

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):

The CIP Leadership Team consists of teachers, parents, administrators, and counselors. These members review the 2010-2011 Continuous Improvement Plan to assess the degree which implemented strategies had been met. A discussion was held concerning the elements that have not been mastered and need to be reviewed and included in the 2011-2010 CIP plan. Data collected throughout the 2010-2011 school year were reviewed and analyzed by the committee and faculty to determine the CIP goals. In addition to the Stanford Achievement Test, the Alabama Reading and Math Test, the Alabama High School Graduation Exam, the effectiveness of the plan will be based upon the S.T.A.R data, the Alabama Science Assessment, the graduation rate, as well as qualitative assessments such as interviews and informal assessments when applicable. The interpretation of data and data results were presented to faculty during data meetings. After the plan is completed, the Leadership Team reviews the plan. The leadership team met to discuss strategies, professional development, and budget requirements for the CIP plan. The planning committee recognizes the importance of analyzing the effectiveness of the plan through periodic review. The draft was completed, faculty and staff reviewed and discussed any needed amendments to the plan. Modifications were then placed in the CIP plan. The CIP will be discussed at the first Title I information meeting of the year and will be available for viewing and commenting during Title 1 parent meetings. The CIP will then be submitted to the Central Office for review. Annual revisions will be made based on the evaluations and current data.

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)**

Jamie Chapman - Principal
 Ken Holder- Assistant Principal
 Amanda Daniel Counselor
 Debra Wiggins Counselor
 Joanna Beard 7th/8th Grade English Teacher
 April McDaniel 8th/High School Math Teacher
 Becki Jennings High School English Teacher
 Benji Kelley History Teacher
 Lee Holley Career Tech
 Jerodine Guyton Career Tech
 Jo Jo Moore Parent
 Kara Griffin Parent
 Dawn Bryant Parent
 Janice Duff Parent

Tonya Wilson 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).

Upon receipt of the data, the administrative staff and the CIP team began an analysis of data. The 2010-2011 AYP Status for Gordo High School was the most obvious data considered. Data from state assessments were used in the comprehensive needs assessment. The data was analyzed and summarized by grade level, student subgroup, and subtest. ARMT data results were determined.

The CIP was then developed and a general outline of goals and objectives were written into the plan. Two meetings among team members to further develop objectives, strategies and action steps. These meeting were held during scheduled data meetings. The first meeting was held on September 14, 2011. The CIP draft was presented to the faculty at a regularly scheduled faculty meeting on September 22, 2011 before the final report was submitted.

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.

Gordo High School makes great efforts to ensure that highly qualified teachers are hired in all departments. All teachers at Gordo High School teach in their area of certification. In addition, the schedule is developed in a manner to ensure that all classes are taught only by teachers with appropriate highly qualified status.

Number and percentage of teachers Non-HQT:

NA - 100% of GHS teache

Number and percentage of Classes Taught by Non-HQT:

NA - 100% of GHS teache

Alabama High School Graduation Exam (AHSGE):

Strengths:

The percentage of students passing the biology subtest of the AHSGE through Spring 2011 are as follows:

Grade 10 - 98%
Grade 11 - 97%
Grade 12 - 97%

The percentage of students passing the math subtest of the AHSGE through Spring 2011 are as follows:

Grade 10 - 89%
Grade 11 - 91%
Grade 12 - 97%

Weaknesses:

The percentage of students passing the social studies subtest of the AHSGE through Spring 2011 are as follows:

Grade 10 - 50%
Grade 11 - 66%

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Data results show that 88% of 7th graders (currently 8th graders) scored a Level III or Level IV on the Reading subtest. These scores show our students met or exceeded state standards in reading.

Weaknesses:

On the ARMT, 41% of our 7 graders (currently 8th graders) scored a Level II on the math subtest. These scores show our students scored below state standards. 33% of our 8th graders (currently 9th graders) scored a Level II on the math subtest. Special Education students scored below the proficiency Index goal along with blacks and students receiving free/reduced lunch.

Alabama Science Assessment:

Strengths:

The 2011 test result indicates that 68% of the 7th graders met or exceeded the state standards on the ASA.

