

## Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

Members of the Building Leadership Team met on August 3, 2012 with the administration to review all available Alabama High School Graduation exam data, ACCESS, EXPLORE, ARMT+, teacher/student attendance, discipline reports, benchmark assessments, EDUCATE Alabama, and walkthroughs. These reviews provided the basis for the CIP plan. Through faculty and departmental meetings, teachers reviewed the data and plan to assess the quality of the goals and action steps that were to be implemented to raise student achievement, decrease discipline problems and increase the graduation rate. Administrators will communicate with parents for parental input.

### Instructional Leadership Team Names and Positions

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

Jimmy Hull - Principal  
 Tarica Lamar - Assistant Principal  
 Nathan Booth - Science Department Head  
 Georgette Howard - History Department Head/Technology  
 Keith Powers - Counselor  
 Cheryl Hand - Math Department Head  
 Theresa Long - Teacher, Career Tech  
 Sheila Williamson - English Department Head  
 Emily Sneed - English Teacher/Athletics  
 Jennifer Daniel - Career Tech Department Head/Technology  
 Chinita Carnes - Special Education Teacher  
 Melynda Buck - Bookkeeper  
 Sue Connor - Secretary  
 Colton Campbell - Student  
 Brianna Knight - Student  
 Tyler Dennis - Student  
 Michael Morgan - Parent  
 Stephanie Meeks - Parent

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

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

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

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

Examination of all AHSGE data, HMS data, discipline reports, student/teacher attendance, EDUCATE Alabama results, and benchmark assessments were analyzed by BLT and faculty to determine the areas of specific needs for the school. Specific strategies and action steps were developed and implemented based on this needs assessment.

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

Every effort is made to hire teachers and schedule them to teach within their HQT area. Prospective teachers have to fill out a application via the Alabama State Department of Education website. After a job is posted, a prospective teacher has to apply for the job and then there is a possibility of an interview with the principal or his or her designee. If a teacher is hired then they will be provided a mentor.

### Number and percentage of teachers Non-HQT:

0%

### Number and percentage of Classes Taught by Non-HQT:

0%

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

HHS made AYP for 2011-2012.  
Based on Spring 2012 data from all students:  
Biology (passed) - 68.1% (general ed.) and 60% (black)  
Math (passed) - 67% (general ed.)

#### Weaknesses:

Based of 2011-2012 11th Grade students (current seniors), we have the following number of students that have not passed:  
Reading - 32  
Math - 23  
Social Studites - 46  
Language - 39  
Biology - 8  
The following are weaknesses from Spring 2012 data:  
Reading (passed) - 57.9% (general ed.), 46% (black), 42.6% (poverty), 40.7% (free), 50% (reduced) and 25.9% (special ed.)  
Biology (passed) - 56.5% (poverty), 55.7% (free), and 59.5% (reduced)  
Math (passed) - 50.2% (poverty), 55.7% (free), 59.5% (reduced)  
Social Studies - 45% (general ed.), 27.6% (special ed.), 28% (black), 28.1% (free), 40.5% (reduced), and 30.8% (poverty)  
Language (passed) - 54.5% (general ed.), 15.5% (special ed.), 34% (black), 34.7% (free), and 47.6% (reduced)

**Alabama Reading and Mathematics Test (ARMT):**

**Strengths:**

Math - No students scored in Level 1. 38% of 8th grades student (current 9th grade) scored in Level IV and 51% of the students scored in Level 3.  
Reading - 80% of students score in Levels 4 and 3.

**Weaknesses:**

Math - 19% of the current 9th grade students scored in Level 2. Only 32% of the students could graph linear relations by plotting points or by using the slop and y-intercept.  
Reading - 21% of of current 9th grade students scored in Level 2.

**Alabama Science Assessment:**

**Strengths:**

NA

**Weaknesses:**

NA

**Stanford 10:**

**Strengths:**

NA

**Weaknesses:**

NA

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

**Strengths:**

NA

**Weaknesses:**

NA

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

**Alabama Direct Assessment of Writing (ADAW):**

**Strengths:**

NA

**Weaknesses:**

NA

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

**Strengths:**

One student that was being monitored passed the Reading portion of the graduation exam. One student that was given the ACCESS for ELLs scored a 5.4 composite score and 4.9 in writing. She has tested out of our program and will be monitored for 2 years.

