOK wheel.	Direct Instruction	08/14/2017	05/25/2018	\$0	Social studies teachers
Mentoring	Goshen High School will implement a mentoring program that includes every student being assigned to a faculty member. This member will mentor the student throughout the school year in order to help ensure the student's success.	Behavioral Support Program, Academic Support Program	08/14/2017	05/25/2018	\$0	All Faculty and Staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scope Scholastic magazine	Seventh grade students will make use of Scope Scholastic magazine periodically throughout the year.	Direct Instruction	08/14/2017	05/25/2018	\$1	7th grade ELA teacher
Total					\$1	

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?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The average student response score of 3.76 was equal to or higher than last with the exception of two questions. These questions averaged over a 4: 1. Programs and services are available to help me succeed, 2. Purpose and expectations are clearly explained to me, and 3. High quality education is offered. Also rated a 4.24 was this question: 8. Principal and teachers have high expectations of me. Finally, and possibly most important, students this question increased from a 3.82 to a 4.0: My school prepares me for success in the next school year.

The staff survey showed an overall 3.93 score. These questions received a 4.25 score or above: 1. Purpose statement is clearly focused on student success, 12. Leaders evaluate staff members on criteria designated to improve teaching and learning, 36. School provides qualified staff members to support student learning, 43 School provides high quality support services, and 52. Leaders monitor data related to school continuous improvement goals.

Parent surveys indicate that they feel welcome in the school, feel encouraged to be involved in their child's education, and feel that they can reach their child's teacher when necessary. Most understand the Title 1 program and their rights within it.

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

Overall student surveys indicate that they feel accepted and challenged.

Staff surveys show positive trends in the Purpose and Direction section. The surveys indicate that leadership teams provide necessary focus and encouragement.

Parent surveys indicate that their children are safe in a safe environment that challenges them.

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

The data collected is consistent with other findings.

Areas in Need of Improvement

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

Although these areas show an improvement from last year, they are still areas of concern as they are rated lower than 3.25: 1. All students are treated with respect, 7. Students treat adults with respect, 17. Teachers change their teaching to meet the learning my needs, and 23. The building and grounds are safe, clean and provide a healthy place for learning. The lowest score on the survey is this one with a 2.84, which is up 10% from last year: 24. Students respect the property of others.

With few exceptions, the results of the staff survey showed a trend downward. The largest area of concern is Teaching and Assessing with all responses all lower than last with an average rating of just 3.5%. These were that lowest: 20. Teachers provide students with specific and timely feedback about their learning, 30. Staff members provide peer coaching to teachers, and 34. School personnel regularly engage families in their children's learning progress. One other area of concern is under Resource and Support Systems. This question was rated low at 3.44: 41. School provides a plan of acquisition and support of technology to support student learning.

The parent survey indicated that many did not receive the Parental Involvement Plan and the School Parent Compact.

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

Student surveys show that many feel a lack of respect, that they are not treated equally, and that students do not take care of the facility.

Staff surveys showed concern in the Teaching and Assessing for Learning category.

Parent surveys indicate a concern about communication of student progress.

What are the implications for these stakeholder perceptions?

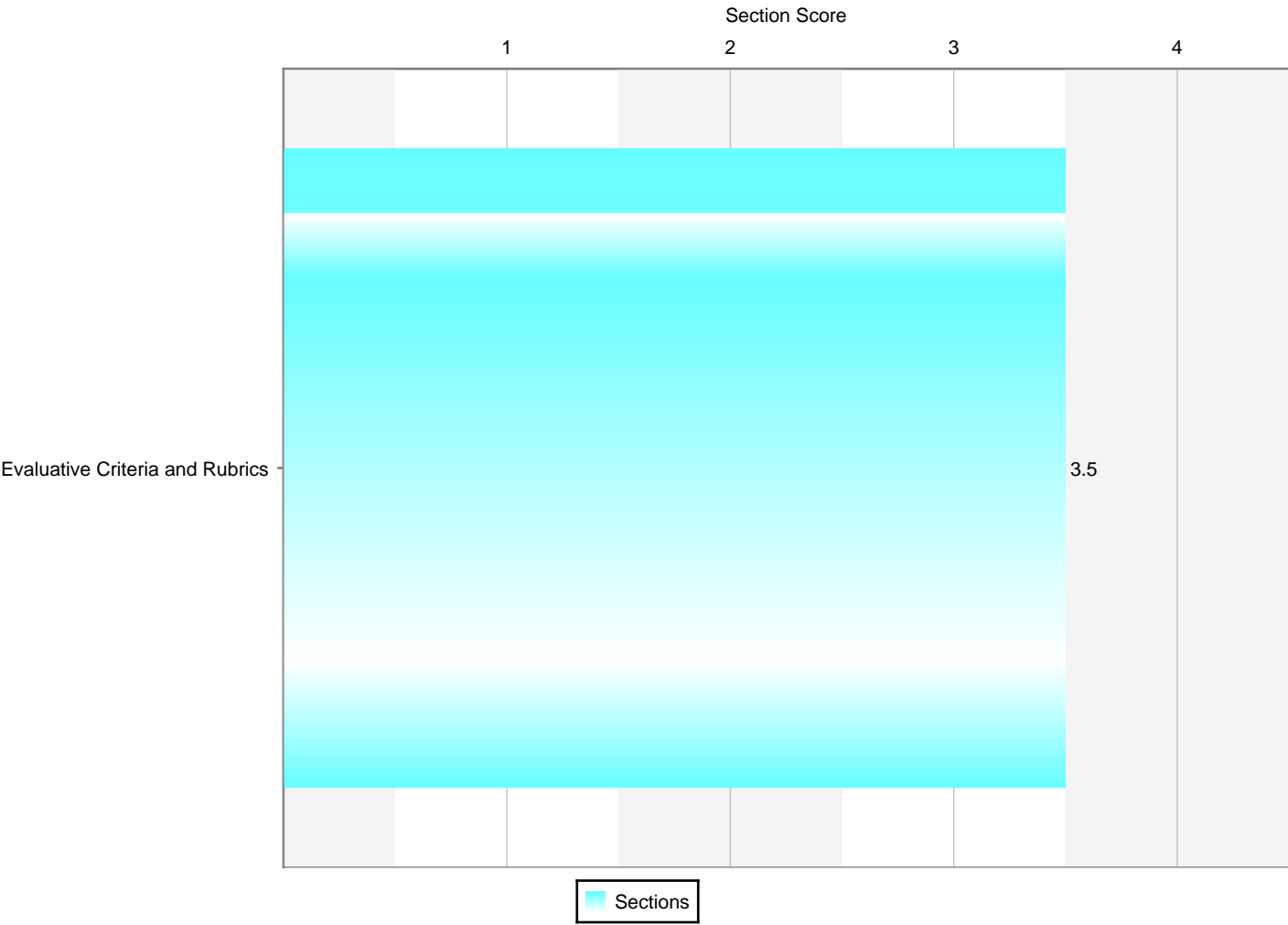
The implications are that overall the school has more areas of strength than weakness. Most of the areas that received low rating are well within our administrative and leadership teams' ability to improve.