Weaknesses:

Even though our 2011 test results indicate a percentage over 50%, GHS needs to increase this percentage by 2%.

Stanford 10:

Strengths:

Our 7th graders scored in the 60th percentile in Total Reading.

Weaknesses:

GHS shows a decrease in math scores in 7th and 8th grades over longitudinal data.

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:

NA

Weaknesses:

NA

EducateAL or other Professional Evaluation Profile Information:

Strengths:

- 1. Demonstrates deep knowledge of subject matter, content, and ability to organize related facts/skills
- 2. Creates a safe, orderly, and stimulating learning environment that engages and motivates learners
- 3. Creates a climate that promotes fairness and respect

Weaknesses:

- 1. Identifies and integrates available emerging technology into the teaching of all content areas
- 2. Facilitates learners individual and collaborative use of technology and evaluates their technological proficiency
- 3. Designs learning experiences that engage learning styles and multiple intelligences

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

Strengths:

NA

Weaknesses:

NA

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

Strengths:

At the local level, most students agreed that their teachers challenge them to do their best work, and they are provided with opportunities to learn important knowledge and skills in each subject.

Weaknesses:

At the local level, students feel that GHS has problems with bullying at school.

Career and Technical Education Program Data Reports:

Strengths:

Career Technical Program has 100% positive placement, post graduation in employment or postsecondary education.

Weaknesses:

An average of 77.78% of career tech students have passed reading and language portions of the AHSGE; 85.35% have passed math.

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:

School protocol is followed in a timely fashion. Discipline is administered by the severity and repetitiveness of the offense.

Weaknesses:

Students are placed in short and long term suspension due to the lack of alternative school placement.

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

Strengths:

GHS exceeded the 90% graduation rate goal: Our graduation rate is 97%.

Weaknesses:

NA

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

Strengths:

Gordo High School has an experienced faculty with very low teacher turnover. Our teachers and staff do an excellent job of self-monitoring regarding attendance. The GHS faculty and staff are punctual and readily participates in meetings and activities that require extended hours of attendance.

Weaknesses:

Our system did not receive funds to offer a mentoring program for inexperienced teachers.

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:

An analysis of student attendance reveals a strong student attendance. In the school year 2010-2011, the number of student attending school each day is 98.16%. The Early Warning Program developed and monitored in conjunction with the Pickens County Probation office has proven to be an effective deterrent of student absenteeism. It is understood and recognized that it is essential for students to be present in school each day.

Weaknesses:

Due to the lack of personnel, it is difficult to keep tardies, absentee excuses, and checkouts accurate and current.

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

Strengths:

According to our last study, eighty-six percent of our parents feel that GHS is an excellent learning environment and provides good communication between school and home.

Weaknesses:

In reference to our last study, twenty-eight percent of parents would like additional information about programs available for which their child qualifies.

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

A large percentage of our students feel safe at school.

Weaknesses:

Due to the lack of funding, our LEA does not provide resource officers which may increase the number of students feeling safe at school.

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:**

NA

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:**

NA

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 are ARI trained and have adequate teaching materials. During the 2010- 2011 school year, a reading coach on campus was available to help with instructional materials and instructional strategies.

Weaknesses:

GHS offers remediation throughout the school year during our activity block. However, students do not attend extended learning opportunities such as an after school remediation program.

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. Goal #1 Reading Goal**

Description:

The seventh and eighth grade students will demonstrate appropriate proficiency levels on the Alabama Reading and Math Test according to the 2012 percentages established by NCLB's Annual Measurable Objectives. The goals are: 7th grade 89% and 8th grade 84% of students demonstrating proficiency.

Data Results on which goal is based:

2010-2011 ARMT results on the Reading subtest 2011-2012 S.T.A.R. results (fall)

Target Grade Level(s): 7th and 8th graders

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Report cards, progress reports, S.T.A.R. results (midyear and spring)

Target Student Subgroup(s):

All students, but with focus on special education and black students.

Courses of Study:

Objective: Relate literary elements and devices to each other. Objective: Apply strategies to comprehend textual/informational and functional materials

Strategies:**§1.1 ARI strategies****Description:**

Implement explicit, intensive instruction through the use of small groups incorporating ARI strategies in every classroom to focus on reading comprehension in the content area.

