

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 principal, literacy coach and counselor met in August 2010 to analyze and disaggregate current data to present for discussion with the Building Leadership Team. AHSGE, SAT10, ADAW, ASA and ARMT data were analyzed for specific achievement deficits and sub-group gaps. Data from other sources such as discipline referrals, student and teacher attendance, PRIDE surveys, PEPE analysis, GRADE+ Assessment report data, failure and dropout reports, the BBSST log, and input about school climate from teachers and parents was also considered. Non-personally data was shared with stakeholder groups. Data including personally identifiable information was restricted to discussion within the professional staff at the school.

Input concerning strategies, budget, and other needs was solicited from stakeholder groups. The Building Leadership Team developed the plan to address the agreed upon needs of the school. In August 2010, all faculty and staff of Pickens County High School, including career technology, were selected to train and implement the Alabama Reading Initiative's Partnership for Adult Literacy (ARI-PAL). The Building Leadership Team also attended additional training to assist in planning and implementation. The ARI-PAL program focus is to improve the achievement of individual students in all content areas. The faculty has also attended professional development training for Skills Tutor and Compass Learning. In an effort to keep abreast of new programs and technology, selected teachers have also been trained on V-Math and Ticket to Read programs to utilize with their resource classes. Teachers focus on improving student assessment by implementing best practices and strategies identified as research-based tools to address student achievement. Parent Advisory Committee members and Parent Involvement Committee members have opportunity to provide input from the viewpoint of the community stakeholders.

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)**

Mr. Darrell Woods/Principal
 Mr. Don Miles/Assistant Principal
 Mrs. Nancy Duke/Literacy Coach
 Ms. Amilea Thornton/Librarian
 Mr. Ike Gipson/Mathematics Teacher
 Mrs. Joan Hankins/Special Education
 Mr. Daniel Bray/Career Tech Teacher
 Ms. Shanell Williams/Teacher
 Ms. Mary Mims/Student
 Kenisha Hinton/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).

Data was compiled, analyzed and disaggregated by principal, Assistant Principal, Literacy Coach, and CO SDE Staff. The data was then organized into spreadsheets, graphs, etc., for the faculty to examine and make a plan of action to address the needs. All teachers have a copy of the CIP and address any deficits when planning lessons. Data meetings are held monthly or bi-monthly to discuss, analyze and address needs to assist and direct in planning

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.

The Pickens County Board of Education makes every effort to employ competent, highly qualified teachers. Personnel from the Central Office attend recruitment fairs at colleges and universities throughout the state. The purpose of attending these fairs is to recruit well-trained, highly qualified teachers in field, and certified by the State of Alabama. Notification letters of antiquated opening are net too each principal from the Human Resource Department for posting. These notifications are posted at the Central office, each school, and on the State of Alabama website.

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:

Reading: The number of black students scoring at a level four increased 3%. There was a 6% increase in the number of students scoring a level four in the all student subgroup. The free and reduce lunch students increased by 3% in the level four category.
 Math: Forty of forty-nine eleventh graders have passed the math portion of the test. Ninety-eight percent of seniors have passed all parts of the test.
 Graduation Rate: The graduation rate increased from 70% to 84 percent.

Weaknesses:

Reading: Twenty-three of forty-seven tenth graders have not passed the reading portion of the exam. Thirty-three of forty-nine eleventh graders have not passed the reading portion.
 All Parts: Twenty-eight of forty-nine eleventh graders have passed all parts.
 Subgroups: There was a 10% increase in the number of students scoring levels one and two.
 There was a 13% increase in the black subgroup of students scoring a level one or two.
 There was a 16% increase in the number of free and reduced students scoring a level one or two.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

54% of 7th Grade students classified as Poverty scored at a level 4.

71% of 7th grade females scored at level 4 in reading.

Weaknesses:

54% of black 8th Graders scored at level 2 in math.
62% of male 8th Graders scored at level 2 in math.

Alabama Science Assessment:

Strengths:

51% of students are in level 3

Weaknesses:

2% of students are in level 1
32% of students are in level 2

Stanford 10:

Strengths:

50% of our 7th and 8th graders rank on the national percentile

Weaknesses:

7th and 8th graders scored below 50% in math producers.

