ACIP

Gaylesville High School

Cherokee County Board of Education

Mr. Scott Hays, Principal
760 Trojan Way
Gaylesville, AL 35973

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Executive Summary

Introduction

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

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

Description of the School

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

Executive Summary

Gaylesville High School was first established in 1854 and was known as the Gaylesville Male and Female Academy. Years later it became known as Gaylesville Academy and later Gaylesville School. We are nestled in the quiet countryside of northeast Alabama and centrally located in the ABC Triangle of Atlanta, Birmingham, and Chattanooga. Gaylesville School is located in the heart of Gaylesville. Our school is a traditional K-12 neighborhood school serving 391 students, twenty-one teachers, two administrators, one counselor, one media specialist, one instructional coach, one Title I representative, and one nurse. Our school also offers a Pre-K program that prepares children 4 years of age for Kindergarten. We have 69.57% of our students eligible for free lunch, 11.51% eligible for reduced lunch, and 18.93% paying full price. The nationalities of our students are 13% American Indian/Alaskan Native, 1% African American, 86% Caucasian. Gaylesville School's population has increased over the years, making the classroom loads larger. Many of our grades have reached a size-able amount for our school. We currently run six bus routes for our students to attend school.

Our campus is composed of four permanent buildings. After many years of planning, Gaylesville has recently built a new gym, which hosted the county basketball invitational tournament this year. The attendance area served by Gaylesville High School includes approximately fifteen square miles of northeast Cherokee County. The economic, cultural, recreational, and educational facilities for the area are mainly located in the city of Centre.

The rural natural of the community is an asset to the school and to the community cohesiveness. Other than churches and volunteer fire departments, the community organizations are the GHS PTSO, GHS Booster Club, the Braves T-ball team, youth Basketball team, the Boy Scouts of America, and student organizations that are offered by the GHS.

Some of the challenges that Gaylesville School faces are lack of family involvement, funding for additional units to accommodate class size, and the number of transient students.

K-12 Student population: 391

Pre K: 17

Kindergarten: 24

1st Grade: 27

2nd Grade: 26

3rd Grade: 22

4th Grade: 38

5th Grade: 39

6th Grade: 30

7th Grade: 32

8th Grade: 24

9th Grade: 32

10th Grade: 32

11th Grade: 28

12th Grade: 35

School's Purpose

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

Cherokee County Vision Statement:
The Cherokee County School System strives to provide all students with multiple quality educational opportunities designed to prepare them for success in an ever changing society.

School's Purpose:
The mission of Gaylesville School, working with parents and the community, is to provide all students the opportunity to learn in a caring, safe, and secure environment, the resources and materials needed to be successful in the 21st century, competent teachers that deliver high quality instruction so that each student may develop the skills and abilities that will help him/her become a healthy, well-adjusted, and productive member of his/her community.

Alma Mater
Our strong band can ne'er be broken
It can never die;
Far surpassing wealth unspoken,
Sealed by friendships tie.
Forward, ever, be our motto
Conquer and prevail;
Hail to thee, our alma mater
Gaylesville School all hail.
When in years to come we wander
Through this world and wise;
And our loyal sons shall praise thee
Fair thy fame abide.
Forward, ever, be our motto
Conquer and prevail;
Hail to thee, our alma mater
Gaylesville School all hail.

GHS Beliefs

Student achievement is the main priority at our school. Clear goals and high expectations lead to students achieving a high success rate. Each student has the capacity to learn if provided with a variety of instructional approaches to support his/her own learning style. In order for our students to have a high success rate, they must be provided with a safe and secure environment. Students are more likely to achieve success if they are provided with opportunities that are authentic and relative to their lives. Teachers, parents, community leaders, and students work together to achieve academic success and to enable the students to become confident, self-directed, lifelong learners. A commitment to continuous improvement is necessary for our school to achieve our goals and objectives as we push into the 21st century.

Description of Program Offerings:

1. All students and staff have equal opportunities to access available educational resources.

2. Technology is used as a valuable tool for learning and teaching on a daily basis in order to meet the individual needs of the learner.

3. Ethical and responsible use of technology and other educational resources are observed.

4. Robotics Team

5. FCCLA

6. FFA

7. Boy Scouts of America

8. 21st CCLC After-school Program

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements and Areas of Improvement

Gaylesville School has many notable achievements this year. For the first time, ever, Gaylesville School has received the 21st CCLC Grant. With this afterschool program, the K-6 students of Gaylesville School will be enriched with academic and STEAM activities. Gaylesville also offers a Supper Program for anyone under the age of 18 years old. This program allows children to eat a small supper for FREE. Given the low economical status of our community, this program is greatly appreciated. Our FCCLA members have also started a Clothes and Food Closet for our community. This Closet allows anyone in our community to give and to receive any food, clothing, house hold items, etc., as needed.

Gaylesville School has recently established a Robotics team. We have several teams that travel, competing against other schools. Our teams recently participated in the state competition and will participate again this year.

Gaylesville High School is currently working with a Response to Intervention (RtI) Team to address the instructional and academic needs of our students. Gaylesville has performed well in the state's Standard Based Assessments for the past several years. In some areas, Gaylesville School has exceeded our goals. The school used the data gained from various assessment programs throughout the school year to address students' specific academic deficiencies and to enrich and challenge those who are making adequate progress. Each grade level establishes classroom goals and expectations to address academic areas and monitors student progress with numerous common formative assessments to collect data for progression. Our school uses the Standardized Testing and Reporting (STAR) to measure student performances. Our Instructional Specialist analyzes the data to allow for differentiated instruction, interventions and enrichment for the students. Compass Learning has developed, and continues to improve upon, its intervention programs. Our Instructional Specialist works closely with our classroom teachers to provide appropriate instruction, intervention and enrichment through various programs including those mentioned in the plan and the introduction of technology.

The major challenge that our school has faced in the last three years is change. Our staff continues to change with newer staff members, including a new counselor, assistant principal, English teacher, and special education teacher. Our RtI team meets regularly to develop instruction, discuss interventions, ways to improve assessment, and create of a schedule to address collaboration time for the teams (RtI meetings). The evolving new technology of SmartBoards, Chrome books, iPads, and instructional programs, such as IXL, Compass Learning, and UMathX, have brought about change with instruction, intervention, and enrichment. The Common Core Standards and Math curriculum allowed the staff to adjust to new ideas, expectations and goals for themselves and their students.

It is a continuous goal for the faculty and staff of Gaylesville School to ensure that our students excel in academic and other areas of development. The faculty and staff will continue to attend professional development workshops in order to gain knowledge of new technologies, curriculum, and evolving resources to improve the academic performance of the students.

Additional Information

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

Additional Information

Gaylesville School has had many achievements and improvements during the 2016-2017 school year. Several employees have retired after many, many years of working at Gaylesville School. Our faculty gives all of our retirees a retirement party and gift upon departure.

The following list includes achievements and improvements at Gaylesville School this school year:

-New Gym

-21st CCLC Grant (Afterschool and Summer program for K-6 students)

-School beautification

-New playground equipment

-Clothes and Food Closet- Give needed items to the community

-Supper Program: Anyone under the age of 18 yrs old receives a FREE supper (3:00-3:30 in the Lunchroom)

-Summer Feeding Program

-Robotics Team

-FCCLA Students attending National Leadership Conference in San Diego

-FFA Students attending the National Conference

-Teachers Book Study: Teach like a Pirate

-Senior Project: Read Across America Week- Students have planned and scheduled lessons for this week. They will be in the classrooms promoting reading through hands-on activities.