Action Steps:**AS1.1.1 Provide differentiated instruction in small groups****Description:**

ARI strategies will be used in small group activities to aid in reading comprehension. Examples include but not limited to the use of graphic organizers, chunking, and think alouds.

Benchmarks:

Report cards, progress reports, teacher observations

AS1.1.2 Walk Throughs and Data Meetings**Description:**

Central office literacy coach as well as our principal will conduct walk throughs. Feedback as well as constructive criticism will be given to teachers to provide additional suggestions to enhance instruction. Data meetings will be held each month for each teacher during their planning period to discuss student reports. The principal will facilitate these meetings.

Benchmarks:

Monthly walk throughs Teacher collaboration in data meeting concerning student progress

Interventions:

Utilize the curriculum specialist at the local office to provide additional ARI strategies.

Resources:

none

S1.2 Remediation**Description:**

Implement intensive instruction to students scoring at the intervention or urgent intervention levels on the S.T.A.R. The initial S.T.A.R test was given in August to seventh and eighth graders. In December, the S.T.A.R will be given again to show progress. Students are scheduled into remediation during a forty minute activity block.

Action Steps:**AS1.2.1 S.T.A.R Reading program****Description:**

The S.T.A.R reading will be given to 7th and 8th grade students in August. Students scoring in the Urgent Intervention or Intervention categories will be scheduled into ARMT reading remediation. Students will be exposed to intensive instruction on the ARMT reading standards. Teachers will implement review materials such as Buckle Down.

Benchmarks:

Students scoring Urgent Intervention will be progress monitored weekly, and students scoring In the Intervention category will be progress monitored bi-monthly. These reports will measure individual student progress.

AS1.2.2 Skills Tutor program**Description:**

Skills Tutor will be scheduled for all 7th graders during activity block at least 2 days each week. This will allow all students to be exposed to remedial information as well as new skills. Teachers will assign lesson based on individual student needs.

Benchmarks:

Individual student reports in Skills Tutor, progress reports, and report cards

AS1.2.3 ARMT Specifications**Description:**

Teachers were given item specifications found on the State Department website. The teacher will provide remediation to address weaknesses using appropriate ARMT reading review materials.

Benchmarks:

S.T.A.R progress monitoring, progress reports

Interventions:

Teachers are assigned to progress monitor at risk students to show if students are making progress. Urgent intervention students are progress monitored weekly while intervention students are progress monitored bi-monthly.

Resources:

ARMT review material such as "Buckle Down" was purchased to use in activity period. We will need to purchase more of these books. Student sets are \$6.99 each. Approximately, 40 more of each grade level will be needed for reading. Also, the cost of the S.T.A.R program- 4,925.75. Additional computers are also purchased to replace outdated ones.

G2. Goal #2 Math Goal**Description:**

The seventh and eighth grade students will demonstrate appropriate proficiency levels on the Alabama Reading and Math Test. The goals are: 7th grade 83% and 8th grade 85% of students demonstrating proficiency.

Data Results on which goal is based:

2010 - 2011 ARMT results on the Math subtest and the 2011 - 2012 S.T.A.R results given in the fall.

Target Grade Level(s): 7th and 8th graders

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Report cards, progress reports, S.T.A.R results (midyear and spring)

Target Student Subgroup(s):

All students, but with focus on special education and black students.

Courses of Study:

Objective 1: Data Analysis and Probability * determine measures of central tendency * determine the probability of a compound event Focusing on gridded and open ended questions Objective 2: Measurement * solve problems using proportional reasoning * find the perimeter of polygons and the area of triangle and trapezoid Focusing on open ended questions

Strategies:**S2.1 Intervention****Description:**

Implement intensive instruction to students scoring at the intervention or urgent intervention levels on the S.T.A.R. The initial S.T.A.R math test was given in August to seventh and eighth graders. In December (midyear) the S.T.A.R will be given again to show progress. Students are scheduled into remediation during a forty minute activity period.

Action Steps:**AS2.1.1 S.T.A.R.Math Program****Description:**

Teachers are assigned to progress monitor student weekly who score Urgent Intervention on the S.T.A.R Math program. Students scoring Intervention will be progress monitored bi-monthly. Students will be exposed to intensive instruction using but not limited to the Buckle Down resource material. Data meetings will be held monthly to analyze student results.