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:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

N/A

Weaknesses:

N/A

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

5.4 Promotes Professional Ethics and Integrity: Thirteen out of 16 teachers were classified Intergrating or Innovating in the area.

Weaknesses:

4.4 Supports Learners to Accelerate Language Acquisition and 4.5 Guides Second Language Acquisition: Thirteen of 16 teachers were classified beginning or emerging.

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

Each classroom has one computer and a Smart Board. There are two working computer labs and two mobile laptop carts.

Weaknesses:

The technology department has been cut from three personnel to two personnel district wide to maintain all computers and electronic devices in the system.

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

There were 15 students that receive tutorial in reading for the AHSGE, and all 15 passed.

Weaknesses:

Fifteen students did not initially pass the AHSGE.

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

PCHS reported 100% follow-up placement of CTE students in related careers or continued education at the post secondary level.

Weaknesses:

PCHS CTE programs did not meet the State Core Indicators Standards for Reading and Math, or for graduates

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 was a 10% increase in office referrals

Weaknesses:

SACS

Communication Radios

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

Graduation rate increased 11%

Weaknesses:

We have a higher population of special education students that are receiving a certificate.

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

We have a low rate of turnover in faculty.

Weaknesses:

We have high absences with our faculty. Five percent of the faculty are absence per month.

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:**

We met the ADA for the year 2009-2010.

Weaknesses:

We have concerns with tardiness and check-outs throughout the school year 2009-2010.

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

School has created a mobile app for parents and students.

Weaknesses:

Parents would like to see more communication

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

The perception of parents disapproval of alcohol and marijuana use is > 80%.

Weaknesses:

Friends disapproval of alcohol and marijuana use is < 33%.

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:

N/A

Weaknesses:

N/A

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

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

Drill down data from Star testing and ARMT testing.
Title I support for tutorial services for non-proficiency students.

Weaknesses:

The learning gap between our males (38% scored a level four) and females (71% scored level four)in seventh on the reading subtest.

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. Using Data to Improve Student Math Achievement

Description:

To increase seventh grade student achievement from their current levels (58%) to those that meets 2012 annual measurable objectives. Increase 7th grade ARMT Math proficiency to > 83% To increase eighth grade student achievement from their current levels (56%) to those that meets 2012 annual measurable objectives. Increase 8th grade ARMT Math proficiency to > 85% To increase seventh grade student achievement from their current levels (83%) to those that meets 2012 annual measurable objectives. Increase 11th grade AHSGE Math proficiency to > 91%

Data Results on which goal is based:

Pickens County High School is currently deficient in both areas of the ARMT. Our current results show the following regarding AMO goals: 7th grade math is 18% below AMO 8th grade math is 19% below AMO Pickens County High School is currently deficient in the passing rate of 11th graders taking the math and reading portions of the AHSGE. Our current results show the following regarding AMO goals: 11th grade reading is 66% below AMO 11th grade math is 66% below AMO

Target Grade Level(s): 7-11
 Target Content Area(s): Math
 ARMT: Math

Additional Academic Indicators:
 Attendance and Graduation Rate

Target Student Subgroup(s):
 All students

Courses of Study:

We are using a prescriptive method for instruction and remediation. Teachers will identify deficient standards, using Star, AHSGE, ARMT, SAT-10, results for remediation. AGSHE - II-2 Solve multi-step equations of first degree, V-1,4 Graph or identify graphs of linear equations, IV-1 Find the perimeter, circumference area, or volume of geometric figures, VII-2 Apply Pythagorean theorem, VII-4 Apply properties of plane and solid geometric figures, VII-8 Solve problems involving algebraic concepts. ARMT - Linear relations, linear functions, Pythagorean theorem, surface area & volume of prisms/cylinders/pyramids, lengths of sides and angles, theoretical probability.

Strategies:

§1.1 Prescription for Success - Math - Pre/Post Testing

Description:

All teachers in core subject areas will create pre assessments for standards that will be taught during that 45 day period.