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

Findings are consistent with other feedback sources.

Report Summary

Scores By Section



2017-2018 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?

In August 2017, the school leadership team (including parent members) met to review the 2016-17 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information will be shared with all staff and interested parties. The staff and parents will provide input on the following: which elements have been successfully mastered and need not to be included in the current plan; the elements that have been mastered but still require continued monitoring during the 2017-18 school year; the elements that have not been mastered and must be included in the 2017-18 ACIP. In August and September, the school improvement team and school staff, along with interested parents will review other relevant data. Recent survey results for students, parents, and faculty are used as the basis of opinions for these groups. The school leadership team (including parent members) reconvene to examine the data including subgroups information. Results will be shared with appropriate stakeholders. 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 ACIP plan. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The ACIP for the 2017-18 year will then be published and made available to interested parties. Requested modifications will be examined and decisions will be made by school improvement team and faculty/staff. The finalized ACIP Draft will be sent to the district school board for approval.

What were the results of the comprehensive needs assessment?

The need to address student achievement was overwhelmingly a concern for all stakeholders. Results from standardized testing reveals a stagnant trend in test scores. The faculty were challenged to present strategies to move out students' learning and performance forward. The administration was challenged to provide and conduct professional development opportunities that address out weaknesses of the faculty members.

What conclusions were drawn from the results?

The faculty at Goshen High School need to evaluate their instruction and address students achievement gaps. Teachers need to incorporate more assessment tools that require students to explain and justify their conclusions.

The school should evaluate communication with parents and strive to be more informative regarding opportunities for parents to become a stronger partner in the educational process. Staff should monitor their actions to ensure the equal treatment of all students. The school could wisely invest in more technology tools for faculty and staff.

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

The faculty at Goshen High School need to evaluate their instruction and address student achievement gaps. Teachers need to incorporate more assessment tools that require students to explain and justify their conclusions.

The school should evaluate communication with parents and strive to be more informative regarding opportunities for parents to become a stronger partner in the educational process. Staff should monitor their actions to ensure the equal treatment of all students. The school could wisely invest in more technology tools for faculty and staff.

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

The CIP committee worked diligently to compose goals which confront the weaknesses of students and challenge the teachers to improve their instruction techniques. The goals focus on research based strategies that will allow for cross curriculum connections and increase the students' skill sets regardless of content material.

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

The committee used all available data to complete the analysis. Results from all standardized assessments formed the basis of all academic goals and progress will be measured by the required assessment throughout the year. Information from other assessments such as the ACT were used to provide strengths and weaknesses of the school. Additionally, data from stakeholder surveys provided opinions, especially regarding the non-academic areas in which the school can improve.

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

The goals set for this year are focused to improve skills that are used in all subjects and will show an increase across all curriculums. The committee decided to focus on skills that would benefit all students in all disciplines. This allows the students who are disadvantaged to receive targeted instruction on skills along with the general population.

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:

2016-17 Students will improve their ACT+Writing score

Measurable Objective 1:

demonstrate a proficiency by increasing the students who score within the "Ready" category for 11th grade in Science by 5% by 05/26/2017 as measured by the ACT+Writing assessment.

Strategy1:

Target student weakness - Teachers will present and assess materials that relate to Scientific Investigation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Encode Success" from Practice Perfect by Doug Lemov

Activity - Equip faculty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide materials and resources to faculty to ensure rigorous and consistent academic program to support student growth in Science such as the use of newly aligned AMSTI and ASIM	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Include in formative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Science formative assessments will include at least 5% of questions related to scientific investigation	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Practice with ACT exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science assessments will include problems concerning scientific investigation as per ACT exemplars.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Strategy2:

Increase Rigor - Teachers will fully implement the CCRS Science standards while using various standards based curriculum, i.e. AMSTI and ASIM, that will increase the rigor and relevance related to future assessments

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS standards, AMSTI, and ASIM

Activity - Vertical and horizontal alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science instructors will ensure vertical and horizontal alignment with the CCRS Science curriculum	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Peer coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer coaching from CCRS Science Curriculum trained staff will occur to implement new curriculum.	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Measurable Objective 2:

demonstrate a proficiency 11th grade students will raise the ACT mean math score to 18 or higher by 05/26/2017 as measured by ACT+Writing assessment.

Strategy1:

ACT Practice - Teachers in all math classes will use ACT Practice problem for bell work and test questions when appropriate to familiarize students with the ACT question format and types of questions.

Category: Develop/Implement Learning Supports

Research Cited: "Encode Success" from Practice Perfect by Doug Lemov

According to Emily Clough, a private SAT tutor short-term preparation and long-term preparation yield very different results. While preparing for even a few weeks can be helpful she says only long-term preparation will create real improvement in performance.

Activity - ACT Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practice with ACT Practice problems in bell work, test questions	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Math teachers

Measurable Objective 3:

demonstrate a proficiency by improving the percentage of students reaching benchmark in the Science subtest for 11th grade by 5% by 05/26/2017 as measured by the ACT+Writing assessment.

Strategy1:

Practice with charts, graphs, maps - Students will be exposed to and required to interpret charts, graphs, and maps in conjunction with Social Studies objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "A key to the ACT science section is to learn how to understand and interpret charts, graphs and tables, and to learn how to do so quickly." 3 Keys for Success on the ACT Science Section by Meghan Moll from the College Admissions Playbook; U. S. News & World Report

Activity - Use pictorial data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include at least one piece of pictorial data on all classroom assessments.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Social studies teachers

Measurable Objective 4:

demonstrate a proficiency by increasing the average score of the Writing subtest by 1 point by 05/26/2017 as measured by the ACT+Writing assessment.

Strategy1:

Use logic and sources to support writing - This will be taught by analyzing, identifying, and interpreting different types of primary and secondary sources of historical and fundamental importance, as well as the relevance to topical inquiry and understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills." The Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/>

Activity - Primary and Secondary Sources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use primary and secondary sources in order to support theories and ideas as specified within levels 3 and 4 of the DOK wheel.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Social studies teachers

Goal 2:

2016-17 Increase ACT Aspire scores

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage correct scored by students with disabilities in the Reading skill of Integration of Knowledge and Ideas by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Collaboration - Special education teachers will collaborate with general education teachers to help 7th and 8th grade special education students integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Category: Develop/Implement Professional Learning and Support

Research Cited: : "Research has shown that effective communication is one of the biggest hurdles in the collaborative effort and that attempts at overcoming these barriers need to focus on opening the lines of communication among professionals." from Fostering Collaboration in Inclusive Settings: The Special Education Students At a Glance Approach by Jones, Beth A. in Intervention in School and Clinic, May 2012.