2016-2017 Capitol Improvements at Gaylesville High School

1. 4 new 250 Ideal Arc Lincoln welders

2. 1 new 256 mig Lincoln welder

3. 1 new Powermatic bandsaw

4. 2 new Rikon bandsaws

5. 1 new Rikon shaper

6. 1 new Powermatic planner

7. 1 new Powermatic joiner

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

We use a variety of stakeholders in the development of Gaylesville's Continuous Improvement Plan. The Leadership Team consists of the principal, assistant principal, classroom teachers for each subject area, special education teacher, Title
I teacher, support representative, parent representatives, and student representatives. Meetings are scheduled accordingly so that every member can be present. Our planning takes place at the beginning of the school year after we receive our testing data. The leadership team met to analyze data from the STAR Test, ACT Test data, ACT ASPIRE test data, WorkKeys data, and attendance data to determine the needs for the 2016-2017 school year. Our Leadership team is chosen by our administration. Parents/Guardians are told at the beginning of the year that they have the right to participate in the improvement planning process. Our leadership team meets throughout the year to discuss the school improvement plan and to make sure our school is on target for reaching our goals at the end of the year.

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

Scott Hays, Principal
Edna Wynn, Assistant Principal
Patricia Smith, Title I Representative/Kindergarten teacher
Allison Kirby, Counselor
Gina Roe, Media Specialist
Deanna Murphy, Instructional Coach
Tisha Cox, Elementary Teacher/Technologist/3-6 representative
Lacie Keith, Math
Brent Smith, Science
Steven Miller, Social Studies
Katelyn Langley, student
Hannah Murphy, student
Brooke Carmon, Parent
Maci Peek, Parent

Each grade level representative and core subject teacher is responsible for communicating to their department. Each department will hold monthly meetings to discuss data and determine if the strategies and activities listed in the ACIP are working.
Parent representatives are encouraged to voice their opinions and concerns about the school.
Student representative are encouraged to voice their opinions and concerns, as well.
The committee will meet monthly to discuss progress and update the ACIP as needed.

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

The Leadership team will reconvene to desegregate data, including subgroups. The final ACIP will then be reviewed at a faculty meeting. The faculty will have the opportunity to add information or make changes if needed. Teachers will receive a summary of the plan to keep on file in their classrooms. The summary will also be sent home to parents. The plan will be available on our school website, library, and office.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Student data document is in progress and will be replaced with the completed data at the end of May.	Testing Description Gaylesville School Data Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

**The 2016-2017 Spring STAR MATH data will be posted when the data is analyzed.

Fall 2016-2017 STAR MATH data

Grade	#Students Proficient	#Students Less than Proficient
K	N/A-Winter data	
1st	N/A-Winter data	
2nd	10	12
3rd	13	9
4th	22	13
5th	10	26
6th	13	17
7th	15	19
8th	7	19
9th	4	24
10th	11	21
11th	9	21
	114	181

TOTAL students tested: 295

Based on our STAR MATH data, 39% of our students are Proficient in Math and 61% are not Proficient in Math.

Fall 2016-2017 STAR READING data

Grade	#Students Proficient	# Students Less than Proficient
K	N/A-Winter data	
1st	10	11
2nd	8	15
3rd	7	15
4th	14	22
5th	7	29
6th	13	17
7th	8	26
8th	13	13
9th	12	16
10th	11	20
11th	11	19
TOTAL	114	203

Total # Students tested   317

Based on our STAR READING data, 36% of our students are Proficient in Reading and 64% are not Proficient in Reading.

**The 2016-2017 ASPIRE will be given in April and results will be posted when they are analyzed.
ASPIRE 3rd-8th 2015-2016 MATH RESULTS

GRADE	Ready/Exceeding	Close	In need of support
3rd	26	7	1
4th	17	20	0
5th	12	15	3
6th	11	17	6
7th	6	11	1
8th	5	6	13
10th	1	7	17

ASPIRE 3rd-8th 2015-2016 READING RESULTS

**The 2016-2017 ASPIRE will be given in April and results will be posted when they are analyzed.

GRADE	Ready/Exceeding	Close	In need of support
3rd	10	13	11
4th	7	15	15
5th	10	9	11
6th	8	8	18
7th	5	5	8
8th	8	3	13

2015-2016 ACT 11th grade data

Subject	% of students that meet benchmark	% of students that did not meet benchmark
English	26%	74%
Math	4%	96%
Reading	17%	83%
Science	0%	100%

*11th grade 2016-2017 ACT will be given in April and results will be posted when they are analyzed.

2015-2016 12th grade ACT Work-Keys data

LEVELS	Applied Math (Goal Level 7)	Locating Information (Goal Level 6)	Reading for information (Goal Level 7)
Level 3	4	8	2
Level 4	17	16	13

Level 5	4	1	8
Level 6	0	0	2
Level 7	0	N/A	0

12th grade 2016-2017 ACT WORK-KEYS will be given in April and results will be posted when they are analyzed.

12th grade Graduation Rate 2015-2016 69%

The 2016-2017 graduation rate will be calculated and posted at the end of the year.

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

This data analysis will track students as they progress throughout their school career. This will show their trend in performance whether positive or negative.

2016-2017 ASPIRE MATH & READING Grades 3-8 data

The data below is comparing two proficiency scores.

**2016-2017 ASPIRE data will be available this Spring

GRADE	2014-2015 MATH 2014-2015	2014-2015 READING 2014-2015	2015-2016 MATH 2015-2016	2015-2016 READING 2015-2016
3rd	56-43 Decrease	44-46 Increase	43-76 Increase	46-29 Decrease
4th	33-36 Decrease	53-33 Decrease	36-46 Increase	33-38 Increase
5th	29-47 Increase	29-41 Increase	47-40 Decrease	41-47 Increase
6th	34-19 Decrease	48-34 Decrease	19-32 Increase	34-35 Increase
7th	15-21 Increase	19-21 Increase	21-33 Increase	21-17 Decrease
8th	25-N/A	46-N/A	N/A-21	N/A-16

Which area(s) indicate the overall highest performance?

Fall 2016-2017 STAR MATH data

Grade	#Students Proficient	#Students Less than Proficient
K	N/A-Winter data	
1st	N/A-Winter data	
2nd	10	12
3rd	13	9
4th	22	13
5th	10	26
6th	13	17
7th	15	19
8th	7	19
9th	4	24

10th	11	21	
11th	9	21	
	114	181	

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Grade	#Students Proficient	# Students Less than Proficient
K	N/A-Winter data	
1st	10	11
2nd	8	15
3rd	7	15
4th	14	22
5th	7	29
6th	13	17
7th	8	26
8th	13	13
9th	12	16
10th	11	20
11th	11	19
TOTAL	114	203

Total # Students tested   317

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ASPIRE 3rd-8th 2015-2016 MATH RESULTS

GRADE	Ready/Exceeding	Close	In need of support
3rd	26	7	1
4th	17	20	0
5th	12	15	3
6th	11	17	6
7th	6	11	1
8th	5	6	13
10th	1	7	17

ASPIRE 3rd-8th 2015-2016 READING RESULTS

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GRADE	Ready/Exceeding	Close	In need of support
3rd	10	13	11
4th	7	15	15
5th	10	9	11
6th	8	8	18
7th	5	5	8
8th	8	3	13

2015-2016 ACT 11th grade data

Subject	% of students that meet benchmark	% of students that did not meet benchmark
English	26%	74%
Math	4%	96%
Reading	17%	83%
Science	0%	100%

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2015-2016 12th grade ACT Work-Keys data

LEVELS	Applied Math (Goal Level 7)	Locating Information (Goal Level 6)	Reading for information (Goal Level 7)
Level 3	4	8	2
Level 4	17	16	13
Level 5	4	1	8
Level 6	0	0	2
Level 7	0	N/A	0

12th grade 2016-2017 ACT WORK-KEYS will be given in April and results will be posted when they are analyzed.