Action Steps:

AS1.1.1 Pre / Post Testing - Math

Description:

All core teachers will implement pre assessment prior to the introduction of standards and post assessments at the end of each unit of study. Use Explicit Instruction

Benchmarks:

100% of core teacher will implement pre assessment of standards with expectations of at least 80% mastery at each post test administration. 5% Proficiency is anticipated at each assessment checkpoint.

AS1.1.2 Star/ARMT/AHSGE Remediation

Description:

Description of Action Step: 1. All teachers will build in time to cover deficiencies found in student test results. 2. Remediation teachers will build individualized lessons based on deficiencies in student test results. 3. Students will take Star tests, twice a month if in urgent or intervention group, and monthly if in the watch group.

Benchmarks:

Testing data / Remediation data / Teacher assessments 100% of Teacher Collaboration

AS1.1.3 Student ownership

Description:

Description of Action Step: Teachers will work with students to create individualized folders that represent what the student needs. Students will be prescribed standards based on deficiencies found in student test results. Students along with their core and remediation teachers will sign off on deficient standards when mastered.

Benchmarks:

Weekly assessments / Star data 100% of Teacher Collaboration

Interventions:

Interventions: A dedicated 4th period remediation classes will be used to administer remediation. Core teachers will reteach standards through differentiated instruction and integration of technology.

Resources:

Data from the pre/post tests, individualized prescriptive plans, weekly assessments in the remediation classes, web tools, core teacher built resources.

G2. Increase Special Education Graduation Rate

Description:

All special education students will meet the 2012 AMO of 92% in math on the AHSGE.

Data Results on which goal is based:

AHSGE

Target Grade Level(s): 9-12

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Attendance and Graduation Rate

Target Student Subgroup(s):

Special Education

Courses of Study:

I-4 Recognize pronoun-antecedent agreement in number and gender, II-1 Use words that create clarity, precision, and vivid description, IV-2 Demonstrate correct use of commas, IV-3 Demonstrate correct use of a semicolon and colon, VI-5 Demonstrate correct use of the apostrophe, V-1 Determine logical progression and completeness of paragraphs

Strategies:

S2.1 Collaboration with General Ed. Teachers

Description:

All sp. Ed. Teachers will meet with general ed teacher weekly and help create instructional plans.

Action Steps:

AS2.1.1 Drill Down of Standards

Description:

Description of Action Step: 1. All teachers will identify most missed standards of their students receiving special education services by the end of each AHSGE administration.

Benchmarks:

100% of teacher collaboration.

AS2.1.2 Collaboration**Description:**

General education & special education teachers will collaborate weekly to plan instruction of missed standards.

Benchmarks:

100% of Teacher Collaboration

Interventions:

Professional Development will be provided for teachers who need assistance in collaboration.

Resources:

Resources: Data Information, daily assessment, coach booklet, enrichment plus

G3. Increase Language Score on AHSGE**Description:**

Increase the percentage of black students meeting or exceeding proficiency on the language portion of AHSGE from 26% to the AMO of 95%.

Data Results on which goal is based:

According to the AHSGE results 26% are not proficient in Language.

Target Grade Level(s): Eleventh Grade

Target Content Area(s): Reading

ARMT: Language

Additional Academic Indicators:

Attendance & Graduation Rate

Target Student Subgroup(s):

All Students

Courses of Study:

I-4 Recognize pronoun-antecedent agreement in number and gender, II-1 Use words that create clarity, precision, and vivid description, IV-2 Demonstrate correct use of commas, IV-3 Demonstrate correct use of a semicolon and colon, VI-5 Demonstrate correct use of the apostrophe, V-1 Determine logical progression and completeness of paragraphs

Strategies:

S3.1 Increase Vocabulary

Description:

All content area teachers will implement strategies to increase vocabulary.

Action Steps:**AS3.1.1 Reading Blocks****Description:**

1. all teachers will implement a 15 minute daily reading block for all students.