Benchmarks:

progress monitoring results, progress reports, and report cards

AS2.1.2 Remediation**Description:**

Implementation of the Skills Tutor Program will be scheduled for all seventh graders. Students will be assigned to various math standards based on individual areas of weakness.

Benchmarks:

Skills Tutor reports, progress reports, and report cards

Interventions:

Teachers will use progress monitoring results, report cards, and progress reports to provide timely assistance.

Resources:

Cost of the S.T.A.R program

S2.2 Additional Teacher**Description:**

An additional teacher was hired in order to reduce number of students in 7th and 8th grade math classes. Also, an aide was hired in distance learning lab.

Action Steps:**AS2.2.1 Reduce student/teacher ratio****Description:**

Title money was used to hire an additional teacher unit for 7th and 8th grade math. This reduced the number of students in the classroom, as well as added an additional core teacher to offer ARMT remediation during activity block.

Benchmarks:

report cards, progress monitoring, progress reports

Interventions:

progress monitoring, progress reports, classroom grades

Resources:

\$36,143.53 teacher salary \$15,060.00 aide salary

G3. 10th grade Graduation Exam - Social Studies**Description:**

To increase the number of students passing the Social Studies subtest on the Alabama High School Graduation Exam. Only 50% of our students pass the graduation exam in Social Studies. Our goal is to increase this percentage.

Data Results on which goal is based:

Spring 2011 Grade 10 results on the Alabama High School Graduation Exam

Target Grade Level(s): 10th graders
 Target Content Area(s): Reading
 ARMT: Social Studies

Additional Academic Indicators:
 Social Studies classroom grades

Target Student Subgroup(s):
 All 10th grade students

Courses of Study:
 III-2 Identify and evaluate the Era of Expansion III-1 Identify and evaluate the impact of the American Revolution II-1 Recognize and comprehend the impact of the influences of intellectual and religious thought on political systems

Strategies:

§3.1 Remediation

Description:

Students are placed in remedial programs for exam review. Teachers utilize programs such as, but not limited to USA Test Prep, Enrichment Plus, and various web sites posted from other school that supply online flash cards, etc.

Action Steps:

AS3.1.1 Activity block

Description:

Students who have not passed the Social Studies subtest of the Alabama High School Graduation Exam are placed in remediation during a forty minute activity block. The teachers utilize programs such as USA Test Prep, websites from other school which have posted resources, State Dept. of Education website, and Enrichment Plus Review Guide.

Benchmarks:

Graduation Exam results, data meetings, report cards, progress reports

Interventions:

progress reports, classroom observations, and report card grades

Resources:

none

§3.2 Data Meetings

Description:

Data meetings will be held monthly consisting of teachers, county reading coach, counselor, and principal. Data will be reviewed and updated as students remediate and take the graduation exam.

Action Steps:

AS3.2.1 Utilize ARI strategies

Description:

Teachers conduct strategic lessons and observations to demonstrate the pre, during, and post strategies. Teachers and student produced graphic organizers displayed in classroom demonstrating the utilization of comprehension strategies. Teachers will also identify and discuss strategies for at-risk students during monthly grade level meetings.

Benchmarks:

Walk throughs, lesson plans

Interventions:

Data meetings are held monthly to check student progress.

Resources:

NA

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. ELL

Description:

Developing listening, writing, literacy, and comprehension.

Data Results on which goal is based:

ARMT, SAT-10, Ticket to Read, Skills Tutor, and Accelerated Reader

Target Grade Level(s): 7th - 8th

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

WIDA Standards: Standard II, The Language of Language Arts

Strategies:

S1.1 Reading comprehension and vocabulary

Description:

• Classroom libraries • Voyager/English and Spanish versions • Comprehension and vocabulary workbooks • Graphic organizers • Highlighters • Copy paper and ink • Rosetta Stone online software

Action Steps:

AS1.1.1 Intervention

Description:

• The student will work on vocabulary, reading comprehension and writing in small groups. • The student will read and write with a peer tutor. • The

student will be given graphic organizers and rubrics for writing assignments. • The student will keep a journal of targeted vocabulary words to study.

