



ALABAMA STATE DEPARTMENT OF EDUCATION
Joseph B. Morton, State Superintendent of Education
2007 - 2008

CONTINUOUS IMPROVEMENT PLAN
Title I Targeted Assistance Plan

Note: Blank copy is available on www.alsde.edu , Sections, Accountability Roundtable, Publications And e-GAP Document Library
 Submit plans to your system's e-GAP Document Library



NAME OF SCHOOL:				Gordo High School			
STREET ADDRESS: 630 4 th Street NW		CITY: Gordo		STATE: Alabama		ZIP CODE: 35466	
CONTACT: Jamie Chapman		TELEPHONE: (205) 364-7353		E-MAIL: chapmanj@ghs.pickens.k12.al.us			
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input checked="" type="checkbox"/>							
<small>*Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 26, 2007. Submit to LEA for Board approval. <u>Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures</u> to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101 Submit the plan electronically to your system's e-GAP Document Library no later than November 26, 2007.</small>							
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career and Technical Ed (CTE) Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents, the LEA, and other stakeholders (example: through parent meetings or on websites): Copies of the Title I Plan and the Continuous Improvement Plans are available for parents in the Media Center and in the front office. The Principal and the Title I teacher have a copy available for Title I parents. The Central Office also has a copy available for the public. This same information is sent to parents in a newsletter, and it is put in the local newspaper.			
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2007. Board Signature:							
Superintendent Signature:				Date:			
Federal Programs Coordinator Signature:				Date:			
Principal Signature:				Date:			

System: Pickens County
 School: Gordo High School

September 2007

Submit plan to your system's e-GAP Document Library by November 26, 2007.

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April/May – September 2007):
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 Continuous Improvement Plan (CIP) Committee consists of teachers, parents, administrators, and counselors for Gordo High School. Names of the CIP committee members, including corresponding areas or constituency, are listed below. Data that is collected throughout the school year is reviewed and analyzed by the committee and faculty and used to write the Continuous Improvement Plan. After the plan is completed, the CIP Committee reviews the plan. The CIP is then submitted to the Central Office.

<p align="center">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
<p>Jamie Chapman</p> <p>Anissa Ball</p> <p>Debra Wiggins</p> <p>Amanda Daniel</p> <p>Susan Hankins</p> <p>Amy Spencer</p> <p>Rosin Spencer</p> <p>Jackie Washington</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Guidance Counselor</p> <p>Guidance Counselor</p> <p>Reading Coach</p> <p>Special Education Teacher</p> <p>Parent</p> <p>Parent</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

054 PICKENS COUNTY---0070 GORDO HIGH SCHOOL

2007-2008 AYP Status	This school met 17 goals out of 17 (100%).			
	Made AYP			
	Not in School Improvement			

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	17.33	Yes
Special Education	100	N/A	-31.14	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	99	Yes	5.28	Yes
Hispanic	~	N/A	~	N/A
White	100	Yes	21.53	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	99	Yes	7.46	Yes

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	31.62	Yes
Special Education	100	N/A	-9.86	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	99	Yes	24.86	Yes
Hispanic	~	N/A	~	N/A
White	99	Yes	34.13	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	99	Yes	26.02	Yes

Additional Academic Indicator - Graduation Rate		
Made AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
	92%	Yes

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Part I - continued - DIRECTIONS – NEEDS ASSESSMENT-SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators.