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be weekly collaboration between special education and general education teachers to discuss lesson plans and expectations of outcome for activities related to Integration of Knowledge & Ideas, as well as, accommodations required to meet individual needs of 7th grade special education students. Special education teachers will assist in providing the needed accommodations on class assignments and assessments.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Relevant Special Education teachers and regular education teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the number of students who score within the "Ready" benchmark in Science got 7th, 8th, and 10th grade by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Target student weakness - Teachers will present and assess materials that relate to Scientific Investigation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Encode Success" from Practice Perfect by Doug Lemov

Activity - Include in formative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Science formative assessments will include at least 5% of questions related to scientific investigation	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Equip faculty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide materials and resources to faculty to ensure rigorous and consistent academic program to support student growth in Science such as the use of newly aligned AMSTI and ASIM	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Practice with ACT exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science assessments will include problems concerning scientific investigation as per ACT exemplars.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Strategy2:

Increase Rigor - Teachers will fully implement the CCRS Science standards while using various standards based curriculum, i.e. AMSTI and ASIM, that will increase the rigor and relevance related to future assessments

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS standards, AMSTI, and ASIM

Activity - Vertical and horizontal alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science instructors in grades 7th - 12th will ensure vertical and horizontal alignment with the CCRS Science curriculum by meeting at least monthly to review data and discuss strategies to utilize previous and upcoming standards in the science content	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Peer coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer coaching from CCRS Science Curriculum trained staff will occur to implement new curriculum.	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Measurable Objective 3:

demonstrate a proficiency increase the percentage correct in the Mathematics Justification and Explanation skill area for 7th, 8th, and 10th grade by 5% by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Improve Open Ended Responses - Math teachers will present open-ended questions and require answers that improve student ability to explain and justify answers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Text Matters—Preparing Students in Writing Responses to Open-Ended Questions by Barbara Kapinus

Activity - Practice using complete sentences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all math classes will require students to verbally explain methods used to find answers using complete sentences.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Math teachers

Activity - Open-ended questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all math classes will require students to answer open-ended questions on homework, quizzes, and tests to practice writing explanations.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Math teachers

Measurable Objective 4:

demonstrate a proficiency by increasing the percentage of students who score proficient in 7th, 8th, and 10th grades in Reading, Math, and Science by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Learning Earnings - GHS as a part of the PCBOE will develop and implement a plan to incorporate the positive behavior system from Chalkable "Learning Earnings" to increase student motivation.

Category: Develop/Implement Learning Supports

Research Cited: How Positive Behavior Reinforcement Impacts the K-12 Classroom from Chalkable

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHS will design and implement a positive behavior support system.	Behavioral Support Program	08/15/2016	05/26/2017	\$1 - District Funding	All relevant faculty/staff members

Measurable Objective 5:

demonstrate a proficiency by decreasing the percentage of students scoring in the "In Need of Support" category in Writing for 7th, 8th, and 10th grade by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Focus on specific Writing skills - Teachers will incorporate mini grammar lessons to address specific writing skills

Category: Develop/Implement College and Career Ready Standards

Research Cited: "To improve your writing skills, start with mastering different mini-skills" from 27 Ways to Improve Your Writing Skills and Escape Content Mediocrity

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative efforts of teachers to conduct professional learning workshops in colleague classrooms. Cortner to Garner on a lesson regarding "hooking" readers attention through introductions; Garner to Cortner on argumentative writing and supporting your claim; Dillard to Price on the power of a stronger word selection (grammar usage); Price to Dillard on citing sources in a research paper.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	specified teachers

Activity - Mini grammar lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate mini grammar lessons 2-3 days weekly to address capitalization, punctuation, active and passive voice, informal versus formal writing, developing and integrating more complex and compound-complex sentences in writing.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	ELA teachers

Measurable Objective 6:

demonstrate a proficiency by improving the percentage correct for grades 7, 8, and 10 in the Science skill Inferences and Interpretation of Data by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Practice with charts, graphs, maps - Students will be exposed to and required to interpret charts, graphs, and maps in conjunction with Social Studies objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "A key to the ACT science section is to learn how to understand and interpret charts, graphs and tables, and to learn how to do so quickly." 3 Keys for Success on the ACT Science Section by Meghan Moll from the College Admissions Playbook; U. S. News & World Report

Activity - Use pictorial data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include at least one piece of pictorial data on all classroom assessments.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Social Studies teachers

Measurable Objective 7:

demonstrate a proficiency by decreasing the percentage of students scoring "In Need of Support" in Reading for 7th, 8th, and 10th grade by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Monitor Achievement and Progress - Teachers will use available resources and student interviews to monitor student progress throughout the year.

Category: Implement Community Based Support and Intervention System

Research Cited: "Periodic assessments help measure shorter-term student progress— providing supporting data for a more targeted and responsive program of instruction." from ACT Aspire® Periodic Assessments Guiding Insights to Inform Instruction

Activity - Student interview	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct student intervention interviews with students who performed at "Close" or "In Need of Support" to monitor progress.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	ELA teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use ACT Aspire Periodic Assessments and STAR Reading results in ELA subject areas to gauge student growth throughout the school year.	Academic Support Program	08/15/2016	05/26/2017	\$1 - District Funding	ELA teachers

Strategy2:

Informational Text exposure - Increase student exposure to real world informational text using the Scope Scholastic magazine.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 10 Ways Scope Helps You Meet the Common Core Standards by Scholastic

Activity - Scope Scholastic magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh grade students will make use of Scope Scholastic magazine periodically throughout the year.	Direct Instruction	08/15/2016	05/26/2017	\$1 - Other	7th grade ELA teacher

Measurable Objective 8:

demonstrate a proficiency by increasing the percentage correct in the Writing skill area "Ideas and Analysis" in 7th, 8th, and 10th grade by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Use primary and secondary sources - This will be taught by analyzing, identifying, and interpreting different types of primary and secondary sources of historical and fundamental importance, as well as the relevance to topical inquiry and understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills." The Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/>

Activity - Primary and Secondary Sources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use primary and secondary sources in order to support theories and ideas as specified within levels 3 and 4 of the DOK wheel.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Social studies teachers

Goal 3:

2016 All Goshen High School students will graduate from high school prepared for the rigor of post-secondary education by increasing the number of students exposed to college courses.

Measurable Objective 1:

achieve college and career readiness Achieve college and career readiness by increasing the number of students participating in dual enrollment courses by 5% by 05/26/2017 as measured by By number of students enrolled in college courses.

Strategy1:

Participation in Dual Enrollment - In 9th grade students will enroll in various academies or global studies program. Students will be selected through a screening process that consists of interviews, applications, and Compass testing.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015.