Benchmarks:

- Writing assignments • Online testing • Literacy tests • Skills Tutor • Fluency tests • Targeted word studies

Interventions:

- Peer tutoring • Small group instruction • Visual aids • Online Spanish/English versions of tests

Resources:

NA

§1.2 Master state objectives

Description:

The student will be able to classify, compare and contrast, identify, evaluate, explain, and interpret each state objective with a mastery level of 70%.. • Rubrics for science experiments and journal entries. • Weekly and unit tests • Reading level texts • Class participation

Action Steps:

AS1.2.1 State objectives

Description:

- The student will participate in various science experiments. • The student will complete journal writings. • The student will use Making Sense Strategies. • The student will have the option of completing open-ended test questions either by written response or orally

Benchmarks:

- Rubrics for science experiments and journal entries. • Weekly and unit tests • Reading level texts • Class participation

Interventions:

- Peer tutoring • Morning targeted word study • Translator will tutor/assist upon request •

Resources:

NA

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. Behavior Problem Students

Description:

Gordo High School utilizes an in-school suspension program for class II offenses, some Class III, as well as Class I subsequent offenses. We do not have an after

school program or an alternative school in our county.

Strategies:

§1.1 Reach Program

Description:

Our administration is working with our local judge, juvenile probation officers, as well as the Pickens County Board of Education to utilize the Reach Program housed off of our school campus. This program was developed to help students with behavioral problems.

Action Steps:

AS1.1.1 Reach Program Assignment Committee

Description:

Students who fail to comply with the approved Student Code of Conduct will be referred to the District's Assignment Committee to determine if the student should be placed in the school's on campus in-school suspension program, out-of-school suspension or placed in the Picken's County REACH Program.

Benchmarks:

Students will be required to continue class assignments and maintain the required District achievement levels.

Interventions:

Regular contact with teachers and administrators of the Reach Program.

Resources:

NA

G2. Math and English

Description:

Due to block scheduling, our 7th and 8th graders are not exposed to math and English core classes for an entire academic year.

Strategies:

§2.1 Spring testing- ARMT

Description:

The counselor will check students schedules, and those students who had math and/or English the first semester will be scheduled in a review class before spring testing. All at-risk students will be scheduled in reading and/or math for remediation all year depending on their area of weakness.

Action Steps:

AS2.1.1 Math and English Review Classes

Description:

Teachers will provide Math and English lessons to students who were enrolled in those classes during the fall. Students will receive explicit instruction using the Alabama Courses of Study.

Benchmarks:

Students will be progressed monitored using the STAR assessment. ARMT results will also be used to determine the effective of the instruction.

Interventions:

Students schdules may vary depending upon classroom observations, progress monitoring results, and S.T.A.R results.

Resources:

S.T.A.R.

G3. Safety

Description:

On a recent study, parents and students felt that GHS had some bullying issues.

Strategies:

S3.1 Bullying

Description:

Various resources to help identify bullies and the effects of bullying at school.

Action Steps:

AS3.1.1 Lessons

Description:

The counselors will provide whole group lessons as well as small group and/or individual counseling on bullying. The librarian will develop and present lessons to whole group on cyber bullying.

Benchmarks:

observations

AS3.1.2 Communication

Description:

Administration purchased radios for each teacher for communication purposes and for emergencies.

Benchmarks:

survey

Interventions:

teacher observations, principal referrals, counselors' observations

Resources:

Radios for communication and safety: 16,000.00 Counselor resource books purchased from Youthlight, Inc.

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

Teacher Mentoring:

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

NA

Budget:

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

For the 2011-2012 school year, Title money is being used to fund a teacher unit to reduce student/teacher ratio, an aide for the distance learning lab, research based computer programs, parent involvement, computers to update our labs, promethean boards for instruction, televisions for professional development, and various materials and instructional supplies. All students at GHS benefit from these purchases. For career and technical education, funding (maintenance of effort) GHz receives \$300 per program and \$3 for each student enrolled in these programs. Students choose career pathways according to interest and is offered to all students. Two programs, health care and business administration articulate with post secondary schools.