<ul style="list-style-type: none"> Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data): 	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
N/A	
Number and percentage of teachers Non-HQT:	Number and percentage of Classes Taught by Non-HQT:
Alabama High School Graduation Exam (AHSGE):	
Strengths: In 2007, Grade 11 students scored 86% on the AHSGE Math subtest.	Weaknesses: In 2007, Grade 11 male students scored 60% on the AHSGE Social Studies subtest with male students showing a 28% decrease.
Alabama Reading and Mathematics Test (ARMT):	
Strengths: N/A	Weaknesses:
Stanford 10:	
Strengths: In 2007, Grade 8 students increased from 61% to 71% proficiency level (stanines 5-9) on the SAT10 Math subtest.	Weaknesses: In 2007, Grade 8 students scored 56% proficiency level (stanines 5-9) on the SAT10 Language subtest with male students showing a 14% decrease.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: N/A	Weaknesses:

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: In 2007, Grade 10 students scored 91% proficiency level on the ADAW.	Weaknesses: In 2007, Grade 7 students decreased from 93% to 56% on the ADAW Holistic Composition section.
ACCESS for English Language Learners (ELLs):	
Strengths: N/A	Weaknesses:
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: N/A	Weaknesses:
Additional Data Sources: (e.g., Alabama Alternate Assessment (AAA), School Technology Plan Data)	
Strengths: N/A	Weaknesses:
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: N/A	Weaknesses:
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses:

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goal format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

In 2008, Grade 11 male students will increase proficiency level by 2% on the AHSGE Social Studies subtest.

Data Results on which goal is based:

Spring 2007 Grade 11 male students AHSGE Social Studies subtest

TARGET GRADE LEVEL(S): Grade 11	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science <u>Social Studies</u> Language	Additional Academic Indicators: None	TARGET STUDENT SUBGROUP(S): Grade 11 Males
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
		WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?			
Item Specifications for the Social Studies subtest of the AHSGE and the Social Studies Course of Study	Implement explicit, intensive instruction through the use of Title One courses	USA Test Prep every six weeks	1%	Individualized instruction focusing on weaknesses	Computer lab with USA Test Prep license renewal Funding for enrichment materials	Every nine weeks
Item Specifications for the Social Studies subtest of the AHSGE and the Social Studies Course of Study	Implement explicit, intensive instruction through the use of Social Studies enrichment classes	Progress Reports every three weeks Report Cards every nine weeks	1%	Continuous instruction	Flexible scheduling Funding for enrichment materials	Every nine weeks
Item Specifications for the Social Studies subtest of the AHSGE and the Social Studies Course of Study	Implement explicit, intensive instruction through the use of ARI strategies	ARI Walk-Throughs monthly Data Meetings monthly	1%	Grade level meetings focused on individual students	ARI funding	Every nine weeks

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 In 2008, Grade 8 students will increase proficiency level by 2% on the SAT10 language subtest.

Data Results on which goal is based:
 Spring 2007 Grade 8 SAT10 Language subtest test scores

TARGET GRADE LEVEL(S): Grade 8	TARGET CONTENT AREA(S): Circle One Reading Math Science <u>Other</u>	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators: None	TARGET STUDENT SUBGROUP(S): Grade 8
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
		WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?			
Item Specifications for the Language subtest of the SAT10; Language Course of Study; State Compendium	Implement explicit, intensive instruction through the use of ARE strategies, such as graphic organizers	Monthly Data Meetings Professional Development	2%	Intensive ARI strategy in-services focusing on SAT10 Language subtest objectives	High interest, low-level reading materials in core curricular areas	Monthly
Item Specifications for the Language subtest of the SAT10; Language Course of Study; State Compendium	Implement explicit, intensive instruction through the use of Language enrichment classes	Progress Reports every three weeks Report Cards every nine weeks	2%	Continuous instruction	Flexible scheduling Available staff	Annually
Item Specifications for the Language subtest of the SAT10; Language Course of Study; State Compendium	Use assessment data to determine specific weaknesses in SAT10 language objectives	SAT10 score analysis annually	100% Participation	Title One instruction and small group instruction; peer tutoring; diagnose reading deficiencies in non-mastery students and provide non-proficiency readers with intensive, small group reading instruction by an ARI trained teacher	In-service opportunities Professional development time	Monthly

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

In 2008, Grade 7 students will increase proficiency level by 2% on the ADAW Holistic Composition section.