<https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - 9th Grade Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given information about the different academies offered by the Pike County School System	Parent Involvement	08/15/2016	05/26/2017	\$0 - No Funding Required	GHS Counselor, GHS Administrators, Academy Director

Activity - 8th grade Academy Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 8th graders visit all of the Pike County Academies.	Career Preparation/ Orientation Field Trip	08/15/2016	05/26/2017	\$0 - No Funding Required	GHS Counselor, TCPT Counselor, Academy Director

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:

2016-17 Increase ACT Aspire scores

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage correct scored by students with disabilities in the Reading skill of Integration of Knowledge and Ideas by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Collaboration - Special education teachers will collaborate with general education teachers to help 7th and 8th grade special education students integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Category: Develop/Implement Professional Learning and Support

Research Cited : "Research has shown that effective communication is one of the biggest hurdles in the collaborative effort and that attempts at overcoming these barriers need to focus on opening the lines of communication among professionals." from Fostering Collaboration in Inclusive Settings: The Special Education Students At a Glance Approach by Jones, Beth A. in Intervention in School and Clinic, May 2012.

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be weekly collaboration between special education and general education teachers to discuss lesson plans and expectations of outcome for activities related to Integration of Knowledge & Ideas, as well as, accommodations required to meet individual needs of 7th grade special education students. Special education teachers will assist in providing the needed accommodations on class assignments and assessments.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Relevant Special Education teachers and regular education teachers

Measurable Objective 2:

demonstrate a proficiency by improving the percentage correct for grades 7, 8, and 10 in the Science skill Inferences and Interpretation of Data by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Practice with charts, graphs, maps - Students will be exposed to and required to interpret charts, graphs, and maps in conjunction with Social Studies objectives.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "A key to the ACT science section is to learn how to understand and interpret charts, graphs and tables, and to learn how to do so quickly." 3 Keys for Success on the ACT Science Section by Meghan Moll from the College Admissions Playbook; U. S. News & World Report

Activity - Use pictorial data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include at least one piece of pictorial data on all classroom assessments.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Social Studies teachers

Measurable Objective 3:

demonstrate a proficiency by decreasing the percentage of students scoring in the "In Need of Support" category in Writing for 7th, 8th, and 10th grade by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Focus on specific Writing skills - Teachers will incorporate mini grammar lessons to address specific writing skills

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Research Cited: "To improve your writing skills, start with mastering different mini-skills" from 27 Ways to Improve Your Writing Skills and Escape Content Mediocrity

Activity - Mini grammar lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate mini grammar lessons 2-3 days weekly to address capitalization, punctuation, active and passive voice, informal versus formal writing, developing and integrating more complex and compound-complex sentences in writing.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	ELA teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative efforts of teachers to conduct professional learning workshops in colleague classrooms. Cortner to Garner on a lesson regarding "hooking" readers attention through introductions; Garner to Cortner on argumentative writing and supporting your claim; Dillard to Price on the power of a stronger word selection (grammar usage); Price to Dillard on citing sources in a research paper.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	specified teachers

Measurable Objective 4:

demonstrate a proficiency by increasing the percentage of students who score proficient in 7th, 8th, and 10th grades in Reading, Math, and Science by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Learning Earnings - GHS as a part of the PCBOE will develop and implement a plan to incorporate the positive behavior system from Chalkable "Learning Earnings" to increase student motivation.

Category: Develop/Implement Learning Supports

Research Cited: How Positive Behavior Reinforcement Impacts the K-12 Classroom from Chalkable

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHS will design and implement a positive behavior support system.	Behavioral Support Program	08/15/2016	05/26/2017	\$1 - District Funding	All relevant faculty/staff members

Measurable Objective 5:

demonstrate a proficiency by decreasing the percentage of students scoring "In Need of Support" in Reading for 7th, 8th, and 10th grade by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Informational Text exposure - Increase student exposure to real world informational text using the Scope Scholastic magazine.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 10 Ways Scope Helps You Meet the Common Core Standards by Scholastic

Activity - Scope Scholastic magazine	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh grade students will make use of Scope Scholastic magazine periodically throughout the year.	Direct Instruction	08/15/2016	05/26/2017	\$1 - Other	7th grade ELA teacher

Strategy2:

Monitor Achievement and Progress - Teachers will use available resources and student interviews to monitor student progress throughout the year.

Category: Implement Community Based Support and Intervention System

Research Cited: "Periodic assessments help measure shorter-term student progress— providing supporting data for a more targeted and responsive program of instruction." from ACT Aspire® Periodic Assessments Guiding Insights to Inform Instruction

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use ACT Aspire Periodic Assessments and STAR Reading results in ELA subject areas to gauge student growth throughout the school year.	Academic Support Program	08/15/2016	05/26/2017	\$1 - District Funding	ELA teachers

Activity - Student interview	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct student intervention interviews with students who performed at "Close" or "In Need of Support" to monitor progress.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	ELA teachers

Measurable Objective 6:

demonstrate a proficiency increase the percentage correct in the Mathematics Justification and Explanation skill area for 7th, 8th, and 10th grade by 5% by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Improve Open Ended Responses - Math teachers will present open-ended questions and require answers that improve student ability to explain and justify answers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Text Matters—Preparing Students in Writing Responses to Open-Ended Questions by Barbara Kapinus

Activity - Open-ended questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all math classes will require students to answer open-ended questions on homework, quizzes, and tests to practice writing explanations.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Math teachers

Activity - Practice using complete sentences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all math classes will require students to verbally explain methods used to find answers using complete sentences.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Math teachers

Measurable Objective 7:

demonstrate a proficiency by increasing the number of students who score within the "Ready" benchmark in Science got 7th, 8th, and 10th grade by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Increase Rigor - Teachers will fully implement the CCRS Science standards while using various standards based curriculum, i.e. AMSTI and ASIM, that will increase the rigor and relevance related to future assessments

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS standards, AMSTI, and ASIM

Activity - Peer coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer coaching from CCRS Science Curriculum trained staff will occur to implement new curriculum.	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Vertical and horizontal alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science instructors in grades 7th - 12th will ensure vertical and horizontal alignment with the CCRS Science curriculum by meeting at least monthly to review data and discuss strategies to utilize previous and upcoming standards in the science content	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Strategy2:

Target student weakness - Teachers will present and assess materials that relate to Scientific Investigation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Encode Success" from Practice Perfect by Doug Lemov

Activity - Practice with ACT exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science assessments will include problems concerning scientific investigation as per ACT exemplars.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Include in formative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Science formative assessments will include at least 5% of questions related to scientific investigation	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Activity - Equip faculty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide materials and resources to faculty to ensure rigorous and consistent academic program to support student growth in Science such as the use of newly aligned AMSTI and ASIM	Professional Learning	08/15/2016	05/26/2017	\$0 - No Funding Required	Science teachers

Measurable Objective 8:

demonstrate a proficiency by increasing the percentage correct in the Writing skill area "Ideas and Analysis" in 7th, 8th, and 10th grade by 10% by 05/26/2017 as measured by the ACT Aspire assessment.