Transition:

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

Gordo High School realizes that students need support emotionally and academically during periods of transition from the elementary to the high school. The Jr. High counselor visits the 6th grade students at Gordo Elementary or the students come over to the high school for a transition lesson. The counselor reviews high school expectations, concerns, and questions students may have during this meeting. The principal also attends this meeting and adds additional information. The counselor presents a power-point presentation which includes a slide show of various parts of the campus along with snapshots of their teachers and classroom interactions. A question and answer discussion is held at the end of the meeting. The Jr. High counselor holds a 7th grade orientation prior to registration for new students and their parents. After the orientation, the students and their parents tour the school, meet their teachers, and visit classrooms.

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.

The Pickens County Board of Education will offer competitive salaries and benefits that promote the recruitment and retention of quality education employees. Contact information is collected from prospective teachers in high need areas, and these teachers are encouraged to apply and consider relocation to the area. Principals are required to have the knowledge of each teacher's highly qualified status and the subject area the teacher is highly qualified to teach. Job openings are posted on local and state department websites by our LEA. The Pickens County Board of Education adheres to state and local guidelines for teachers to hold highly qualified status. Class are also made to area colleges seeking teachers in high need areas. Applicants will be interviewed using a representative interview committee comprised of the principal, assistant principal, teachers, and board employees.

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.

Gordo High School teachers are involved in the decision regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Our teachers guide instruction according to the following:

1. The faculty collaborating during data meetings held with administrator and reading coach.
2. RTI members evaluate data collected on referred students.
3. Grade level meetings help identify any instructional gaps or overlaps that may occur in 7th - 12th grades.

Special Populations:

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

All students at Gordo High School, including those identified as homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available including free/reduced lunch, Title I services, remediation programs, and counseling services. Also, GHS uses the Department of Human Resources, and various community resources to provide students with necessary school supplies.

Each student receives a Home Language Form used to determine eligibility for limited English proficient testing. These students take the WIDA assessment.

The counselor identifies migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines student eligibility for the migrant program. Migrant students have access to all services and programs available to all students.

GHS provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The special education teachers track referrals and notify parents concerning eligibility for special education services. The IEP team develops the IEP based on the results of the evaluation, the concerns of the parents, and the academic, developmental, and functional need of the child. GHS ensures that all students with disabilities have access to a variety of educational programs and services available to non-disabled students. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled 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.

Applies Only to Secondary Schools

Program improvements and updates

Extended Learning Opportunities:

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

Students who experience difficulty mastering the proficient or advanced achievement standards will be timely, effective and additional instructional assistance. This is accomplished by the following:

1. Providing extended summer learning opportunities such as credit recovery, graduation exam review, and summer school.
2. At-risk students are scheduled into remediation classes during a forty minute activity block.

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

Parental Involvement:

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

The Pickens County Title I Coordinator informs parents of the schools participation in the Title I program as well as explains the requirement of a Title I school in a planned evening meeting.

Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Gordo High School offers two parenting days in our school's schedule. Teachers, administration, and counselors are available to meet with parents. We stay at the school during the evening for parents unable to meet with teachers during the school day. Our school also has a scheduled parent meeting at 7:00 p.m. quarterly to inform parents about various information. Parent involvement money is used for a summer newsletter, stamps, envelopes, and supplies for parent meetings.

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.

The faculty, staff, and administration will strive to foster an environment of communication between the school and the parents. The faculty, staff, and administration strive to:

1. Communicate with families about school programs and student progress in clear and productive ways.
2. Progress reports and report cards will be disseminated in a timely and periodic manner according to board policy.

3. Specific operating procedures for GHZ will be available in the student handbook.

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).

The Pickens County Board of Education takes on the responsibility along with parents in developing, reviewing, and updating the School-Parent Compact. GHS feels that parental involvement is an essential component of a student's education. When the school and home are able to make common connections the education process is enhanced. Parent meetings will be held throughout the school year to offer parents the opportunity to provide input on the programs and services offered at GHS.