**Weaknesses:**

HHS does not have any weaknesses because both of our ELL students are on grade level and are in monitoring.

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

All teachers completed the self assessment and completed a PLP. HHS has 3 non tenured teachers that have regular classroom visits via walkthroughs and observations from the mentoring specialist. EDUCATE AL indicated that the majority of teachers scored Integrating or Innovating on the following indicators:

- 1.4 - Teachers design instructional activities based on state content standards.
- 1.5 - Teachers provide instructional accommodations, modifications, and adaptations to meet the needs of each individual learner.
- 5.4 - Teachers promote professional and ethical integrity.

**Weaknesses:**

The area of weakness for all teachers was diversity being that the majority of teachers observed were emerging due to the demographics of HHS. However, we strive to treat our entire student body equally. EDUCATE AL indicated that the majority of teachers scored Beginning, Emerging or Applying on the following indicators:

- 3.5 - Teaching problem solving which requires math skills within and across subject areas
- 4.4, 4.5, and 4.6 - Diversity

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

ACT Data - 71 students took the ACT at HHS during 2011-12. 55% are college ready for English Composition and 45% are college ready for Social Science. In every tested area, students at HHS scored consistently close with the state percentage.

Technology Plan - All classrooms have document cameras, including the library and Lab 16. Students have access to computers, printers, digital cameras, digital video camera, and ipods.

**Weaknesses:**

ACT Data - Not enough students are college ready and participating in the ACT. HHS does not offer Pre-AP courses and does not have an AP Calculus class. Only 10% are ready for college-level coursework.

College Algebra - 28% College Ready

College Biology - 15% College Ready

Technology Plan - Only 5 teachers have Smart boards. The cache in the

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

Teachers complete an item analysis for pre and post test in order to determine what skill students are mastering or are not mastering.

Advanced Ed Survey - The staff scored all standards from 71% to 88%. Teachers (88%), students (77%), and parents (71%) felt that the school's leadership and staff are committed to a culture that is based on shared values and beliefs about teaching and learning and are supportive. 73% of parents felt that teachers implemented the school's instructional process in support of student learning. 74% of the students felt that the school leaders monitor and support the improvement of instructional practices of teachers to ensure student success and that the school uses a range of media and information resources to support the school's educational programs. 79% of parents felt that the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

**Weaknesses:**

Prior to this school year, there was no progress monitoring tool. We have a new computer based program (Global Scholars) that will be administered 3 times a year. Advanced Ed Survey - 61% of parents felt that grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. 62% of parents felt that the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process. Only 59% percent of students felt that the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment.

### **Career and Technical Education Program Data Reports:**

#### **Strengths:**

Marketing, Sales, and Services - 100% of students passed Reading and the LEA target is 96.91%. 100% of the students earned a diploma.  
 Agriculture, Food, and Natural Resources - 90.1% of students earned a diploma and 100% of students met benchmark for skill attainment.  
 Family Studies and Community Services - 100% of students passed reading and 96/67% met the benchmark for skill attainment.

#### **Weaknesses:**

Marketing, Sales, and Services - Data showed that math concepts need to be improved in order for students to use real world problems and work place scenarios and more collaboration with Freshmen Seminar instructor and counselor to develop plans to assist students in good study habits and work ethics.  
 Agriculture, Food, and Natural Resources - 63.64% of students passed math and the LEA target is 97.99%. Only 87.5% of students passed reading and the LEA target is 96.91%. Data showed that more agriculture related articles needed to be incorporated in classes to develop reading comprehension skills and use more math concepts in construction classes.  
 Family Studies and Community Services - More math concepts need to be incorporated into the Family and Consumer Science Course of Study.

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

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

#### **Strengths:**

There were 3 incidents of bullying for 2011-2012.

#### **Weaknesses:**

There were a total of 526 incidents for 2011-2012. There were 86 incidents in of skipping and 130 incidents for excessive tardies. There were 13 incidents in which students directed profane language to a board employee. Also, there were 24 incidents of possession/using tobacco on school campus.

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

#### **Strengths:**

In 2009-2010 the graduation rate was 62% for all students and in 2010-11 the graduation rate was 80% which is a 18% increase.  
 Comparison of 09-10 to 10-11:  
 Special Education: 50% to 96%  
 Black: 56% to 73%  
 White: 63% to 80%  
 Free/Reduced: 39% to 68%

#### **Weaknesses:**

5 students did not graduated in May 2012 due to not passing the math and/or the reading portion of the graduation exam.