12th grade Graduation Rate 2015-2016 69%

The 2016-2017 graduation rate will be calculated and posted at the end of the year.

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

The socioeconomic students that are below the poverty line are receiving additional services through our RtI program and are showing an increase in performance.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between students that are receiving Tier I, Tier II, and Tier III instruction.

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

ASPIRE and ACT results are consistant with STAR results.

Grades, walkthrough documentation, teacher documentation and PST documentation.

Areas in Need of Improvement

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

Fall 2016-2017 STAR MATH data

Grade	#Students Proficient	#Students Less than Proficient
K	N/A-Winter data	
1st	N/A-Winter data	
2nd	10	12
3rd	13	9
4th	22	13
5th	10	26
6th	13	17
7th	15	19
8th	7	19
9th	4	24
10th	11	21
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7th	8	26
8th	13	13
9th	12	16
10th	11	20
11th	11	19
TOTAL	114	203

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Based on our STAR READING data, 36% of our students are Proficient in Reading and 64% are not Proficient in Reading.

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ASPIRE 3rd-8th 2015-2016 MATH RESULTS

GRADE	Ready/Exceeding	Close	In need of support
3rd	26	7	1
4th	17	20	0
5th	12	15	3
6th	11	17	6
7th	6	11	1
8th	5	6	13
10th	1	7	17

ASPIRE 3rd-8th 2015-2016 READING RESULTS

**The 2016-2017 ASPIRE will be given in April and results will be posted when they are analyzed.

GRADE	Ready/Exceeding	Close	In need of support
3rd	10	13	11
4th	7	15	15
5th	10	9	11
6th	8	8	18
7th	5	5	8
8th	8	3	13

2015-2016 ACT 11th grade data

Subject	% of students that meet benchmark	% of students that did not meet benchmark
English	26%	74%
Math	4%	96%
Reading	17%	83%
Science	0%	100%

*11th grade 2016-2017 ACT will be given in April and results will be posted when they are analyzed.

2015-2016 12th grade ACT Work-Keys data

LEVELS	Applied Math (Goal Level 7)	Locating Information (Goal Level 6)	Reading for information (Goal Level 7)
Level 3	4	8	2
Level 4	17	16	13
Level 5	4	1	8

Level 6	0	0	2
Level 7	0	N/A	0

12th grade 2016-2017 ACT WORK-KEYS will be given in April and results will be posted when they are analyzed.

12th grade Graduation Rate 2015-2016 69%

The 2016-2017 graduation rate will be calculated and posted at the end of the year.

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

2015-2016 SPRING Literacy Assessment-SHOWS STUDENTS INCREASE/DECREASE ON BENCHMARK/UI AS COMPARED TO FALL DATA

***2016-2017 Data will be presented when the required data is available.

	Benchmark		On Watch	Intervention	Urgent Intervention	
K	86%		14%	0%	0%	
1- 25 students	76%		12%	12%	12%	
2- 34 students	82%	Increased 23%	12%	0%	6%	
3- 32 students	63%	Decreased 8%	19%	16%	3%	Decreased 3%
4- 28 students	75%	Increased 11%	11%	7%	7%	Decreased 1%
5- 33 students	42%	Decreased 3%	12%	30%	15%	Decreased 1%
6- 17 students	65%	Increased 9 %	12%	12%	12%	Increased 6%
7- 29 students	38%	Decreased 5%	31%	17%	14%	Decreased 6%
8- 23 students	26%	Increased 8%	18%	30%	26%	Decreased 1%
9- 25 students	24%	Decreased 1%	24%	24%	28%	Decreased 1%
10- 33 students	24%	Decreased 8%	24%	15%	36%	Increased 7%
11- 23 students	35%	Increased 3%	17%	17%	30%	Increased 10%

**STAR READING-Comparing and Contrasting data for the 2015-2016 year, we have benchmarked on most levels, and on a few levels, we did not reach our goal. This will remain a goal of ours for the 2016-2017 school year.

Which area(s) indicate the overall lowest performance?

2016-2017 STAR MATH data

Grade	#Students Proficient	#Students Less than Proficient
K	N/A-Winter data	
1st	N/A-Winter data	
2nd	10	12
3rd	13	9
4th	22	13
5th	10	26
6th	13	17
7th	15	19

8th	7	19	
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10th	11	21	
11th	9	21	
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3rd	7	15
4th	14	22
5th	7	29
6th	13	17
7th	8	26
8th	13	13
9th	12	16
10th	11	20
11th	11	19
TOTAL	114	203

Total # Students tested   317

Based on our STAR READING data, 36% of our students are Proficient in Reading and 64% are not Proficient in Reading.

**The 2016-2017 ASPIRE will be given in April and results will be posted when they are analyzed.
ASPIRE 3rd-8th 2015-2016 MATH RESULTS

GRADE	Ready/Exceeding	Close	In need of support
3rd	26	7	1
4th	17	20	0
5th	12	15	3
6th	11	17	6
7th	6	11	1
8th	5	6	13
10th	1	7	17

ASPIRE 3rd-8th 2015-2016 READING RESULTS

**The 2016-2017 ASPIRE will be given in April and results will be posted when they are analyzed.

GRADE	Ready/Exceeding	Close	In need of support
3rd	10	13	11
4th	7	15	15
5th	10	9	11
6th	8	8	18
7th	5	5	8
8th	8	3	13

2015-2016 ACT 11th grade data

Subject	% of students that meet benchmark	% of students that did not meet benchmark
English	26%	74%
Math	4%	96%
Reading	17%	83%
Science	0%	100%

*11th grade 2016-2017 ACT will be given in April and results will be posted when they are analyzed.

2015-2016 12th grade ACT Work-Keys data

LEVELS	Applied Math (Goal Level 7)	Locating Information (Goal Level 6)	Reading for information (Goal Level 7)
Level 3	4	8	2
Level 4	17	16	13
Level 5	4	1	8
Level 6	0	0	2
Level 7	0	N/A	0

12th grade 2016-2017 ACT WORK-KEYS will be given in April and results will be posted when they are analyzed.

12th grade Graduation Rate 2015-2016 69%

The 2016-2017 graduation rate will be calculated and posted at the end of the year.

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

Students in low-SES that are below the proverty line and students that are making the transition from Elementary to Middle school/High school.

Between which subgroups is the achievement gap becoming greater?

Students making the transition from 6th grade to 7th grade.

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

There is a trend from when students make the transition from middle school to high school, their scores drop tremendously. This is consistent with STAR data and ASPIRE.