Data Results on which goal is based:

Spring 2007 Grade 7 students ADAW test results

TARGET GRADE LEVEL(S): Grade 7	TARGET CONTENT AREA(S): Circle One Reading Math Science <u>Other</u>	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators: None	TARGET STUDENT SUBGROUP(S): Grade 7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
		WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?			
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)			HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)	WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?
7 th -10 th Grade level written proficiency, grammar, usage and mechanics requirements; ADAW standards	Implement explicit, intensive professional development instruction on ADAW requirements for all teachers of grades 7-10	Sign in sheets for professional development every nine weeks Student Portfolios every nine weeks	100% Participation of Grade 7-10 teachers	Teachers will receive additional professional development during planning times	Professional Development funding ADAW consultants In-service opportunities ADAW teacher portfolios	Every nine weeks
7 th -10 th Grade level written proficiency, grammar, usage and mechanics requirements; ADAW standards	Require students to maintain a writing portfolio in each discipline	Individual student writing portfolios will be shared and discussed at grade level meetings monthly to assess progress	100% Participation of Grade 7-10 students will keep a writing portfolio	Utilize ARI Coach to provide additional instructional opportunities	Professional Development funding	Every nine weeks
7 th -10 th Grade level written proficiency, grammar, usage and mechanics requirements; ADAW standards	Students use strategies, graphic organizers, and rubrics for ADAW writing portfolios	ARI Walk-Throughs monthly Lesson plans Student produced work displayed	100% Participation of Grade 7-10 students	Small group instruction for students not mastering ADAW strategies provided by classroom teachers	Professional Development funding	Every nine weeks

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Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS (Section formerly known as Culture)

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). Note: What is the school planning to do **differently** to address challenges, not what is already being done? The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA MONITORING RESULTS
Due to block scheduling 7 th and 8 th grade students lack continuous instruction in core courses	Research and meet with Central Office staff to determine if adjustments can be made in the master schedule to accommodate year long courses	Additional funding for teacher units	
Providing additional academic opportunities for students who are not age/grade equivalent	Research schools that effectively utilize programs for targeting at risk students. BBSST referral team will discuss/plan for accommodations or strategies for classroom teachers.	Funding for professional development	

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Part V – Additional Components To Be Addressed to Satisfy Federal Requirements Related to Targeted Assistance Schools:

1. Availability of Plan: Describe how the plan will be made available to the LEA, parents, and the public.
Copies of the Title I Plan and the Continuous Improvement Plan are available for parents in the Media Center and in the front office. The Principal and the Title I teacher have a copy available for Title I parents. The central office also has a copy available for the public. Title I parents are encouraged to be active participants in their child's education. At the annual meeting, the Title I Plan is discussed and parents are told that they can come to the school or Central Office to review the plan. They are also told if they have any concerns or comments of dissatisfaction, they can submit them to the principal. In turn, he will submit them to the Title I Coordinator. This same information is sent to parents in a newsletter, and it is put in the local newspaper.
2. Multiple Criteria: Describe the multiple criteria and weighted point value used to identify students for Title I Targeted Assistance services. (Note: Include the cut-off score for the eligibility list.)
Gordo High School uses a multiple criteria assessment in identifying students for Title I targeted assistance services. Each student in the school will be included in the multiple criteria selection process utilizing Stanford 10 scores in the subject areas of reading, math, and language; AHSGE results; report card grades; grade level status (on grade level or below grade level); and results from the Alabama Reading and Math Test for seventh, eighth and ninth graders. One point will be given to a student who scores below the 50 th percentile on the SAT-10 in reading, language or math. Students will also be eligible if they do not pass a portion of the AHSGE, or they receive a D or F on their report card in reading, language or math. If a student is a grade level behind, they are eligible. If a student scores a one or a two on the ARMT, they are eligible. Any student with one or more points will be eligible for assistance from the Title I Targeted Assistance program.
3. Timely Assistance: Describe how students identified as failing to meet the state's academic standards will be selected to receive services to ensure that the most academically needy students (by determining a rank order after applying the multiple criteria described in #2) receive services.
Students have also been identified as Low Intervention, Middle Intervention, and High Intervention at each grade level (7-12) according to multiple assessments (AHSGE, GRADE, SAT-10, and ARMT). See attachment. This data serves to guide the reading intervention efforts in the content area classroom setting. This primary intervention is provided by the classroom teacher to all identified low performing students. It is designed to serve the majority of students in the school- to reduce the number of students who later might become at-risk for reading failure.
4. Supplemental Assistance: Describe how identified students will be provided effective supplemental assistance in a timely manner.
Title I is over and beyond regular instruction. The regular program teacher must teach all Title I students, then the Title I teacher will deliver the over and beyond instruction. For example, if ninety (90) minutes are required by the state for reading instruction, then the Title I teacher would teach these students an additional intensive instruction for thirty (30) minutes.
5. Exiting the Program: Describe how the school will determine if the academic needs of the participating students have been met and the procedures used to exit students from the program.
The school used report card grades and state assessment results to determine if the academic needs of the participating students have been met. Academic progress can be monitored through: <ul style="list-style-type: none">• Data meetings, Building Based Student Support Team (BBSST), Grade level work, Title I, Weekly progress monitoring with Ladders to Success and Alabama ARMT COACH Students are re-evaluated annually using the following criteria: Retention, SAT-10 scores (40% or above), ARMT results (Levels III and IV), AHSGE passing score, and report card grades (with "C" average or better in Reading-Math-Language). These assessments are used to determine if there is a continued need for Title I services.