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

**Strengths:**

Data indicates that all teachers are HQT. All teachers were retained for 2011-2012 with exception of PE/Athletic Director that transferred to another county. There were a total of 23 personal leave days taken by teachers.

**Weaknesses:**

There are no National Board Certification teachers at HHS. Teachers are missing valuable teaching time due to detached duty (157 days for 2011-2012). Teachers indicated a great need for more units to lower class sizes.  
Classroom teachers were out 162 sick leave days.

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

There are a very limited number of mid-term transfers and no known homeless or migrant students at HHS.

**Weaknesses:**

Excessive tardies (130) and check-ins/outs are indicated as an area of weakness for HHS.

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

Data results from Advanced Ed. survey:  
Parent overall score: 68%  
Standard 1: 71% (Purpose and Direction)  
Standard 2: 68% (Governance and Leadership)  
Standard 3: 66% (Teaching and Assessing for Learning)  
Standard 4: 70% (Resources and Support Systems)  
Standard 5: 66% (Using results for Continuous Improvement)

**Weaknesses:**

Data results from Advanced Ed. survey:  
61% of parents felt that grading and reporting are based on clearly defined criteria.  
62% of parents felt that the school engages families in meaningful ways in their children's education and keeps them informed about their progress.

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

NA

**Weaknesses:**

NA

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

HHS has identified 2 ELL students. One is being monitored and passed the Reading portion of the AHSGE in Summer 2012. Another student took the ACCESS for ELLs in Spring 2012 and scored a 5.4 composite score and 4.9 in writing. She has tested out of our program and will be monitored for 2 years. Both students are hard working and beyond capable of passing all classes. They have many resources throughout the school and county if assistance is needed.

**Weaknesses:**

NA

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

HHS has 2 Spanish speaking individuals on staff. One monitored student speaks Spanish and one students speaks Laos at home. Both students speak and understand fluent English with no modifications for their classwork.

**Weaknesses:**

NA

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

Teachers meet monthly in departments. Department heads attend BLT meetings and provided information back to the department. Students are provided with before, during, and after school tutoring. Students that have not passed the AHSGE are provided remediation.

**Weaknesses:**

Little collaboration between teacher grade levels and HMS. Teachers would like to gain more understanding and PD on the CCSR. Lack of student participation in available remediation during the summer.

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS**

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

**CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):****G1. Reading****Description:**

To increase percentage of eleventh and twelfth grade high school students passing the AHSGE from 73% to 100%. To increase the percentage of high school students who complete high school in four years from 80% to 100%. To prepare all students to leave high school with an employer certification, postsecondary credit, or the knowledge and skills needed to enroll in postsecondary studies without the need for remediation. To ensure all students make academic progress at or above proficiency and show continuous improvement by 2014.

**Data Results on which goal is based:**

Spring AHSGE indicated that 32 11th grade students (current) have not passed the reading portion of the AHSGE. Summer AHSGE scores indicated that 32 12th grade (current) students have not passed the Reading portion of the graduation exam.

Target Grade Level(s): 9th - 12th Grade

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Free/Reduced Lunch Students Black Students Special Education Students

Courses of Study:

AHSGE I-1: Identifying supporting details I-2: Determine sequence of events II-1: Identify main idea II-2: Draw conclusions II-3: Determine cause and effect II-4: Propaganda; fact from opinion II-5: Recognize summary statements III-1: Recognize logic and arguments III-2: Analyze literary elements III-3: Understand figurative language IV-1: Determine meaning of words IV-2,3: Preview, predict: Discern organizational patterns IV-4: Demonstrate reference material usage

**Strategies:**

**1.1 RS1**

Description:

HHS will use AHSGE data and Global Scholars data to address the weakest reading standards and identify students that have not passed the Reading portion of the graduation exam.

**Action Steps:**

**1.1.1 RS1-AS1:**

Description:

HHS will analyze AHSGE data from Spring 2012 and Summer 2012 testing results to identify students who are not performing at levels identified as proficient in Reading and students will receive remediation.

Benchmarks:

100% of students that have not passed the Reading portion of the AHSGE will be identified.

**1.1.2 RS1-AS2:**

Description:

In addition to required turn and talk and chunking, the English Department will utilize a variety of instructional techniques and strategic teaching strategies to address deficiencies in reading comprehension.