Grades, walkthrough documentation, teacher documentation, tier 2 and 3 documentation, and PST documentation.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
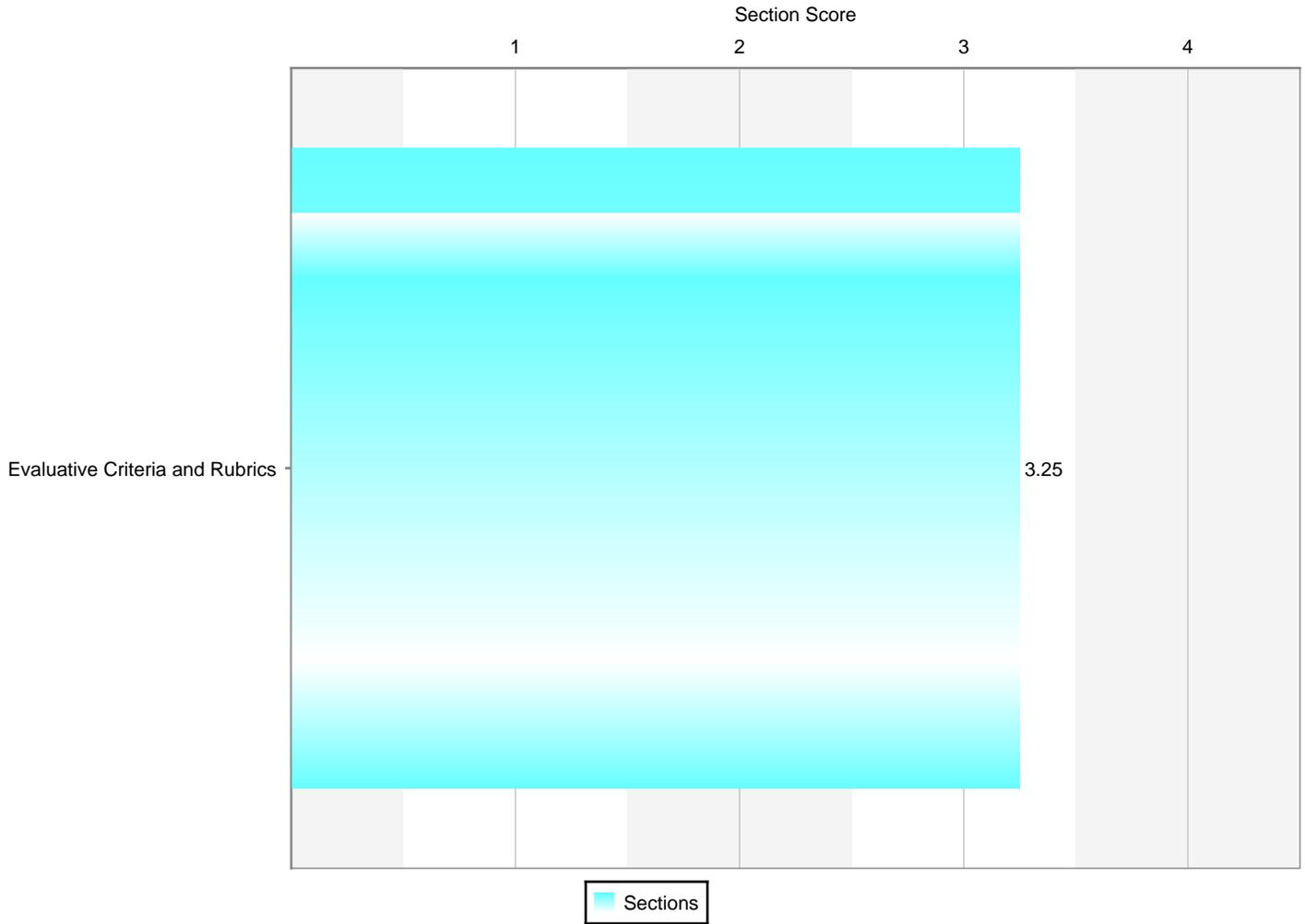
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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.	Yes	Signatures of our Leadership team All members of the Leadership team have reviewed our 2016-2017 ACIP and approved.	Leadership Team's approval

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Randy Smith Federal Programs Supervisor (256) - 927 - 2770	Federal Programs Coordinator signature

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mitchell Guice Superintendent of Cherokee County 256- 927 - 3362	Superintendent signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	PIP-Scanned Documents	Parent Involvement Plan FY17

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	School-Parent Compact-Scanned Documents	Family-Parent-School Compact FY17

ACIP FY17

Overview

Plan Name

ACIP FY17

Plan Description

Gaylesville plans to implement to following Goals and Plans to improve our CIP.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Student Achievement	Objectives: 5 Strategies: 8 Activities: 19	Organizational	$91332
2	Prepare and support Teachers and Leaders to Graduate College-and-Career Ready Students	Objectives: 4 Strategies: 4 Activities: 10	Organizational	$7150
3	Collaborative Organizational Culture	Objectives: 7 Strategies: 9 Activities: 16	Organizational	$117808
4	Engage and Empower the Learner through Technology	Objectives: 2 Strategies: 5 Activities: 7	Organizational	$1500

Goal 1: Student Achievement

Measurable Objective 1:

demonstrate a proficiency The School's graduation rate will improve by 2% by 05/26/2017 as measured by the percentage of students that graduate with a high shcool diploma..

Strategy 1:

Response to Intervention (RtI) - An assessment will be administered to determine students' current academic level. Students not meeting minimum level will receive

additional instructional time (Tier II and/or Tier III.)

Category: Develop/Implement Learning Supports

Research Cited: Students receiving an early intervention will be more likely to remain at grade level.

Activity - STAR Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 Teachers will administer the STAR assessment 3 times a year with remediation being administered by the Instructional Coach and the Classroom teacher for students that are non proficient.	Academic Support Program	08/10/2016	05/26/2017	$0	No Funding Required	Instructional Coach and Classroom teachers

Strategy 2:

Instructional Class-size reduction Teacher - An Instructional teacher will be employed as a class size reduction teacher. This will help meet the needs of the students by

teacher/student ratio.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students tend to progress to higher levels in a smaller classroom setting.

Activity - Instructional Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The class size reduction teacher will give direct instruction in the classroom	Class Size Reduction	10/01/2016	09/29/2017	$60094	Title I Schoolwide	Principal and Instructional teacher

Activity - Substitutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The substitutes will implement the objective for the day.	Other - Substitutes	10/01/2016	09/29/2017	$952	Title I Schoolwide	Title I representative

Strategy 3:

Part-time Instructional English Teacher - We will provide a part-time certified English teacher to our high school students during the second semester of the 2016-2017

school year. This will provide smaller class sizes and more individualized instruction to our students. The part-time certified English teacher will be employed for 3 hours

a day/ 3 days per week for a total of 80 days of the 2016-2017 school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Part-time English teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The part-time instructional English teacher will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities.	Class Size Reduction, Academic Support Program	01/02/2017	05/26/2017	$7110	Title I Schoolwide	Administrators and certified teacher

Measurable Objective 2:

demonstrate a proficiency Increase in Parent involvement by 05/27/2016 as measured by the amount of parents participating in school activities.

Strategy 1:

Parent Involvement - Increasing parent involvement, for the purpose of improving student outcomes, is now an important goal at every school. However, school staff are challenged to use limited resources in a way that ensures increased parental involvement. Families In Schools staff builds the capacity of school staff by increasing their knowledge, skills, and confidence such that parent involvement increases at every grade level and for every student.

Category: Implement Community Based Support and Intervention System

Research Cited: Statistics show an increase in a child's success based on parent involvement.

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of our Title I annual meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/07/2016	09/07/2016	$0	No Funding Required	Administrators and Title I representative

Activity - Additional Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be held throughout the year in hopes to increase parent involvement.	Parent Involvement	08/10/2016	09/29/2017	$0	No Funding Required	Administrators and Title I representative

Activity - Title I Representative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The Title I representative will promote Parent Involvement and help struggling students with academic needs. | Community Engagement, Academic Support Program | 08/10/2016 | 05/26/2017 | $2395 | Title I Schoolwide | Title I representative |

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This interactive workshop provides parents of students with ADD/ADHD practical strategies that will help them better assist their learners at home as well as help them better collaborate with the school in order to further academic gains.	Parent Involvement	11/17/2016	11/17/2016	$500	Title I Schoolwide	Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.	Parent Involvement	02/16/2017	02/16/2017	$500	Title I Schoolwide	Title I representative

Activity - School Cast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School cast will increase the information reaching our parents by calling them individually.	Community Engagement	08/10/2016	09/29/2017	$604	Title I Schoolwide	Principal

Activity - Parental Involvement Materials & Supplies for instructional meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of materials & supplies will increase our parent involvement meetings.	Community Engagement	10/01/2016	09/29/2017	$97	Title I Schoolwide	Title I representative

Activity - Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I representative will use copies to generate enough newletters for K-12 students and to provide additional community engagement and/or parental involvement.	Community Engagement, Parent Involvement	08/10/2016	09/29/2017	$0	No Funding Required	Title I representative

Measurable Objective 3:

demonstrate a proficiency 4% increase of K-11 students in Reading by 05/26/2017 as measured by STAR Early Literacy and STAR Reading Assessments.