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6. Regular Program Coordination: Describe how the Title I program will be coordinated with and supported by the regular education program.

The Title I teacher coordinates instruction with the classroom teachers by reviewing the teacher's lesson plans. The Title I teacher also engages in professional conversations with her student's classroom teachers to monitor progress. Student progress can be monitored through the following:

- Grade level meetings
- Data meetings
- Ladders to Success
- Alabama ARMT COACH
- USA Test Prep
- AHSGE Student Review Guide
-

7. Resource Coordination: Describe how Title I resources are used to coordinate and supplement existing services and not used to provide services that, in the absence of the Title I funds, would be provided from another fund source.

Title I resources are used to supplement existing reading program materials. The regular classroom has basic reading books and workbooks. Title I funds have purchased reading level classroom books for the Title I classroom, Coach materials, individual student computers, and take-home materials for parents to help their child with specific skills.

8. Title I Personnel: Describe how Title I personnel are integrated into the regular school program including professional development and planning.

Just as regular program teachers have input in professional development activities, so do Title I teachers. In addition, Title I teachers may participate in professional development activities provided for regular program teachers.

Additional: Teacher Mentoring Component Required if in School Improvement - Describe how new or inexperienced teachers are given support from an assigned master teacher and what that support looks like.

N/A

Part VI – Additional Components To Be Addressed to Satisfy Federal Requirements Related to Targeted Assistance Schools:

A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and, 4) how funds allocated for parent involvement are being used in the school.
At the beginning of each school year, an annual meeting will be held to inform parents about the targeted assist program, Title I requirements, offerings and parents’ rights and responsibilities. The meetings will be offered at night, and parents who are unable to attend will be given the opportunity to meet with the Title I parent involvement coordinator at any other time, so the meeting agenda can be discussed with them. A Parent Interest Survey will be administered to parents, and it will ask when the best time is for them to attend meetings. The meetings will sometimes be scheduled at two different times, so more parents can attend. Parents of Title I participating students are members of the Title I Committee, and they are involved in the planning, review, and improvement of the targeted assist program. The newsletter will let parents know how they can make comments of dissatisfaction if they disagree with any aspect or component of the Title I Plan, compact or parent policy. The Title I Committee meets periodically throughout the year, and reports on the targeted assist program are given and changes made if necessary. The Title I Committee that is made up of parents, teachers, and administrators will meet at different times during the year and will decide how the parent involvement funds will be used.
B. Parental Involvement: 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.
Parents of Title I participating students are given timely information about programs by letters, flyers, and announcements in the local newspaper. GHS provides a curriculum that is mandated by the Alabama State Department of Education. The Alabama Course of Study is followed in all applicable subjects. Research-based curriculum is provided in the Title I classes. Student assessments include classroom assessments and State Assessments. Adequate yearly progress is determined by the State, and students are expected to exceed the AYP on State Assessments. The description of the school’s curriculum and student achievement expectations are mailed to parents in the form of a newsletter. Student assessment results are sent home to the parents with a letter stating they can meet with the school counselor for an explanation of the assessment results. The school handbook, also, includes the LEA requirements for passing.
C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).
A Home/School Improvement Compact was written by the Title I Committee, and it describes how parents, school staff, and Title I participating students will share responsibility for improved student academic achievement. The compacts will be kept in the Title I teacher’s room and used by the teacher when conferencing with parents and students. The compact will be evaluated by the Title I Committee annually.
D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.
If parents of Title I participating students are not satisfied with the Title I School Parent Involvement Policy and Plan, they can submit their comments of dissatisfaction to the principal, and he will submit them with the plan to the LEA. Parents are given instructions for submitting their comments of dissatisfaction at the Annual Title I Meeting and also, in a newsletter that is mailed to them.
E. Parental Involvement: 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) <u>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)</u>

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A copy of all children's results from state assessments will be sent home to parents/guardians of all children. Parents will be encouraged to call the school counselor for help in understanding the reports. The counselor will explain the assessment report to the parents, explain the areas the child is weak in, what to look for on progress reports and report cards, and explain what the school is doing to help the child improve. The counselor will also make the parent aware of workshops that might help the parent work with the child.

(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 workshops and materials that will teach parents techniques to help their children with schoolwork. Needs assessment data that was collected will be used to select topics for the workshops. The workshops will also foster parental involvement by providing opportunities for the parents to come to the school.

(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 as equal partners, and how to communicate with parents. Parent workshops will be coordinated by the committee, using the parent needs assessment.

(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 Resource Center, and Side-by-Side Parenting, sponsored by the Pickens County Medical Center will be three agencies we will collaborate with.

(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 for participation of parents of Title I-participating students with limited-English proficiency, parents with disabilities, and parents of migratory children by making sure all reports, meetings notices, and all other communications are sent home in a language the parent can understand. If the Title I teacher realizes or thinks the parent is not receiving or understanding the communications, the Title I teacher, central office representative, or school counselor will call or visit the parent. The school system's ESL coordinator has a translator program that will be installed in each school if a child enrolls who speaks or whose parents speak a language other than English. The translator program will be used to translate all documents and forms in to the language that is spoken in the child's home.

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

Gordo makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, parent surveys conducted in May requested that parent training night be moved from Wednesday nights to Tuesday nights. The school, through the parent facilitator, has been able to accommodate this request, and next year training will be held on Tuesday nights.

F. Parental Involvement: 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.

N/A

System: Pickens County
School: Gordo High School

Submit plan to your system's e-GAP Document Library by November 26, 2007.

September 2007

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES, Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools are identified for improvement, they must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Title I. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development.)

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

(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).

WHAT WEAKNESS OR NEEDS IDENTIFIED IN ACADEMIC, ELL AMAOS OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	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?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA MONITORING RESULTS
Due to block scheduling 7 th and 8 th grade students lack continuous instruction in core courses	Intensive discussion held between county schools and Central Office staff	December 2007 January 22, 2008	Students will be able to receive continuous instruction in core courses.	If adjustments can be made in the master schedule to accommodate year long courses	Local funds from the state for additional teacher units	

DUPLICATE PAGES AS NEEDED

System: Pickens County
School: Gordo High School

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September 2007