Benchmarks:

100% teachers will participate in department and grade level meetings to discuss student progress on daily assignments, benchmark assessments, AHSGE data, Global Scholars, and any other classroom data.

**1.1.3 RS1-AS3:**

Description:

The English Department will utilize Vocabulary for the College Bound to address AHSGE standards and ACT skills vocabulary weekly.



**Benchmarks:**

Student will be tested on vocabulary weekly.

**AS1.1.4 RS1-AS4:****Description:**

English teachers that teach 9th - 10th grade will implement Global Scholars three times a year in order to assess students' instructional level independent of their grade level.

**Benchmarks:**

Students will take the test 3 times a year and we will monitor growth. If possible, test will be generated to address the standards not mastered.

**Interventions:**

Remediation/reteaching will be provided for 11th and 12th grade students not passing the reading portion of AHSGE. Students will be administered the Global Scholars exam 3 times a year to check for growth.

**Resources:**

TBA

**G2. Math****Description:**

To increase percentage of eleventh and twelfth grade high school students passing the AHSGE from 85% to 100%. To increase the percentage of high school students who complete high school in four years from 80% to 100%. To prepare all students to leave high school with an employer certification, postsecondary credit, or the knowledge and skills needed to enroll in postsecondary studies without the need for remediation. To ensure all students make academic progress at or above proficiency and show continuous improvement by 2014.

**Data Results on which goal is based:**

Spring AHSGE scores indicated that students scored only 1% higher than the AMO.

Target Grade Level(s): 9th - 12th grades

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

Graduation Rate

**Target Student Subgroup(s):**

Black Students Free/Reduced Lunch Special Education

**Courses of Study:**

AHSGE Standards I-3: Add and subtract polynomials I-4: Factor polynomials II-2: Solve quadratic equations II-3: Solve systems of linear equations II-4: Solve multi-step inequalities III-1: Identifying functions III-2: Find the range of functions V-2: Graph lines given certain conditions V-3: Determine solution sets in inequalities VI-1: Translate verbal/symbolic: Graph: Equations/Inequalities VII-1: Apply properties and relationships between angles VII-2: Apply Pythagorean Theorem VII-3: Apply properties and relationships between angles VII-4: Apply properties of similar polygons VII-8: Solve problems: Algebraic concepts

**Strategies:**

**S2.1 MS1:****Description:**

HHS will use AHSGE data and Global Scholars data to address the weakest math standards and identify students that have not passed the Math portion of the graduation exam as well as teach Math ALCOS/CCRS to fidelity.

**Action Steps:****AS2.1.1 MS1-AS1:****Description:**

The math department will analyze AHSGE data from Spring 2012 and Summer 2012 testing to identify skills where students are consistently weak.

**Benchmarks:**

100% of students that have not passed the Math portion of the AHSGE will be identified and will be provided remediation.

**AS2.1.2 MS1-AS2:****Description:**

Math teachers will implement Math standards and CCRS by using explicit, intensive instruction.

**Benchmarks:**

Student work samples, benchmark test, and weekly test will be used to see if standards are being mastered.

**AS2.1.3 MS1-AS3:****Description:**

In addition to required turn and talk and chunking, the Math Department will utilize a variety of instructional techniques and strategic teaching strategies to enforce Math instruction.

**Benchmarks:**

Lesson plans Administrators will use walkthrough forms and other documentation of data meetings.

**AS2.1.4 MS1-AS4:****Description:**

Implement Global Scholars in grades 9th-11th to assess students' instructional level independent of their grade level.

**Benchmarks:**

Students will take the test 3 times a year and we will monitor growth. If possible, test will be generated to address the standards not mastered.

**Interventions:**

Remediation will be provided for students not scoring proficient on math portion of AHSGE. Problem solving team referral During school and after school tutoring will be offered 2 times per week or as needed.

**Resources:**

High Hopes

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

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

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

#### **G1. English Language Learner**

##### Description:

HHS currently has 6 students on our master list. 2 students are NMPH, 2 students are FLEP, 1 student is FLEP1, and one student is FLEP2.

##### Data Results on which goal is based:

WIDA/ACCESS for ELLs Assessment 2011 data indicates the following for the ELL student that is currently in monitoring: Listening - 5.5 Speaking - 6.0 Reading - 5.1 Writing - 4.7 Comprehension - 5.2 and Overall Score - 5.2.