Strategy1:

Use primary and secondary sources - This will be taught by analyzing, identifying, and interpreting different types of primary and secondary sources of historical and fundamental importance, as well as the relevance to topical inquiry and understanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills." The Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/>

Activity - Primary and Secondary Sources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use primary and secondary sources in order to support theories and ideas as specified within levels 3 and 4 of the DOK wheel.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Social studies teachers

Goal 2:

2016 All Goshen High School students will graduate from high school prepared for the rigor of post-secondary education by increasing the number of students exposed to college courses.

Measurable Objective 1:

achieve college and career readiness Achieve college and career readiness by increasing the number of students participating in dual enrollment courses by 5% by 05/26/2017 as measured by By number of students enrolled in college courses.

Strategy1:

Participation in Dual Enrollment - In 9th grade students will enroll in various academies or global studies program. Students will be selected through a screening process that consists of interviews, applications, and Compass testing.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015.

<https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - 9th Grade Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given information about the different academies offered by the Pike County School System	Parent Involvement	08/15/2016	05/26/2017	\$0 - No Funding Required	GHS Counselor, GHS Administrators, Academy Director

Activity - 8th grade Academy Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 8th graders visit all of the Pike County Academies.	Career Preparation/ Orientation Field Trip	08/15/2016	05/26/2017	\$0 - No Funding Required	GHS Counselor, TCPT Counselor, Academy Director

Goal 3:

2016-17 Improve Behavioral Tendencies

Measurable Objective 1:

demonstrate a behavior to increase student attendance by 10% over the school year by 05/26/2017 as measured by data from the attendance report in Chalkable.

Strategy1:

Learning Earnings - Attendance - Students will earn Learning Earnings points in Chalkable based on prescribed attendance goals. Points will be accumulated for both classroom and school attendance. Points will be redeemed by students for various incentives that drive a Positive Behavior system. Points will be earned on a daily and weekly cycle.

Category: Develop/Implement Student and School Culture Program

Research Cited: This is a program that is being piloted by the Pike County School System for the Alabama Department of Education.

Learning Earnings is a product produced by Chalkable. Chalkable claims significant reduction in truancy occurrences once Learning Earnings was implemented.

Activity - LE Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7-12 will earn Learning Earnings points by meeting prescribed goals of attendance. Classrooms will provide points for punctuality to class. School-wide goals will give points to students with perfect attendance for the week. Critical testing weeks will have an increased number of points to drive higher incentive. Points will be redeemable for various incentives that include but not limited to: school supplies, extended breaks, computer time, music time, reduced admission prices to events, food, extra-curricular activities, and large ticket items such as wearable devices, tablets, movies, etc.	Behavioral Support Program	09/26/2016	05/26/2017	\$25000 - Other	Administration (Major Lane & Anthony May) Mitchell Price

Measurable Objective 2:

demonstrate a behavior to reduce student discipline infractions by 10% over the school year by 05/26/2017 as measured by data from the discipline report in Chalkable.

Strategy1:

Learning Earnings - Discipline - Students will earn Learning Earnings points in Chalkable based on prescribed discipline expectations as described in the Student Code of Conduct. Points will be accumulated for discipline both inside and outside the classroom including bus behavior and extra-curricular activities behavior. Points will be redeemed by students for various incentives that drive a Positive Behavior system. Points will be earned on a daily and weekly cycle.

Category: Develop/Implement Student and School Culture Program

Research Cited: This is a program that is being piloted by the Pike County School System for the Alabama Department of Education.

Learning Earnings is a product produced by Chalkable. Chalkable claims significant reduction in discipline infractions once Learning Earnings was implemented.

Activity - LE Discipline Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7-12 will earn Learning Earnings points by meeting expectations for discipline as prescribed in the Student Code of Conduct. Classrooms will provide points for meeting expectations for discipline in class. School-wide goals will give points to students with no discipline infractions for the week and also students in good standing each week (students may not earn points while suspended or in Alternative School). Points will be redeemable for various incentives that include but not limited to: school supplies, extended breaks, computer time, music time, reduced admission prices to events, food, extra-curricular activities, and large ticket items such as wearable devices, tablets, movies, etc.	Behavioral Support Program	09/26/2016	05/26/2017	\$25000 - Other	Administration (Major Lane & Anthony May) Mitchell Price

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:

2017-18 Reduce At-risk Population

Measurable Objective 1:

increase student growth by 05/25/2018 as measured by decreasing the number of course failures by 5%.

Strategy1:

PST - PST will meet and identify students that are at-risk

Category: Develop/Implement Learning Supports

Research Cited: How Positive Behavior Reinforcement Impacts the K-12 Classroom from Chalkable

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as at-risk and are in danger of failing will be entered into Tier II/III support for further intervention. This activity will include small group direction as well as student focused instruction during Discovery Block.	Academic Support Program	08/14/2017	05/25/2018	\$0 - No Funding Required	PST committee and teachers assigned during Discovery Block

Activity - PST Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team will meet to identify students that are in danger of failing and therefore are at-risk. The team will decide on what interventions would best ensure the students success.	Academic Support Program	08/14/2017	05/25/2018	\$0 - General Fund	PST Team

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goshen High School will implement a mentoring program that includes every student being assigned to a faculty member. This member will mentor the student throughout the school year in order to help ensure the student's success.	Behavioral Support Program Academic Support Program	08/14/2017	05/25/2018	\$0 - No Funding Required	All Faculty and Staff

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

Goal 1:

2017-18 Reduce At-risk Population

Measurable Objective 1:

increase student growth by 05/25/2018 as measured by decreasing the number of course failures by 5%.

Strategy1:

PST - PST will meet and identify students that are at-risk

Category: Develop/Implement Learning Supports

Research Cited: How Positive Behavior Reinforcement Impacts the K-12 Classroom from Chalkable

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Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goshen High School will implement a mentoring program that includes every student being assigned to a faculty member. This member will mentor the student throughout the school year in order to help ensure the student's success.	Academic Support Program Behavioral Support Program	08/14/2017	05/25/2018	\$0 - No Funding Required	All Faculty and Staff

Activity - PST Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team will meet to identify students that are in danger of failing and therefore are at-risk. The team will decide on what interventions would best ensure the students success.	Academic Support Program	08/14/2017	05/25/2018	\$0 - General Fund	PST 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.

Goshen High School has an ELL instructor available to assist ELL students and parents in interpretation of academic achievement results when they are needed. Pike County Schools utilize TransACT Communications Inc Services so documents are available in the parents' native language when needed.

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	We have no paraprofessionals on the GHS campus.	

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.

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.

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?

3.7% (1 of 27) of out certified faculty is new to our campus.

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

In the 2017-18 school year Goshen High has only 1 new certified faculty member. After having 4 new teachers last year and 11 the year before, we are glad to have mostly familiar faces on our campus. Currently, we have 9 non-tenured teachers. This equals about 35% of our faculty. However, our faculty boasts over 370 years of experience in education.