Benchmarks:

A weekly progress tool, AHSGE, and Star Testing. Data Meeting 100% of Teacher Collaboration

AS3.1.2 Student Achievement**Description:**

All content teachers will introduce content vocabulary prior to the teaching of each standard.

Benchmarks:

100% of content area teachers will explicitly teach vocabulary prior to teaching the standards.

Interventions:

Intervention; Students who are unfamiliar with vocabulary will receive remediation.

Resources:

Coach Language Workbooks and enrichment plus

G4. Using Data to Improve Student Achievement-Reading**Description:**

To increase student achievement from their current levels (75%) to those that meets 2012 annual measurable objectives. Increase 7th grade ARMT Reading proficiency to > 89% To increase student achievement from their current levels (61%) to those that meets 2012 annual measurable objectives. Increase 8th grade ARMT Reading proficiency to > 84% To increase student achievement from their current levels (67%) to those that meets 2012 annual measurable objectives. Increase 11th grade AHSGE Reading proficiency to > 95%

Data Results on which goal is based:

Pickens County High School is currently deficient in both areas of the ARMT. Our current results show the following regarding AMO goals: 7th grade reading is 5% below AMO 8th grade reading is 10% below AMO Pickens County High School is currently deficient in the passing rate of 11th graders taking the math and reading portions of the AHSGE.

Target Grade Level(s): 7-12

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance & Graduation Rate

Target Student Subgroup(s):

All students

Courses of Study:

We are using a prescriptive method for instruction and remediation. Teachers will identify deficient standards, using Star, AHSGE, ARMT, SAT-10, results for remediation. AHSGE - II-1 Identify main idea, II-2 Draw conclusions, II-3 Determine cause and effect, II-5 Recognize summary statements, III-1 Recognize logic and arguments, IV-1 Determine meaning of words ARMT - Comprehend literacy/recreational materials, Evaluate the impact of setting, mood, and characterization on theme, Distinguish among sub categories of poetry based on their characteristics, apply strategies to comprehend textual/informational and functional materials.

Strategies:**§4.1 Prescription for Success - Reading-Pre/Post Tests****Description:**

Teachers in core subject areas will create pre tests for standards that will be taught in that 45 days. The pretests results will be used to drive instruction. Teachers will administer a post test that covers the same standards to measure progress. Student deficiencies will be sent to their 4th period remediation teacher and measured with additional assessments.

Action Steps:**AS4.1.1 Pre / Post Testing – Reading****Description:**

All core teachers will implement pre assessment prior to the introduction of standards.

Benchmarks:

100% of core teacher will implement pre assessment of standards with expectations of at least 80% mastery at each post test administration. 5% Proficiency is anticipated at each assessment checkpoint.

AS4.1.2 Star/ARMT/AHSGE Remediation**Description:**

Description of Action Step: 1. All teachers will build in time to cover deficiencies found in student test results. 2. Remediation teachers will build individualized lessons based on deficiencies in student test results. 3. Students will take Star tests, twice a month if in urgent or intervention group, and monthly if in the watch group.

Benchmarks:

Testing data / Remediation data / Teacher assessments 100% of Teacher Collaboration

AS4.1.3 Student Ownership**Description:**

Description of Action Step: Teachers will work with students to create individualized folders that represent what the student needs. Students will be prescribed standards based on deficiencies found in student test results. Students along with their core and remediation teachers will sign off on deficient standards when mastered

Benchmarks:

Weekly assessments / Star data 100% of Teacher Collaboration

Interventions:

Interventions: A dedicated 4th period remediation classes will be used to administer remediation. Core teachers will reteach standards through differentiated instruction and integration of technology.

Resources:

Data from the pre/post tests, individualized prescriptive plans, weekly assessments in the remediation classes, web tools, core teacher built resources.

G5. Special Education Subgroup

Description:

Seventh grade special education students will increase their proficiency on the 2012 ARMT+ from 18% to 83% in math and from 31% to 89% in reading. Eighth grade special education students will increase their proficiency on the 2012 ARMT+ from 18% to 84% in reading and from 18% to 85% in math.