Target Grade Level(s): 9th - 11th grades ELL students

Target ELP Language Domain(s): Reading, Writing, Listening, Speaking, Comprehension

WIDA Standards: WIDA Standards: Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

##### Strategies:

#### **S1.1 ELLS1:**

##### Description:

Using WIDA Performance Indicators as guidance for developing language objectives that focus on but not limited to Speaking and Reading.

##### Action Steps:

#### **AS1.1.1 ELLS1-AS1:**

##### Description:

Teachers will adhere to the accommodations recommended for use in the regular classroom by allowing for peer teaching, seat at the front of the classroom with the minimal visual and auditory distractions, and disregard misspelled words when grading or underline key words that were misspelled and give the student a chance to correct them before grading as needed.

##### Benchmarks:

Progress Reports Report Cards Benchmark Assessments Graded Classwork

##### Interventions:

Provide Tier II Instruction Refer student to PST In class or after school tutoring with teacher and/or peers

##### Resources:

ELL resources will be provided based on student needs.

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

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

### G1. Discipline

#### Description:

Discipline data indicates that there were 130 incidents of excessive tardies.

#### Strategies:

##### S1.1 SCCS1:

#### Description:

Analyze school data to focus on discipline, attendance, and academics.

#### Action Steps:

##### AS1.1.1 SCCS1 – AS1:

#### Description:

The BLT will analyze discipline data to identify students with recurring discipline and academic problems. The information will be reviewed in data meetings with faculty.

#### Benchmarks:

Students with recurring discipline and academic problems will be identified every nine weeks and referred to PBS and/or PST if needed.

##### AS1.1.2 SCCS1 – AS2:

#### Description:

Administrators will monitor and conference with students with excessive tardies and absences through iNow every month. Students with no tardies for the entire will get a reward incentive in May 2013.

#### Benchmarks:

100% of target students will be identified by running monthly attendance reports and be presented at data meetings.

##### AS1.1.3 SCCS1 - AS3:

#### Description:

HHS will implement the 3 Rs (respectful, responsible, and ready) in order to focus on academic success, character education, and behavior management.

**Benchmarks:**

100% of teachers will participate in expecting and encouraging students to follow school rules daily.

**Interventions:**

Students will be referred to the Assistant Principal for discipline and counseling. Parents will be contacted.

**Resources:**

Funds will be requested based on need through donations and local funds.

**G2. Parental Involvement****Description:**

Increase parental involvement in order to effectively communicate with parents, students, and the community.

**Strategies:****S2.1 SCCS2:****Description:**

HHS will work to increase parental involvement.

**Action Steps:****AS2.1.1 SCCS2-AS1:****Description:**

Parents and students will be encouraged to participate in Parent Report Night (September), Spring Art Festival (May), Awards Day, and Senior Day.

**Benchmarks:**

Sign in Sheets

**AS2.1.2 SCCS2-AS2:****Description:**

Parents and students will be encouraged to utilize iNOW to increase student achievement and parent/teacher communication.

**Benchmarks:**

40% of parents will utilize iNow Home and will be encourage via school website and calling system.

**AS2.1.3 SCCS2-AS3:****Description:**

The administration will continue to utilize Facebook to increase parental involvement.

**Benchmarks:**

90% of important information and updates will be made available to parents and community stakeholders via Facebook.

**Interventions:**

Parents will be personally contacted via phone and/or conferences will be scheduled.

**Resources:**

Internet and phone

## **Part V - Additional Components, That When Addressed, Positively Impact Student Achievement**

### **Teacher Mentoring:**

**Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?**

Holtville High School uses the Elmore County Mentoring program to assist new teachers. We currently have no novice teachers. We have 3 non tenured teachers that have been assigned mentors in order to provide guidance on classroom issues, classroom management, curriculum, and other concerns as needed. HHS is a very tight family in which any teacher will be more than happy to assist our needy teachers.

### **Budget:**

**Describe the coordination of all federal, state, and local programs, including career and technical education.**

All funds are handled by the HHS bookkeeper and the Chief Financial Office of Elmore County in conjunction with the administrator. In addition, High Hope funds are available through the school's counselor.