The 12 core subject teachers have a combined 160 years of experience. The Mathematics teach has 54 years, Science has 56 years, Social Studies has 34 years, and Language Arts department has 16 years.

Years of experience teaching:

1 to 5 years -- 8 faculty members

6 to 10 years -- 3 faculty members

11 to 15 years -- 6 faculty members

16 to 20 years -- 3 faculty members

21+ years -- 8 faculty members

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).

Our turnover rate was rather low this year although we have initiatives in place to keep teachers at Goshen High.

--Any high turnover rate at Goshen High School is usually attributed to current teachers moving to other jobs, due to taking high level or higher-paying positions. Some have moved to get out of education in general, while others state it is a decision made for the benefit of their family.

--Goshen High School provides observations, walk-through information, professional development, and other available resources, to assist all teachers in reaching a high standard of teaching.

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.

Disaggregation of data is a continual process at Goshen High School. This data is compiled from various standardized testing (Aspire, ACT, Global Scholar) as well as classroom summative tests. Once the data is disaggregated a team meets to decide where the weaknesses are in the student's scores. This in turn yields professional development suggestions as to what the faculty and staff need in order to improve not only student performance but to enable all students to be college and career ready.

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

Specific professional development opportunities that staff plans to attend include:

Literacy Design Collaborative
Alabama Career Technical Conference
Agri-science Inservice
AG-ED conference
ACT Scoring
Wiregrass Writing
Dyslexia Training
ELL Training
Child Abuse Reporting
Strategic Teaching
Mathematics Design Collaborative
Science In Motion
DeStress Training
ACT Aspire Training
AHSAA Sports Training
CTE Summer Conference
Wiregrass Math, Science, and Technology Leadership Academy
Hudson Alpha Training
HELP Training
Discipline of Students with Disabilities
Autism Conference
CLAS Secretaries Conference
Secondary Instructional Committee
Institutional Instructional Committee
Departmental Data Meetings
Faculty Meetings
AASSP administrator conference
SREB conference

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

Every new teacher is assigned a veteran teacher who is matched, to the extent practical, 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. Teachers who show proficiency in certain areas are called upon to present guidelines and helpful hints to the faculty. Such topics include effective lesson plans, strategic teaching, classroom management, parental contact, documentation, as well as book study topics. 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 orientation, classroom management and discipline, and effective instructional practice.

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

Professional development is embedded in data meetings, faculty meetings, and departmental meetings. Training through the local inservice center as a part of the Pike County Schools inservice programs is provided. As representatives from our school receive training, they are asked to "turn-it around" to the entire faculty so that all members receive benefit from the training. Additionally, faculty and staff are encouraged to participate in relevant PD from outside agencies.

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:

The students at Goshen High School will experience diverse cultural experience through exposure of various off-campus activities.

Measurable Objective 1:

demonstrate a behavior of improved understanding and relationship of various cultures by 05/23/2014 as measured by an increase in appropriate social behavior.

Strategy1:

Exposure to Culture - Students will gain exposure to various cultures not typically found in the Goshen community. They will attend various off-campus activities as well as on-campus presentations involving appropriate outside agencies.

Category:

Research Cited: "By definition, a direct approach to enhancing academic background knowledge is one that increases the variety and depth of out-of-class experiences. Such experiences include field trips to museums, art galleries, and the like...." (p. 14) This "activity would go a long way toward leveling the playing field in terms of the students' academic background knowledge." (p. 16) from Marzano, Robert J. Building Background Knowledge for Academic Achievement. Association for Supervision and Curriculum Development, Alexandria, VA. (2004)

Activity - Field trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
attending events such as the Pike Piddlers Storytelling Festival, presentations at the Alabama Shakespeare Festival, the Sunbelt Ag Expo, Groundwater Festival, and other opportunities as they arise.	Field Trip	10/01/2013	05/30/2014	\$5000 - Title I Schoolwide	Classroom teachers, Organizational Sponsors

Narrative:

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

All 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 and adapting to the added responsibilities of their programs. Teachers are always on hand during the beginning of the semester to assist students in where they need to go and when.

In the spring prior to ninth grade the guidance counselor schedules a minimum of three meetings (with varying times) with students and parents. During this time the curriculum guide will be given and discussed which outlines their four-year plan, diploma options, and provides important assessment information. They are advised about opportunities for career technical training programs, academics, and elective options. KUDOR assessments provide diagnostic data to assist students in the selection process of their electives in specific training programs as they make educational and career decisions. Special education students will receive counseling to assure that they pursue the least restrictive environment for their graduation option.

Students are required to take the College and Career Readiness Course to prepare them for the transition after high school. The Career Preparedness course focuses on three integrated areas of instruction: academic planning and career development, financial literacy, and technology. As part of preparing students to be college- and career ready, this course also equips them with the skills needed for business and industry, continuing education, and lifelong learning.

Each year students build on their four-year plan which includes educational and career plans. 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 four-year college/university or to a two-year college prior to graduation, and others submitting job applications to enter the work force. Several exit with a scholarship to make the transition a little easier financially. The remainder usually have plans for military or employment.

Special education students pursuing Alabama graduation certificates are offered opportunities to work with the local job coach, as well as receive assistance from Vocational Rehabilitation counselors. The job coach helps them prepare for and find suitable employment. Some services from the job coach include: assistance obtaining a picture ID, social security card, assistance in completing job applications and transportation, if needed, to the job interview. In addition to completing required academic and vocational classes, special education students pursuing a diploma through the Essentials/Life Skills Pathway 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 aware of school-to-work opportunities. Examples are enrollment in JROTC classes, recruitment from Armed Forces, vocational rehab counselor (special population students), guest speakers, field trips and college visitations.

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?

Assessments, other than classroom assessments, are provided for and mandated at the district level. These assessments are adequate for producing the data necessary for informing instruction. District level decisions are made with input from committees made up of teacher representatives from each school.

Teachers 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. Positive support team members evaluate RtI 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.

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?

While add available data is considered, standardized data is a major component in identifying students at risk.

Students who experience difficulty mastering the standards receive small group re-teaching in the regular classroom. If the student continues to struggle, the classroom teacher is responsible for referring the student to the Positive Support Team (PST). Referrals are based on a comprehensive review of student STAR scores, Scantron (aka Global Scholar) scores, ACT scores, ACT Aspire scores (in 5 subjects), and classroom achievement. Additional assessments may be reviewed for further evidence. If referred, the student's progress is then monitored by the PST using STAR Reading and Math as well as the Scantron (aka Global Scholar) Performance Series. The PST regularly reviews the student's performance and may identify the student as in need of further assistance.

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?