Data Results on which goal is based:

ARMT and SAT-10

Target Grade Level(s): 7-12

Target Content Area(s): Other - Discipline

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

All students

Courses of Study:

N/A

Strategies:

S5.1 Total Inclusion - Teaching Methods

Description:

100% of teachers will provide total Inclusion, Co-Teaching Strategies, Explicit Instruction, and Strategis Teaching.

Action Steps:

AS5.1.1 Improve Instruction

Description:

The model will serve as researched based framework for improvement of instruction for students with disabilities as well as appropriate collaborative strategies.

Benchmarks:

Students will be on bi-weekly progress monitoring. The monitoring will indicate the monthly gains student need make through prescriptive interventions.

Interventions:

students will be participating in resource block where Tier III intervention will be provided in an intervention group that will focus on skill deficits.

Resources:

Lesson Plans, Data Meeting, Grade Level Planning Meetings, Individualized Education Plans, Pickens County Handbook for Inclusive Practices.

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. N/A

Description:

N/A

Data Results on which goal is based:

N/A

Target Grade Level(s): N/A

Target ELP Language Domain(s): Reading

WIDA Standards: N/A

Strategies:

S1.1 N/A

Description:

N/A

Action Steps:

AS1.1.1 N/A

Description:

N/A

Benchmarks:

N/A

Interventions:

N/A

Resources:

N/A

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl 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. Increase Parential Involment

Description:

Increase parental involvement to increase student achievement. Pickens County High School will work towards increasing parental involvement in student achievement and school activities.

Strategies:

S1.1.1 Increase Communication With Parents

Description:

All teachers at PCHS will work towards increasing communication with parents. Introduce the school app ant PTA and encourage parents to download. Teachers will update the website and encourage parents to visit it.

Action Steps:

AS1.1.1 Gather Information

Description:

Surveys completed by Community stateholders,parents,students and faculty members will be used to gather baseline data for improvement purposes. This will be done before the implementation of The Leader in Me Book study and the 7 Habits of Highly Effective People.

Benchmarks:

Compile data from surveys

Interventions:

The BLT will meet to discuss and address issues monthly. Input will be gathered and discussed with the Parent Advisory Committee to for m action plans.

Resources:

Postage – Title I Parent Funds Envelopes – Title I Parent Funds Colored Paper – Title I Parent Funds Title 2 Monthly Service Fee (APP) - Local Funds

G2. Decrease Referrals on SIR for year 2011-2012

Description:

PCHS campus needs better communication among administration

Strategies:

S2.1 Decrease ISS/OSS Referrals

Description:

Use of hand held radios, motivational speakers, communication with city police.

Action Steps:

AS2.1.1 Decrease Referrals

Description:

All faculty and staff members will participate in the Leader in Me training to improve the culture of the school.

Benchmarks:

Student discipline data will be tracked through our student management program.

Interventions:

Review school policies

Resources:

Hand held radios / Motivational speakers.

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)

Teachers new to the school are assigned a mentor in his/her teaching discipline. If the mentor's classroom is not near that of the new teacher, the new teacher is also assigned a go-to teacher nearby for quick questions or classroom management assistance. Pickens County participates in the Alabama Teacher Mentoring Program. The literacy coach is available to work with new teachers in the coaching cycle.

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.

The various financial resources coordinated into a cohesive fiduciary plan at PCHS are as follows:

*The State Foundation Program: The State is funding 22 teacher units at PCHS for the 2009-2010 school year. The State also funds 1 principal, 0.5 assistant principal, 1 counselor, and 1 librarians.

*Federal funding includes: Title I, Title II, education job funds, title VI B funds and ARRA funds.

* Reading Coach (1) (title I) (.5) AP (title I) PD (title II) (1) Teacher (ELSB) Instructional Aide (title VI B) Materials & Supplies (title I & ARRA)

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.