### **Transition:**

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

All new students including freshmen are given the opportunity during the summer to visit the school in which tours are led by the Student Government Association and Jr. Civitan. The school counselor works with parents during the spring for ninth grade orientation to assist students with their academics. In addition, special education students receive a tour during the spring in which they get more of a hands on approach to coming to high school. Student aides give tours for new students entering school after the first day of school. They can ask questions and receive their textbooks from the assistant principal.

### **Highly Qualified Teachers:**

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

In coordination with the State Department and the Elmore County Board of Education, the administration follows the guidelines for hiring HQ teachers when searching for suitable applicants. In addition, the LEA participates in college recruitment drives at area colleges.

### **Assessments and Teacher Involvement:**

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

HHS follows the rules outlined by the State Department of Education and the Elmore County Board of Education when hiring new teachers. We always look for HQ status first and look for the best possible candidate for HHS through interviews and past references.

### **Special Populations:**

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

At this time, HHS does not have any migrant or homeless students. We have 2 ELL students that are being monitored. If this issue arises, then we contact the necessary central office personnel or agencies to assist with these

students.

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

**Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.**

Special needs students participate in transition/life skills in addition to their academic courses and the goals outlined in their IEP. All students at HHS are treated the same and we provide assistance such as counseling, referral to agencies, Spanish translations (if needed), etc. We make sure that all students are treated equally no matter what of their circumstances.

### **Extended Learning Opportunities:**

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.**

All teachers provide individual assistance during planning periods, before school, and after school for students that are seeking additional instruction. Remediation classes are offered to juniors and seniors that have not passed portions of the graduation exam. There are also links on the school website at <http://www.elmoreco.com/hhs> for assignments, homework, document downloads, and teacher email.

## **Part VI – School Parental Involvement Plan**

### **Parental Involvement:**

**Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.**

Parents are encouraged to submit email addresses so they can be contacted concerning school activities and events. The new calling system will be utilized to extend contact to parents that do not have email contact. The school conducts Parent Night at the beginning of the year during the month of September in which parents pick up current progress reports as well as conference with their child's teachers. The school website and Facebook page is updated regularly to provide parents with relevant information.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.**

Conferences via face to face or telephone calls are held with parents, teachers, students, and administrators. Emails and telephone calls are used to provide updates on student achievement. Parents encourage highly encouraged to utilize iNow Home Portal.

**Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.**

Parents are provided with surveys to assess the school's progress (if needed), emails to teachers and administrators, and conferences.

**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.**

HHS will strive to increase Parent Report Night with the calling system, information on the school sign, encouragement from teachers, and Facebook. We will encourage participating in after school events and Senior activities to encourage school pride and tradition.

**Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

HHS has two teachers that are fluent in Spanish. ELL services are available when/if needed to students and parents in the form of translators and documents.

## Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

### Learning Activities:

#### Common Core Readiness Standards

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

English teachers, math teachers, and administrators need more training with the Common Core Readiness Standards (CCRS).

**What types of professional learning will be offered?**

English and Math teachers will received training through the Elmore County Public School's Curriculum Departemnt in which they will learn what the standards are, what is expected, and collaborate with teachers in the county to create curriculum guides.

**When will the session be delivered?**

August 2012-May 2013 Meetings will be arranged via the Elmore County Public Schools Curriculum Department. In addition, other outside organizations such as CLAS will provide professional development.

**What are the expected outcomes of professional learning?**

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

Teachers and administrators will have a better understanding of the CCRS and how to increase the rigor in the classroom.

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

Implementation of the curriculum guide, lesson plans, and walkthroughs

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

Title II funds - \$55.00 for substitute



## Part VIII - Coordination of Resources/Comprehensive Budget

### I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	26.26	27	1,158,304.00
Administrator Units	1	1	82,266.00
Assistant Principal	.50	1	61,217.00
Counselor	1	1	61,924.00
Librarian	1.25	1.25	69,364.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			15,244.00
Instructional Supplies			0.00
Library Enhancement			0.00
<b>Total of All Salaries:</b>			<b>\$1,448,319.0</b>

### II. Federal Funds

#### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

#### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

#### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

**Title III: For English Language Learners**

Provide a brief explanation and a breakdown of expenses.

NA

Total :

**Title IV: For Safe and Drug-free Schools**

Provide a brief explanation and a breakdown of expenses.

NA

Total :

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

**III. Local Funds (if applicable)**

**Local Funds**

Provide a brief explanation and a breakdown of expenses.

na

Total :