Classroom teachers provide Tier II intervention based on classroom assessments that reflect the State standards on a daily basis. When Tier II intervention is ineffective, students are referred to the PST. The PST meets on a regular basis and reviews the collected data on the student with the classroom teacher in order to suggest research based strategies for improving Tier II instruction. The teacher then implements the additional assistance plan in the classroom and then reports back to the PST. If further assistance is needed, the student may be referred to Tier III. Tier III is provided by trained teachers using the Renaissance Learning programs and Scantron (aka Global Scholar) Performance Series.

Additionally this year the school is using Read180 program to support those 7th and 8th graders who were shown to need intervention in Reading.

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.

--Certified teachers remain after school as needed to tutor students.

--The Virtual High School allows 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. While this program is administered during regular school hours, many of the students follow a schedule that is quite different from the typical GHS student. Additionally, these students are enrolled in

ACCESS classes and use Odysseyware software both of which can be accessed off campus.

--Discovery Block classes are used to make-up work that is missed. Also, Discover Block classes are also used to remediate students that needed support in the academic setting.

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.

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

All migrant, homeless and English language learners have equal access to the same free appropriate public education provided to other children. All migrant, homeless and English Language learners are provided with the opportunity to meet the same state content standards and state 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 students eligibility for the migrant program. Migrant students have access to all services and programs available at Goshen High School and automatically qualify for free breakfast and lunch.

The school counselor identifies limited-English proficient students upon enrollment. Each new student that enrolls at Goshen High School 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 English Language Learner (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 English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. Additionally, Pike County Schools has an EL Coach who directs these services.

The school counselor also identifies any student deemed homeless and is responsible for providing necessary support. Goshen High School uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. The school is also contacted by the Department of Human Resources, Social Services, parents and guardians, and the LEA Truancy Officer to initialize identification of homeless students. The counselor and school administrator will identify possible services. Homeless students have access to all services and programs available to all other students at Goshen High School. Title I and supplementary community resources are also used to provide homeless students with items of necessity.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Economically disadvantaged students will have equal access to all programs and services available,

Neglected/delinquent students are identified at Goshen High School when contacted by one of the following: The Department of Human Resources, Pike Regional Child Advocacy Center, Social Services, LEA Truancy officer, Juvenile Court, parent, teacher or school nurse. The school counselor and administrator will identify possible needed services for neglected/delinquent students. Neglected/delinquent

students are eligible for all services and programs available to the rest of the students at Goshen High School.

Goshen High School also provides special education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. The school identifies students through school record, the PST/Rtl committee, or parent referral. With parental permission, an evaluation is conducted to determine student eligibility for special education services. An Individualized Education Plan (IEP) team convenes to determine eligibility based on evaluation results and other relevant data. If a student is eligible, the IEP team develops an Individualized Education Plan based on the results of the evaluation concerns of the parents, and the academic, developmental, and functional needs of the student. Special education students are included in the regular education curriculum classroom (inclusion) or a modified curriculum based on the Alabama Course of Study and Extended Standards in the resource classroom according to their specific individual needs. Special education students have access to a variety of educational programs and services available to non-disabled students. In addition, special education students have equal opportunity to participate in all extra-curricular activities available to non-disabled students.

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.

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 as well as admittance into the various academies available. All students are able to apply to the academies, and any student who requests a class at TPCT is granted the class if it fits in their schedule and seats are available. 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 and from the TPCT, the hospital (nursing program), the Virtual High School, and the various academies.

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 presentations, and use of Gaggie 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.

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.

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 2017-18 school year the state is funding 25.9 earned units, fringe benefits, teacher materials and supplies, and textbooks.

Title I - Part A (Federal): This money is used to supplement regular funded programming. For the 2017-18 school year, Title I monies are being used to help fund personnel salaries, substitutes for departmental and professional development meetings, technology purchases, and various materials/instructional supplies. This budget totals \$117,583.46 in additional state/local monies.

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)?

Federal, State, and local services are integrated into the school goals in a manner that best fits those areas. These programs can be implemented by grade level or other designated means. These programs provide additional resources to the established curriculum and assist in supporting that curriculum in many different ways. Goshen High School does not subscribe or enlist all the programs listed in the question for Component 9, such as Head Start, housing programs, job training, and adult education. The nutrition program is a vital part of the academic process in that it provides student with the fuel their body needs to start each day. Our school system has an excellent vocational/career tech center which provided real-world training for students in a variety of work fields. Finally, as much as possible, anti-bullying efforts and anti-violence programs are scheduled each year when schedules can be coordinated between presenters and the school calendar.

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

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

(Traditionally the evaluation begins in the Fall of the new year. This school year we plan to begin the evaluation process in the Spring in order to have goals in place when the new school year begins.)

Each Fall the school improvement team (including parent members) met to review the previous year's 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 current school year; the elements that have not been mastered and must be included in the current CIP. The school improvement team and school staff, along with interested parents will convene to review relevant data. Survey results for students, parents, and faculty will be used as the basis of opinions for these groups. Results will be shared with school faculty, staff, and parents. Faculty, staff, and parents are asked for their input.

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?

Teachers meet to review the available data. Department chairs hold meetings to further analyze test data specific to their subject area. Members of the leadership team met on at least two separate occasions to review data analysis results from faculty/department meetings and to discuss ideas for improvement.

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?

Teachers meet to review the available data. Department chairs hold meetings to further analyze test data specific to their subject area. Data from local assessments such as Renaissance Learning STAR and Scantron (aka Global Scholar) are used to identify specific students who have not mastered the desired objectives.

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?

(Traditionally the evaluation begins in the Fall of the new year. This school year we plan to begin the evaluation process in the Spring in order to have goals ready when the new school year begins.)

Each Fall the school improvement team (including parent members) met to review the previous year's 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 current school year; the elements that have not been mastered and must be included in the current CIP. The school improvement team and school staff, along with interested

parents will convene to review relevant data. Survey results for students, parents, and faculty will be used as the basis of opinions for these groups. Results will be shared with school faculty, staff, and parents. Faculty, staff, and parents are asked for their input.

2017-2018 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.	22.4

Provide the number of classroom teachers.

22.4

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1175286.0

Total1,175,286.00

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.	97304.0

Total 97,304.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	38518.0

Total 38,518.00

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	59900.0

Total 59,900.00

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.	44020.0

Total 44,020.00

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 Adminstrators.

0.0

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

Total0.00

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.

0.0

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

Total0.00

Technology

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5478.0

Total 5,478.00

Professional Development

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2009.0

Total2,009.00

EL Teachers

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

Provide the number of EL Teachers.

0.0

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

Total0.00

Instructional Supplies

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10917.0

Total

10,917.00

Library Enhancement

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	788.0

Total 788.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	118937.68

Provide a brief explanation and breakdown of expenses.

Total Allocation: 118,937.68

Salaries/Benefits: 86,169.03

Parent Involvement: 1354.22

Professional Development: 3500.00

Substitutes: 1944.50

Mentoring: 500.00

PC Hardware:11217.88

Software Renewals: 13488.54

Materials & Supplies: 463.51

Textbooks: 300.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	109047.0

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.