Each Spring, PCHS and its two feeder schools, Reform Elementary and Carrollton Elementary, coordinate a guided tour and orientation session for rising 7th graders. Rising 7th graders get to meet their teachers for the upcoming year, learn about the opportunities at PCHS, and are given a "what to expect" talk. We have a 7th grade orientation for both parents and students one week before school starts. Parents are given a great deal of information about the school, points of contact at the school, and how to help their child adjust to the change. 7th grade teachers also collaborated with 6th grade teachers regarding expectations and transitions to the high school. 8th grade parent meeting is held in the Spring to discuss diploma options and graduation exam. We also have a Senior orientation before school begins. We provide parents/students with information concerning college visits, scholarship opportunities, graduation exam issues,

and provide guidance concerning Senior products that students may want to buy, or not waste money on. We provide transportation to at least one college fair, and allow Seniors to do at least two college visits during the year. We provide assistance to our students in competing college and job applications, scholarship applications, FASFA forms, etc.

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.

100% of teachers are highly qualified.

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.

The Building Leadership team is responsible for analyzing data and flagging weaknesses and gaps for focus. The BLT also meets to discuss the implementation of the ARI-PAL model. All teachers participate in monthly data meetings and walk through sessions. Multiple data sources, including all test scores, progress monitoring, failure lists, etc. are discussed at data meetings. Teachers also participate in shared teaching experiences to collaborate and observe their peers teach to gain insight and problem solve. Information about student performance derived from data meetings, walk through and shared teaching experiences are used to modify instruction in the classroom.

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 Pickens County High School have access to all services and programs available. Also, PCHS uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The counselor identifies limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services.

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 automatically qualify for free breakfast and lunch.

PCHS provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations.

PCHS ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students.

PCHS uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

Neglected/delinquent students are identified at PCHS when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Attendance Officer, or parent.

The school counselor monitors students' grades and absences and ensures that neglected/delinquent students have access to additional services as needed, food delivery, school supplies, and clothing. The LEA Attendance Officer works directly with the courts to ensu

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

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

- Encouraging parental involvement in student education through school conferences, telephone conversations and notes

- The existence of an after school tutorial program
- Provide At-Risk program services

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.

After school tutoring, we have a certified teacher and an instructional aide, paid with local school funds, available to tutor any PCHS student who needs help with AHSGE or with their regular classes. Title 1 funds provide Student's who need help passing the AHSGE with before and after school tutoring.

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.

In August, the PTSO met for Open House. There was a general meeting where Title I offerings and requirements were explained to the parents and community. The parents went to each class their child or children attend in order to gain more insight in classroom expectations. The Parent Advisory Committee and parents met with the PCBOE Title I Parent Involvement Coordinator in September. The parental involvement section of the Title I plan was sent home to parents on the first day of school.

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.

This information is provided at the first PTSO meeting of each year in August. The information is also provided at grade level orientation meetings before school begins. On the first day of school, a copy of the parent Involvement plan and a student handbook outlining the information are sent home with each student. Parents on the CIP Committee are active members of the school community. Parent Involvement funds are used to provide informational resources to parents. These materials are located in the school counselor's office.

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.

This information is provided in a uniform format by publishing it in the local newspaper and the student handbook. Most of this information is provided to the parents at the first PTSO meeting and grade level orientation meetings before school starts.

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).

Each student has a school-parent compact. This compact includes the school's mission, a student component, a parent component, a teacher component and a principal's component. Students, teachers and parents are frequently reminded that it takes all of us working together to effectively educate our children.

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

Parents are reminded in the student handbook and the parent involvement plan that they have the right to question and to provide suggestions or criticism. Each PTSO meeting agenda includes a questions and concerns item to allow Parents to ask questions or provide input. Parents are also invited at each meeting to call or come by the school with any questions or concerns that they would like to address privately.

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)

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(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)

In addition to the Open House at the beginning of the year, a program of the school is featured at each PTO meeting. This allows parents to become more familiar with the details of each program of the school, rather than just hearing general information. PCHS sends home detailed (all grades by category) progress reports every three weeks. These reports allow parents to track their child's progress in each class and to address developing problems in a timely manner. Parents are also encouraged to call the school to check their child's grades between progress reports. Test data is given to parents concerning standardized testing. Scores for AHSGE are given to students individually and discussed with the student one-on-one. Students are also given copies of their GRADE+ Assessment report to go over with the Literacy Coach and share with parents. The Title I Coordinator speaks to parents at informational school meetings. Teachers are available for conference during planning periods upon request.