Strategy 1:

Skills Based Explicit Reading Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional

Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is

receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 instruction will be grade level instruction but will be levelized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach and the Title I tutors. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Direct Instruction	08/10/2016	05/26/2017	$0	No Funding Required	Certified Teacher and Instructional Coach

Activity - Tutoring Sessions during the school day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 2.5 hours for 94 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$3038	Title I Schoolwide	Administrators and all certified teachers

Activity - Purchase of Materials and Suppllies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will purchase instructional materials and supplies.	Academic Support Program	10/01/2016	09/29/2017	$8660	Title I Schoolwide	All certified staff

(shared) Strategy 2:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0	No Funding Required	Supervising Teachers and tutor

Measurable Objective 4:

demonstrate a proficiency 4% increase of K-11 students in Math by 05/26/2017 as measured by STAR Math assessment.

(shared) Strategy 1:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0	No Funding Required	Supervising Teachers and tutor

Strategy 2:

Skills Based Explicit Math Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1 instruction will be grade level instruction but will be individualized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach and the Title I tutor. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Academic Support Program	08/10/2016	05/26/2017	$0	No Funding Required	All certified staff

Activity - Tutoring sessions during the school day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 7 hours for 65 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$5882	Title I Schoolwide	Administrator and tutor

Measurable Objective 5:

collaborate to provide students with literature that meets their interest by 05/26/2017 as measured by the amount of students receiving a passing score on AR test.

Strategy 1:

TItle VI- Library Books - Teachers will collaborate to students to attain their literature interest inventory. Books will be purchased accordingly.

Category: Develop/Implement Student and School Culture Program

Research Cited: Students are motivated to read by having books on hand of their interest.

Activity - Purchase of Library Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title VI will be used to purchase literature based on students interest. Both paper and e-books will be purchased.	Other - Increase Books	10/01/2016	05/26/2017	$1500	Other	Librarian

Goal 2: Prepare and support Teachers and Leaders to Graduate College-and-Career Ready Students

Measurable Objective 1:

demonstrate a proficiency Increase the number of classrooms that implement the 5 compontents of strategic teaching by 05/26/2017 as measured by the percentage of each item on the walkthrough form that is reported as "evidence noted"..

Strategy 1:

Instructional Professional Development - Professional development will be provided to teachers for improving their understanding and ability to provide supports for graduating college-and-career ready students.

Category: Develop/Implement Professional Learning and Support

Research Cited: College and Career Ready Standards

Activity - Components of strategic teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the 5 components of strategic teaching	Academic Support Program	08/10/2016	05/26/2017	$0	No Funding Required	All certified Staff

Activity - Professional Development opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional PD opportunities will be available to teachers throughout the 2016-2017 school year.	Professional Learning	10/01/2016	09/29/2017	$1000	Title I Schoolwide	All Certified staff

Activity - Substitutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
While teachers are at a PD class, the substitute will implement the objective/standard for the day.	Other - substitutes	10/01/2016	09/29/2017	$680	Title I Schoolwide	All certified staff

Activity - CCRS Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified personnel will participate in the CCRS PD's at the beginning of the 2016-2017 School year.	Professional Learning	08/04/2016	08/04/2016	$0	No Funding Required	All certified staff

Activity - Core/Non-Core Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core teachers, non-core teahers and Administrators will participate in professional learning activities	Professional Learning	10/01/2016	09/29/2017	$1690	State Funds	Administrators and teachers

Activity - Core teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core teachers and administrators will participate in professional learning activities.	Professional Learning	10/01/2016	09/29/2017	$3780	Title II Part A	All core teachers and administrators

Measurable Objective 2:

collaborate to mentee to achieve or exceed their professional goals and aspirations as an educator by 05/26/2017 as measured by the effectiveness of the teacher.

Strategy 1:

Mentoring Program - Mentors may offer counsel, provide information, interpret institutional and/or departmental policies and practice, serve as role models, and act as

advisers, guides, or advocates in a variety of formalized and less formal contexts to mentees.

Category:

Research Cited: ALSDE

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach serves as a mentor for first year teachers. Other experienced teachers mentor new teachers informally. The mentor models professional learning and growth through participation in job-embedded professional development activities. The mentor also communicates and collaborates with the novice teacher.	Recruitment and Retention	08/10/2016	05/26/2017	$0	No Funding Required	Instructional Coach and All Staff

Measurable Objective 3:

demonstrate a behavior students will increase the amount of books read by 05/26/2017 as measured by the ARI program.

Strategy 1:

Reading Promotion - The library will increase the amount of books and ebooks based on the students interest.

Category: Other - Library

Research Cited: Research shows if provided with reading material of interest, students are more likely to read the material.

Activity - Purchase of Library Books and ebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the amount of Books and ebooks in our School Library based on student interest.	Other - Provide students and teachers with books	10/01/2016	09/29/2017	$0	Title I Schoolwide	Librarian

Measurable Objective 4:

demonstrate a proficiency (2.1) an increase in teacher use of technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility by 05/24/2019 as measured by Transform 2020 teacher survey questions 1,2,3, and 4.

Strategy 1:

Professional development - Professional development will be provided to teachers

Category:

Research Cited: Various articles supporting professional development strategies

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development sessions will be provided based on need to all teachers, administrators, instructional coaches and instructional aides to strengthen and support teacher productivity and classroom instruction.	Professional Learning	09/19/2013	05/24/2019	$0	No Funding Required	technology integration specialist, principal, teachers

Activity - Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Personnel will attend relevant conferences for exploring and learning emerging technologies and best practices to provide information and insight upon return for future planning	Professional Learning	08/19/2013	05/24/2019	$0	No Funding Required	teachers

Goal 3: Collaborative Organizational Culture

Measurable Objective 1:

collaborate to increase knowledge, skills, and confidence such that stakeholder feedback and family engagement increases at every grade level by 06/01/2017 as measured by family participation during school activities and stakeholder feedback throughout the school year.

Strategy 1:

Family Involvement - Family Involvement-Increase family involvement for the purpose of improving student outcomes. Gaylesville will implement this by increasing our

knowledge, skills, and confidence such that family involvement increases at every grade level.

Category: Implement Community Based Support and Intervention System

Research Cited: Statics show an increase in child's success based on family involvment.

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of our Title I meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/05/2016	09/05/2016	$0	No Funding Required	Administrators and Title I representative

Activity - Additional Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional meetings will be held throughout the year in hopes to increase family involvement.	Parent Involvement	08/10/2016	05/26/2017	$0	No Funding Required	Administrators and Title I representative

Activity - Purchase of Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student planners will be provided for grades K-6 in order for teachers and family to communicate daily, document daily behavior, and for students to write down classroom homework/assignments. The planners will be sent home daily so that the child's family is aware of behavior, homework, and upcoming tests their child may have.	Parent Involvement	10/01/2016	09/29/2017	$0	Title I Schoolwide	Administrators and all K-6 classroom teachers

Measurable Objective 2:

collaborate to provide opportunities for all stakeholders to have input into decision making, volunteer opportunities (Title I and PTSO) and to obtain information on curriculum/instruction by 05/26/2017 as measured by visitor/meeting sign in sheets.