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	307296.76

Provide a brief explanation and breakdown of expenses.

Area	Beginning Balance	Income	Expenses	Current Balance
Fees	11,212.65	4,107.21	3,174.08	12,145.78
General	23,335.71	71,174.75	71,011.13	23,499.33
Clubs	20,185.55	49,280.25	49,977.82	19,487.95
Classes	10,456.17	18,534.77	18,267.54	10,723.40
Athletics	50,663.18	138,793.67	13,711.55	61,443.11
Student Activities	6,580.25	17,323.63	13,711.35	10,192.53
Other	38,571.33	8,082.48	10,000.00	36,653.81
Total	161,004.84	307,296.76	179,853.47	174,145.91

2017-2018 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))

At the beginning of each school year, Goshen High School and Goshen Elementary School hold a joint meeting for all parents of Goshen High and Goshen Elementary School students for the express purpose of distributing Title I information. Initially, date and time of the annual Title I meeting is announced at PTO meetings. Phone calls and recorded messages through emails were generated by "School Messenger" to inform parents of the annual Title I meeting. In addition, texts generated by "Notify Me" were used to contact parents in regards to the Title I meeting. Parents are allowed to give feedback on topics discussed at the meeting.

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))

Parent and family engagement is an important issue at Goshen High School. There have been numerous measure put in place in order to involve parents as well as family's in their student's education as well as the operation of the school. For example, Open House was held from 6:00-7:30 and parents as well as students were allowed to visit with teachers. Also, during this time, a PTO meeting was held in order to solicit more family involvement. There has also been a Gear Up meeting to continue to keep those parents engaged in their students education. Midterm/Open House is held once a semester from 2:00-7:30 p.m. This range of time allows for parents who work different shifts a time that they can come and pick up report cards as well as conference with teachers. Individual conferences are available on an as needed basis.

The Pike County School system holds an annual Parent Expo. This year's Expo is scheduled for October 19, 2017. This program allows for parents as well as interested visitors to become informed on various topics, such as state standards, student achievement standards, local achievement standards, Title I, how to monitor their child's progress, as well as how to work with teacher's in order to help their child reach their academic potential. Free school supplies are given out at the Parent Expo upon which principals, counselors, faculty, and community agencies will be available for assistance.

Along with the aforementioned engagement practices, parents also have access to their student's current school information on the school website as well as the district website. These websites enable students and parents to access student progress in real time, communicate with faculty through email, access teacher web pages, follow assignments posted, and view student grades in iNOW.

Another engagement practice used is Notify Me. This is a text message service that notifies parents of major events in the school system. Parents can sign up for this on the school website. Teachers use individual tools to engage parents and students, such as Remind 101 and Facebook. This is used to communicate specific information about individual classes or extracurricular events. Telephone and text messaging is also used by faculty for communication.

Library Advisory committee, textbook adoption committee, etc. The ACIP Advisory committee met on 16 August 2017. This meeting was held to discuss changes in the present CIP and gain input on the committees thoughts for improvement at Goshen High School. The new goals are set to address the educational needs of all students at GHS.

A meeting is held to talk with parents about the Title I program. The meeting is communicated to the stakeholders through announcements, emails, and a schoolcast. During this meeting the Title I budget as well as parental engagement are discussed.

Parents are given the opportunity to ask questions and provide feedback and suggestions for the Title I program and budget. Professional development costs, technology hardware and software, materials and supplies and textbooks, select teacher salaries and benefits, and parental involvement activities

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))

At the beginning of each school year, Goshen High School and Goshen Elementary School hold a joint meeting for all parents of Goshen High and Goshen Elementary School students for the express purpose of distributing Title I 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, the state's content standards, and assessments
- Title I program and participation, its services, and parents' rights
- Parental Involvement Section of the Continuous Improvement Plan
- School-Parent Compacts

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 meeting at a time that is convenient for parent attendance. Example 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 - 7:30 P.M.)

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))

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 year and the Compact 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 are 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 homeroom teacher's room.

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

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 is approved. Each year, the Continuous Improvement Plan, is reviewed and evaluated. 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 is available for review, and that parents have the right to give input regarding the revision of the plan. We also utilize the AdvanEd online survey process during the spring, which is another means to express comments. The results of any parent input are reviewed by the parent representatives and entire CIP committee in determining needed changes to 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 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 Pike County School System will hold a Fall community/parent expo. Parents and visitors are 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 helps guide teachers to improve the achievement of their children. Principals, counselors and community agencies are 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. Information on how parents can work to improve their children's achievement is provided at various meetings throughout the school year and at the county-wide 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 between parents, teachers, and community agencies.

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)

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. 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. The Pike County School system provides each student with a planner that may be used to communicate information to parents. Parent 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 event 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. 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. Seventh and eighth grade students are provided a planner that can be used to communicate with parents daily.

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)

Throughout the school year, Goshen High School educates its faculty on the importance of parental involvement through in-service sessions and faculty meetings. The GHS administration emphasizes the importance of keeping grades up to date in iNOW as to allow synchronous parental monitoring of student grades as well as the importance of using agendas to communicate with parents. Teachers are also educated as to the importance of a variety of grading procedures as well as quantity as to completely assess the student's comprehended knowledge of the subject matter.

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)

Goshen High School has established a Parental Involvement Plan to encourage parental participation. GHS also works with the Trio Upward Bound program which offers parent workshops and onsite tutoring for students in the program. iNOW home is available for parents to use to monitor their child's grades from home. GHS will offer workshops for parents this year that focus on transitioning to the next level in education (elementary to junior high, junior high to high school, and high school to college), special education, and other useful information.

GHS provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Currently, GHS has no ELL students; however, GHS has a bilingual teacher who is available to assist in verbal and written communications with parents if the need arises. All registration and other school forms are available in foreign languages. Every effort is made to accommodate parents with disabilities. GHS is a handicapped accessible facility.

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)

The Pike County School System 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. Each school has access to the EL teacher and TransAct on an as needed basis. GHS employs three special education teachers and the district has employed a full time psychometrist who works with students with disabilities and their parents.

Other support offered continues through the Pike County School's website that is used to publicize upcoming events. Parents can sign up for NotifyMe in order to receive emails and text messages about events. Other forms of communication include but are not limited to: flyers, newspaper ads, and radio announcements. Flyers are sent home as well as posted on the lobby bulletin board.

It is a goal of GHS to strive to work with all parental requests as well as involve parents as much as possible. Many parents prefer to communicate electronically; therefore, all faculty members have been provided with an email account that can be used for parent communication. Parents can also retrieve a progress report at any time using iNOW Home software or by contacting the school for a printed

copy. Parent conference requests are also welcomed.

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))

Goshen High School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Goshen High School has a bilingual faculty member 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. All registration and other pertinent forms are available in foreign languages. Every effort is made to accommodate parents with disabilities. Goshen High School is a handicapped-accessible facility.