(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)

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Parent-help classes are conducted as dictated by parent interest surveys. Included in the surveys are questions to determine days, and times of the day that most parents are available to take advantage of these classes.

Parenting resources are kept available in the counselor's office and are available to parents at no charge.

(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)

(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 importance of parental involvement is stressed at data meetings, faculty meetings, PBS meetings, and other staff development activities. Teachers are encouraged to call, email, or meet with parents frequently.

School administrators frequently sit in on parent-teacher conferences to monitor the climate of the meetings and to lend further credence to the importance of such meetings.

(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)

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At PCHS, the Special Education teachers make an extra effort to maintain regular contact with the parents of the children they serve. Frequent parent contact minimizes misunderstandings, and helps the parent become an

active participant in their child's education.

There is a parent resource center located in the Counselor's office. Materials are available to parents free of charge. Parents are invited and encouraged to attend informational meetings to discuss instructional issues, Scholarship/educational opportunities, and assistance in planning their child's educational future.

(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)

(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)

At present time, PHCS has no ELL students. However, should that situation change, the school district has a plan in place to provide support to the school to make sure that information is available to parents in a language they can understand.

As a significant number of parents in our areas have completed less than a high school diploma, we send grades, test data, and other pertinent information home in easy to read and understand formats. Parents are also encouraged to ask questions about the instructional program.

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

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

Parent involvement activities are approved and supported as appropriate. Parent requests to sit in on classes, etc., are approved absent unusual circumstances. Parent requests for information/assistance are honored to the extent feasible.

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.

PCHS currently serves no students/parents who are LEP. Any parent with a disability will be accommodated to the extent reasonable and feasible. This includes physical access to buildings, access to student progress/grade reports, or access to other parent involvement activities.

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:
Collaboration

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

Math and Language needs will be identified.

What types of professional learning will be offered?

Data analysis and prescriptive professional development will be offered.

When will the session be delivered?

August 5, 2011 and monthly by the Special Education Coordinator and the LEA literacy coach. The school literacy coach will meet monthly with district personnel to discuss strategies.

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?)

Faculty will have the ability to drill down individual student needs. This will allow faculty to drive instruction.

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

Daily walk through to ensure implementation of the strategies and weekly assessments.

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

N/A

The Leader in Me

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

The Leader in Me training will provide faculty and staff members will strategies to improve student behavior as well as instructional practices and tools from the 7 Habits of Highly Effective People.

What types of professional learning will be offered?

The training requires all faculty and staff members to participate in a book study, implementation day and a visioning day. Training will be provided by the regional in-service center and Franklin Covey representatives.

When will the session be delivered?

The book study will be completed this fall. The visioning and implementation days will be held the second semester.

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?)

Relations between students, parents and faculty members will improve. There will be a decrease in the number of office referrals.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective

assimilation/integration of strategies?

Participants will be observed in class and out of class to document the implementation of the strategies. Surveys will be conducted before the implementation and though out the implementation process.

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

\$6,000 Title II and At-risk funds.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	17.52	17.64	988,329.00
Administrator Units	1	0	139,964.00
Assistant Principal	.5	0	0.00
Counselor	1	0	81,601.00
Librarian	1.25	0	77.00
Career and Technical Education Administrator	0	0	0.00
Career and Technical Education Counselor	0	0	0.00
Technology			0.00
Professional Development			0.00
State ELL Funds			0.00
Instructional Supplies			2,527.00
Library Enhancement			0.00
Total of All Salaries:			\$1,212,498.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

After school tutorial programs.
 Reading Coach salary and benefits .5-A/P
 Classroom supplies (Enrichment Plus)

Total : 159,733.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Rebecca Stallworth (Teacher)
Chanell Williams (Teacher)

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Instructional aide for computer Lab to work with teachers to utilize compass Learning, skills tutor, V-math live and other computer programs. (Mrs. Stanton)

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Tuscaloosa office products, Sams Club direct, guitar center, other

Total :