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

Should a parent wish to comment or express concern or make recommendations regarding the Title I plan, he/she should feel free to contact the principal or any committee member a arrange a time to discuss the concern. After the concern is discussed and the dissatisfaction remains, the principal will submit the complaint to the LEA. Parents are given instruction for submitting their comments of dissatisfaction at the annual Title I meeting.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Gordo High School will accomplish most of the above requirements through the annual Title I meeting in September. Additionally, we will host a Parenting Day in October. Parent are afforded the opportunity to discuss needs with teachers. A Title I meeting will also be conducted in conjunction with the first ABC(Academic Booster Club) meeting of the year. Also, a copy of all student state assessment results will be sent home to parent/guardians. Parents will e encouraged to call the school counselor for explanation of test results. The counselor will explain the assessment report to parents, explains the areas of strengths and weaknesses, what to look for on progress reports and report cards, and explain the school's plan for the student.

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

The school will provide parent workshops and materials that will provide teaching techniques to help with student's academic needs. Needs assessment data collected will be used to select topics for workshops. Parent workshops will also foster parental involvement by providing opportunities for parents to com to the school. We also provide brochures on various topics for parents.

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

The Title I committee will communicate to teachers through workshops and literature the importance of parental involvement, how to work with parents, equal partners, and how to communicate with parents. Parent workshops will be coordinated by the committee using the parent needs assessment. Emphasis is placed on emphasizing to teachers that parent involvement begins at home, Additionally, emphasis is also placed upon the necessity of effective communication between home and the school.

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

The school will collaborate with agencies and businesses to present parental involvement activities. Head Start, Pickens County Family Resources Center, and Side-y Side Parenting, sponsored by the Pickens County Medical Center are three agencies which provide us with resources.

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

The school will provide full opportunities parents with limited- English proficiency, parents with disabilities, and parents of migratory children by ensuring all reports, meeting notices, and all other communications are sent home in a language the parents can understand. If we believe that parent is not receiving or understand the communications, the Central Office representative, or school counselor can call or visit the home. The school system's ESL coordinator has a translator program that is installed in each school if a child enrolls who speaks, or whose parent speaks a language other than English. The translator program will be used to translate all documents and forms into the language spoken at home.

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

Gordo High School makes every effort to work with parents on meeting their requests related to their involvement in their child's education. At our Title I I Advisory Council meeting, parents are asked for suggestions or recommendations to improve the Title I program and parent communication. We follow up on these suggestions and, if feasible, implement the recommendations made at these meetings.

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.

TransAct Program allows the school to print off all school forms in a variety of languages.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

**Learning Activities:
School Schedule**

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

Low scores on ARMT Math for 7th and 8th grades

What types of professional learning will be offered?

Research and investigate schedule modifications to ensure that our 7th and 8th graders receive math and English instruction for the entire school year.

When will the session be delivered?

NA

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?)**

NA

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

If a schedule modification is introduced and implemented, then longitudinal data can be analyzed to show improvements in test scores.

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

NA

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

Low ARMT scores

What types of professional learning will be offered?

New ARMT workshop offered to one 7th grade and one 8th grade reading and math teacher. The teachers will return from workshop to share information with other students.

When will the session be delivered?

October

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?)**

To familiarize teachers with the new ARMT Reading and Math test.

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

Observation and implementation of new instructional strategies for teaching the ARMT reading and math standards. Evidence will be shown through walk throughs and Educate Alabama observations held by the school administration.

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

NA

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

Communication and bullying

What types of professional learning will be offered?

Book Study - Leader and Me 7 Habits for 7th-9th Graders Visioning Day and Implementation Day

When will the session be delivered?

NA

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?)
 Improve the school's culture and learning environment.

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

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

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	28.17	28.33	1,790,615
Administrator Units	1	1	180,283
Assistant Principal	1	1	55,104
Counselor	1.5	2	122,677
Librarian	1.5	1.5	94,075
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			4,178
Library Enhancement			0
		Total of All Salaries:	\$2,246,932.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged
Provide a brief explanation and a breakdown of expenses.

One teacher
 One aide
 1/2 counselor

Total : 117,657

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Clas conferences for administrators
televisions for professional development purposes
travel expences for teacher/counselor workshops

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

III. Local Funds (if applicable)

Total :

Local Funds

Provide a brief explanation and a breakdown of expenses.

Total :