Strategy 1:

Provide opportunities for all Stakeholders to have input into decision making, volunteer opportunities (Title I and PTSO) and to obtain information on

curriculum/instruction - Collaboration will take place to enhance GHS rapport amoung students, staff, parents and community stakeholders.

Category: Implement Community Based Support and Intervention System

Research Cited: N/A

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I family meeting will be held to inform parents of the Title I compact, what Title I is, how Title I funds are utilized to enhance student learning, and ways in which parents can be involved in the Title I process.	Community Engagement, Parent Involvement	09/08/2016	09/08/2016	$0	No Funding Required	Administrators and Title I representative

Activity - Open House- Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Family will have the opportunity to meet with their child's teachers to learn about classroom rules, expectations, curriculum, and the Title I compact. Teachers may include information that is specific to their classroom. | Parent Involvement | 08/08/2016 | 08/08/2016 | $0 | No Funding Required | Administrators and all certified staff |

Activity - PTSO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTSO meetings will be held once a month. Parents, teachers, and students will work collaboratively to increase community engagement and provide assistance with extra curricular activities, such as: dances, pageants, May day, etc.	Community Engagement, Parent Involvement	08/10/2016	05/26/2017	$0	No Funding Required	Administrators, parents, teachers, students

Activity - Quarterly Parent-Teacher meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Auarterly PT meetings will be held the Thursday night after progress reports are distributed. Parents will have the opportunity to conference with classroom teachers regarding their child's academics, behavior, and progress toward proficiency in grade level standards.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/10/2016	05/26/2017	$0	No Funding Required	Administrator, teachers, parents

Measurable Objective 3:

demonstrate a behavior of security and safety for all students and staff during school by 05/26/2017 as measured by student and staff surveys.

Strategy 1:

Supervision - Teachers will supervise students during transitional times and accompany form one location to another when moving about campus (i.e. classroom to cafeteria, classroom to break).

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Student Supervision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will supervise students during transitional times and accompany form one location to another when moving about campus (i.e. classroom to cafeteria, classroom to break).	Behavioral Support Program	08/10/2016	05/26/2017	$0	No Funding Required	Administrators and all certified staff

Strategy 2:

GHS Safety Plan - The GHS safety plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The plan will be reviewed at a faculty meeting.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Safety Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GHS safety plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The plan will be reviewed at a faculty meeting.	Behavioral Support Program	08/10/2016	05/26/2017	$0	No Funding Required	Administrators and all certified staff

Measurable Objective 4:

collaborate to teachers to inform of EL procedures and WIDA standards by 05/26/2017 as measured by meeting sign in sheets and professional development documents and sign in sheets.

Strategy 1:

EL procedures and WIDA standards - Teachers will be trained on the Cherokee County EL procedures and WIDA can do descriptors and standards.

Category: Develop/Implement Turnaround Principles

Research Cited: N/A

Activity - EL/WIDA training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the Cherokee County EL procedures and WIDA can do descriptors and standards.	Policy and Process, Professional Learning	08/05/2016	08/05/2016	$0	No Funding Required	Administrators, Title I representative, all certified staff

Activity - Samuel Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I representative will attend Samuel trainings throughout the year, then turnaround the material learned to the sfaff of GHS.	Professional Learning	08/10/2016	05/26/2017	$0	No Funding Required	Title I representative

Activity - AMAOs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning of AMAOs. Title III Annual Measurable Achievement Objectives (AMAOs).	Policy and Process	08/05/2016	08/05/2016	$0	No Funding Required	Title I representative

Measurable Objective 5:

collaborate to ease transition for Pre-K to Kindergarten and from 6th grade to 7th grade by 05/26/2017 as measured by teacher and counselor documentation.

Strategy 1:

Parent Night - The counselor and Administrators will host a parent night to explain Kindergarten, Middle School, and High School curriculum and educational options.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The counselor and Administrators will host a parent night to explain Kindergarten, Middle School, and High School curriculum and educational options.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	08/08/2016	08/08/2016	$0	No Funding Required	Administrators and Counselor

Measurable Objective 6:

increase student growth by utilizing our Pre-K program to prepare students with the social, emotional, and academic awareness needed to begin Kindergarten by 05/26/2017 as measured by the number of former Pre-K students that successfully complete our Kindergarten program. .

Strategy 1:

Pre-K Teacher - The Pre-K teacher will prepare students with the knowledge needed to be successful in our Kindergarten Program.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Social and Emotional Readiness

Activity - Pre-K Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prepare students socially, emotionally, and academically for Kindergarten	Behavioral Support Program, Academic Support Program	10/01/2016	05/26/2017	$11158	Other	Administrator and Pre-K Teacher

Strategy 2:

Pre-K Grant - Prepare students for Kindergarten

Category: Develop/Implement Pre-K Career Readiness Plan

Activity - Pre-K Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prepare students for KIndergarten	Behavioral Support Program, Academic Support Program	10/01/2016	05/26/2017	$88200	Other	Administrator and Pre-K Teacher

Measurable Objective 7:

collaborate to delegate the energy savings allocations by 05/26/2017 as measured by the approval of our leadership team.

Strategy 1:

Local Funds-Energy Savings Allocation - The allocation of our energy savings will be discussed and voted on by our school's leadership team.

Energy Savings Allocation

Bad Boy Lawn mower pay off- $4,505.15

Kawasaki Mule-$2,551.94

Campus Beautification-$6,292.91

Robotics-$1,300.00

Volleyball- $700.00

Baseball-$700.00

Softball-$700.00

Cheer-leading-$700.00

Football-$1,000.00

Category: Other - Energy Savings Allocation

Research Cited: N/A

Activity - Energy Savings Allocation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our energy savings allocation will be voted on by our leadership team.	Other - Energy savings allocation, Community Engagement	10/01/2016	05/26/2017	$18450	Other	The Leadership team

Goal 4: Engage and Empower the Learner through Technology

Measurable Objective 1:

collaborate to improve student understanding of human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 05/26/2017 as measured by the number of PD courses offered, the number of participants in courses, the availability of digital resources to teachers, and the promotion of teaching legal and ethical uses of technology.

Strategy 1:

Digital Citizenship - Students will be provided with instruction on digital responsibility.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Course of Study, FCC Requirements, Government Regulations

Activity - Digital Citizenship Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct awareness on digital citizenship week. Teachers will use digital resources made available by the Technology department.	Technology, Academic Support Program, Policy and Process	08/29/2016	09/02/2016	$0	No Funding Required	All certified staff

Strategy 2:

Utilizing programs to improve student acheivment - Teachers and students will have access to IXL and Compass Learning to analyze the effectiveness of utilizing

different programs.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will have access to IXL to analyze the effectiveness of utilizing different programs.	Technology, Academic Support Program	08/10/2016	05/26/2017	$0	No Funding Required	All certified staff

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will have access to Compass Learning to analyze the effectiveness of utilizing different programs.	Technology, Academic Support Program	08/10/2016	05/26/2017	$0	No Funding Required	All certified staff

Strategy 3:

Utilizing Classroom equipment to increase student acheivement - All certified staff will incorporate the use of classroom equipment to increase student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Studies show the use of technology equipment in the classroom increases student engagement and student achievement.

Activity - Purchase of Classroom Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of classroom equipment will increase student engagement and student achievement.	Technology	10/01/2016	09/29/2017	$0	No Funding Required	All certified staff

Activity - Purchase of Classroom Hardware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of additional Hardware (chrome books, ipads, desktops, etc.) will increase student engagement and student achievement.	Technology	10/01/2016	09/29/2017	$1500	Title I Schoolwide	All certified staff

Strategy 4:

Analyze data and by purchasing ink cartridges - The purchase of ink cartridges will allow teachers and students to print and view assessments, allow teachers to individualize instruction, etc. to increase student achievement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

Activity - Purchase of Ink Cartridges	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of ink cartridges will allow teachers and students to print and view assessments, allow teachers to individualize instruction, etc. to increase student achievement.	Academic Support Program	10/01/2016	09/29/2017	$0	Title I Schoolwide	All certified staff

Measurable Objective 2:

demonstrate a proficiency of students in grades 9-12 will participate in at least one online experience before their graduation by 05/26/2017 as measured by school records.

Strategy 1:

Online Experience - Teachers will provide online experience opportunities for students.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9-12 in ACCESS courses will be provided with courses that consistently and regularly use technology through internet and intranet based tools and resources for delivery of instruction, assessment, and communication to meet the requirements outlined by the SDE for an online experience credit. will be enrolled in ACCESS courses.	Direct Instruction	08/10/2016	05/26/2017	$0	No Funding Required	Administrator and Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core/Non-Core Professional Development	Core teachers, non-core teahers and Administrators will participate in professional learning activities	Professional Learning	10/01/2016	09/29/2017	$1690	Administrators and teachers
				Total	$1690	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core teacher Professional Development	Core teachers and administrators will participate in professional learning activities.	Professional Learning	10/01/2016	09/29/2017	$3780	All core teachers and administrators
				Total	$3780	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase of Classroom Equipment	The purchase of classroom equipment will increase student engagement and student achievement.	Technology	10/01/2016	09/29/2017	$0	All certified staff
Mentoring Program	The Instructional Coach serves as a mentor for first year teachers. Other experienced teachers mentor new teachers informally. The mentor models professional learning and growth through participation in job-embedded professional development activities. The mentor also communicates and collaborates with the novice teacher.	Recruitment and Retention	08/10/2016	05/26/2017	$0	Instructional Coach and All Staff
Newsletter	Title I representative will use copies to generate enough newletters for K-12 students and to provide additional community engagement and/or parental involvement.	Community Engagement, Parent Involvement	08/10/2016	09/29/2017	$0	Title I representative
PTSO	PTSO meetings will be held once a month. Parents, teachers, and students will work collaboratively to increase community engagement and provide assistance with extra curricular activities, such as: dances, pageants, May day, etc.	Community Engagement, Parent Involvement	08/10/2016	05/26/2017	$0	Administrators, parents, teachers, students

Compass Learning	All certified staff will have access to Compass Learning to analyze the effectiveness of utilizing different programs.	Technology, Academic Support Program	08/10/2016	05/26/2017	$0	All certified staff
AMAOs	Teachers will participate in professional learning of AMAOs. Title III Annual Measurable Achievement Objectives (AMAOs).	Policy and Process	08/05/2016	08/05/2016	$0	Title I representative
Digital Citizenship Week	Teachers will conduct awareness on digital citizenship week. Teachers will use digital resources made available by the Technology department.	Technology, Academic Support Program, Policy and Process	08/29/2016	09/02/2016	$0	All certified staff
ACCESS Courses	Students in grades 9-12 in ACCESS courses will be provided with courses that consistently and regularly use technology through internet and intranet based tools and resources for delivery of instruction, assessment, and communication to meet the requirements outlined by the SDE for an online experience credit. will be enrolled in ACCESS courses.	Direct Instruction	08/10/2016	05/26/2017	$0	Administrator and Counselor
STAR Program	K-6 Teachers will administer the STAR assessment 3 times a year with remediation being administered by the Instructional Coach and the Classroom teacher for students that are non proficient.	Academic Support Program	08/10/2016	05/26/2017	$0	Instructional Coach and Classroom teachers
Annual Title I meeting	The purpose of our Title I meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/05/2016	09/05/2016	$0	Administrators and Title I representative
Samuel Training	The Title I representative will attend Samuel trainings throughout the year, then turnaround the material learned to the sfaff of GHS.	Professional Learning	08/10/2016	05/26/2017	$0	Title I representative
Annual Title I meeting	The purpose of our Title I annual meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/07/2016	09/07/2016	$0	Administrators and Title I representative
CCRS Professional Development	All certified personnel will participate in the CCRS PD's at the beginning of the 2016-2017 School year.	Professional Learning	08/04/2016	08/04/2016	$0	All certified staff
Additional Meetings	Meetings will be held throughout the year in hopes to increase parent involvement.	Parent Involvement	08/10/2016	09/29/2017	$0	Administrators and Title I representative
Technology Professional Development	Professional development sessions will be provided based on need to all teachers, administrators, instructional coaches and instructional aides to strengthen and support teacher productivity and classroom instruction.	Professional Learning	09/19/2013	05/24/2019	$0	technology integration specialist, principal, teachers
Additional Meetings	Additional meetings will be held throughout the year in hopes to increase family involvement.	Parent Involvement	08/10/2016	05/26/2017	$0	Administrators and Title I representative

Utilize small group instruction	Tier 1 instruction will be grade level instruction but will be levelized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach and the Title I tutors. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Direct Instruction	08/10/2016	05/26/2017	$0	Certified Teacher and Instructional Coach
Student Supervision	Teachers will supervise students during transitional times and accompany form one location to another when moving about campus (i.e. classroom to cafeteria, classroom to break).	Behavioral Support Program	08/10/2016	05/26/2017	$0	Administrators and all certified staff
Open House- Family Night	Family will have the opportunity to meet with their child's teachers to learn about classroom rules, expectations, curriculum, and the Title I compact. Teachers may include information that is specific to their classroom.	Parent Involvement	08/08/2016	08/08/2016	$0	Administrators and all certified staff
Components of strategic teaching	Teachers will implement the 5 components of strategic teaching	Academic Support Program	08/10/2016	05/26/2017	$0	All certified Staff
Quarterly Parent-Teacher meetings	Auarterly PT meetings will be held the Thursday night after progress reports are distributed. Parents will have the opportunity to conference with classroom teachers regarding their child's academics, behavior, and progress toward proficiency in grade level standards.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/10/2016	05/26/2017	$0	Administrator, teachers, parents
Conferences	Personnel will attend relevant conferences for exploring and learning emerging technologies and best practices to provide information and insight upon return for future planning	Professional Learning	08/19/2013	05/24/2019	$0	teachers
Parent Night	The counselor and Administrators will host a parent night to explain Kindergarten, Middle School, and High School curriculum and educational options.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	08/08/2016	08/08/2016	$0	Administrators and Counselor
EL/WIDA training	Teachers will be trained on the Cherokee County EL procedures and WIDA can do descriptors and standards.	Policy and Process, Professional Learning	08/05/2016	08/05/2016	$0	Administrators, Title I representative, all certified staff

Safety Plan	The GHS safety plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The plan will be reviewed at a faculty meeting.	Behavioral Support Program	08/10/2016	05/26/2017	$0	Administrators and all certified staff
RtI Instructional Services	The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0	Supervising Teachers and tutor
Annual Title I meeting	A Title I family meeting will be held to inform parents of the Title I compact, what Title I is, how Title I funds are utilized to enhance student learning, and ways in which parents can be involved in the Title I process.	Community Engagement, Parent Involvement	09/08/2016	09/08/2016	$0	Administrators and Title I representative
IXL	All certified staff will have access to IXL to analyze the effectiveness of utilizing different programs.	Technology, Academic Support Program	08/10/2016	05/26/2017	$0	All certified staff
Utilize small group instruction	Tier 1 instruction will be grade level instruction but will be individualized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach and the Title I tutor. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Academic Support Program	08/10/2016	05/26/2017	$0	All certified staff
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pre-K Teacher	Prepare students socially, emotionally, and academically for Kindergarten	Behavioral Support Program, Academic Support Program	10/01/2016	05/26/2017	$11158	Administrator and Pre-K Teacher
Pre-K Grant	Prepare students for KIndergarten	Behavioral Support Program, Academic Support Program	10/01/2016	05/26/2017	$88200	Administrator and Pre-K Teacher

Energy Savings Allocation	Our energy savings allocation will be voted on by our leadership team.	Other - Energy savings allocation, Community Engagement	10/01/2016	05/26/2017	$18450	The Leadership team
Purchase of Library Books	Title VI will be used to purchase literature based on students interest. Both paper and e-books will be purchased.	Other - Increase Books	10/01/2016	05/26/2017	$1500	Librarian
				Total	$119308	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase of Materials and Suppllies	Teachers will purchase instructional materials and supplies.	Academic Support Program	10/01/2016	09/29/2017	$8660	All certified staff
School Cast	School cast will increase the information reaching our parents by calling them individually.	Community Engagement	08/10/2016	09/29/2017	$604	Principal
Purchase of Classroom Hardware	The purchase of additional Hardware (chrome books, ipads, desktops, etc.) will increase student engagement and student achievement.	Technology	10/01/2016	09/29/2017	$1500	All certified staff
Purchase of Ink Cartridges	The purchase of ink cartridges will allow teachers and students to print and view assessments, allow teachers to individualize instruction, etc. to increase student achievement.	Academic Support Program	10/01/2016	09/29/2017	$0	All certified staff
Substitutes	While teachers are at a PD class, the substitute will implement the objective/standard for the day.	Other - substitutes	10/01/2016	09/29/2017	$680	All certified staff
Purchase of Library Books and ebooks	Increase the amount of Books and ebooks in our School Library based on student interest.	Other - Provide students and teachers with books	10/01/2016	09/29/2017	$0	Librarian
Parent Workshop	This interactive workshop provides parents of students with ADD/ADHD practical strategies that will help them better assist their learners at home as well as help them better collaborate with the school in order to further academic gains.	Parent Involvement	11/17/2016	11/17/2016	$500	Title I representative
Part-time English teacher	The part-time instructional English teacher will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities.	Class Size Reduction, Academic Support Program	01/02/2017	05/26/2017	$7110	Administrators and certified teacher
Professional Development opportunities	Additional PD opportunities will be available to teachers throughout the 2016-2017 school year.	Professional Learning	10/01/2016	09/29/2017	$1000	All Certified staff

Instructional Teacher	The class size reduction teacher will give direct instruction in the classroom	Class Size Reduction	10/01/2016	09/29/2017	$60094	Principal and Instructional teacher
Substitutes	The substitutes will implement the objective for the day.	Other - Substitutes	10/01/2016	09/29/2017	$952	Title I representative
Parental Involvement Materials & Supplies for instructional meetings	The purchase of materials & supplies will increase our parent involvement meetings.	Community Engagement	10/01/2016	09/29/2017	$97	Title I representative
Purchase of Student Planners	Student planners will be provided for grades K-6 in order for teachers and family to communicate daily, document daily behavior, and for students to write down classroom homework/assignments. The planners will be sent home daily so that the child's family is aware of behavior, homework, and upcoming tests their child may have.	Parent Involvement	10/01/2016	09/29/2017	$0	Administrators and all K-6 classroom teachers
Tutoring sessions during the school day	We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 7 hours for 65 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$5882	Administrator and tutor
Tutoring Sessions during the school day	We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 2.5 hours for 94 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$3038	Administrators and all certified teachers
Parent Workshop	In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.	Parent Involvement	02/16/2017	02/16/2017	$500	Title I representative
Title I Representative	The Title I representative will promote Parent Involvement and help struggling students with academic needs.	Community Engagement, Academic Support Program	08/10/2016	05/26/2017	$2395	Title I representative
				Total	$93012	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Please, refer to attachments to how the surveys were administered.	Parent Survey Administration of Surveys Parent Survey Summary Early Elementary Survey Summary Elementary Survey Summary Middle/High School Survey Summary Staff Survey Summary 2015-16 Stakeholder feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

According to Parent Survey results, the following statements were given high levels of approval:

1. My child has up-to-date computers and other technology to learn..
2. Our school provides a safe learning environment.
3 .All my child's teachers report on my child's progress in easy to understand language.

According to Early Elementary Student Survey results, the following statements were given high levels of approval:

1. My teachers want me to learn.
2. I learn new things in school.
3. My school has books for me to read.

According to Elementary Student Survey results, the following statements were given high levels of approval:

1. My school has computers to help me learn.
2. My school has many places where I can learn, such as the library.
3. In my school my teachers want me to do my best work.

According to Middle and High School Student Survey results, the following statements were given high levels of approval:

1. In my school, the principal and teachers have high expectations of me.
2. In my school, computers are up-to-date and used by teachers to help me learn.
3. In my school, a variety of resources are available to help me succeed (e,g,.teaching staff, technology, media center).

According to Staff Survey results, the following statements were given high levels of approval:

1. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
2. Our school provides instructional time and resources to support our school's goals and priorities.
3. Our school provides sufficient material resources to meet student needs.
4. Our school provides a plan for the acquisition and support of technology to support student learning.

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

Parent surveys indicate a trend in the following areas:

1. Resources and Support systems

Early Elementary student surveys indicate a trend in the following areas:

1. About my school

Elementary student surveys indicate a trend in the following areas:

1. Purpose and Direction

Middle and High school students surveys indicate a trend in the following areas:

1. Resources and support systems

Staff surveys indicate a trend in the following areas:

1.Purpose and Direction

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

Results were consistent with our end of the year Title I Parent survey. For example:
According to Parent Survey results, parents feel as if their child is instructed in a safe, up-to-date, learning environment, and they are able to easily understand their child's progress report.

Areas in Need of Improvement

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

According to Parent Survey results, the following statements were given low levels of approval:
1. Our school shares responsibility for student learning with its stakeholders.

According to Early Elementary Student Survey results, the following statements were given low levels of approval:
1. Other teachers know me.

According to Elementary Student Survey results, the following statements were given low levels of approval:
1. My principal and teachers ask me what I think about school.

According to Middle and High school Student Survey results, the following statements were given low levels of approval:
1.In my school, students respect the property of others.

According to Staff Survey results, the following statements were given low levels of approval:
1.In our school, all school personnel regularly engage families in their children's learning progress.

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

No areas show a decrease in stakeholder satisfaction. However, some areas show a trend of being consistent from year to year. For example:

According to Parent Survey results, the following statements were given low levels of approval:
1. Our school shares responsibility for student learning with its stakeholders.

According to Early Elementary Student Survey results, the following statements were given low levels of approval:
1. Other teachers know me.

According to Elementary Student Survey results, the following statements were given low levels of approval:
1. My principal and teachers ask me what I think about school.

According to Middle and High school Student Survey results, the following statements were given low levels of approval:
1.In my school, students respect the property of others.

According to Staff Survey results, the following statements were given low levels of approval:
1.In our school, all school personnel regularly engage families in their children's learning progress.

What are the implications for these stakeholder perceptions?

According to Parent Survey results, the following statements were given low levels of approval:
1. Our school shares responsibility for student learning with its stakeholders.

The implications for these stakeholder perceptions is due to the lack of family involvement we have. If parents were able to meet with the child's teacher, when progress reports or report cards were sent home, the parents would feel more responsible for their child's academic experience.

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

Results were consistent with our end of the year Title I Parent survey. For example:
According to Parent Survey results, parents feel as if the school does not share responsibility for student learning with its stakeholders.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
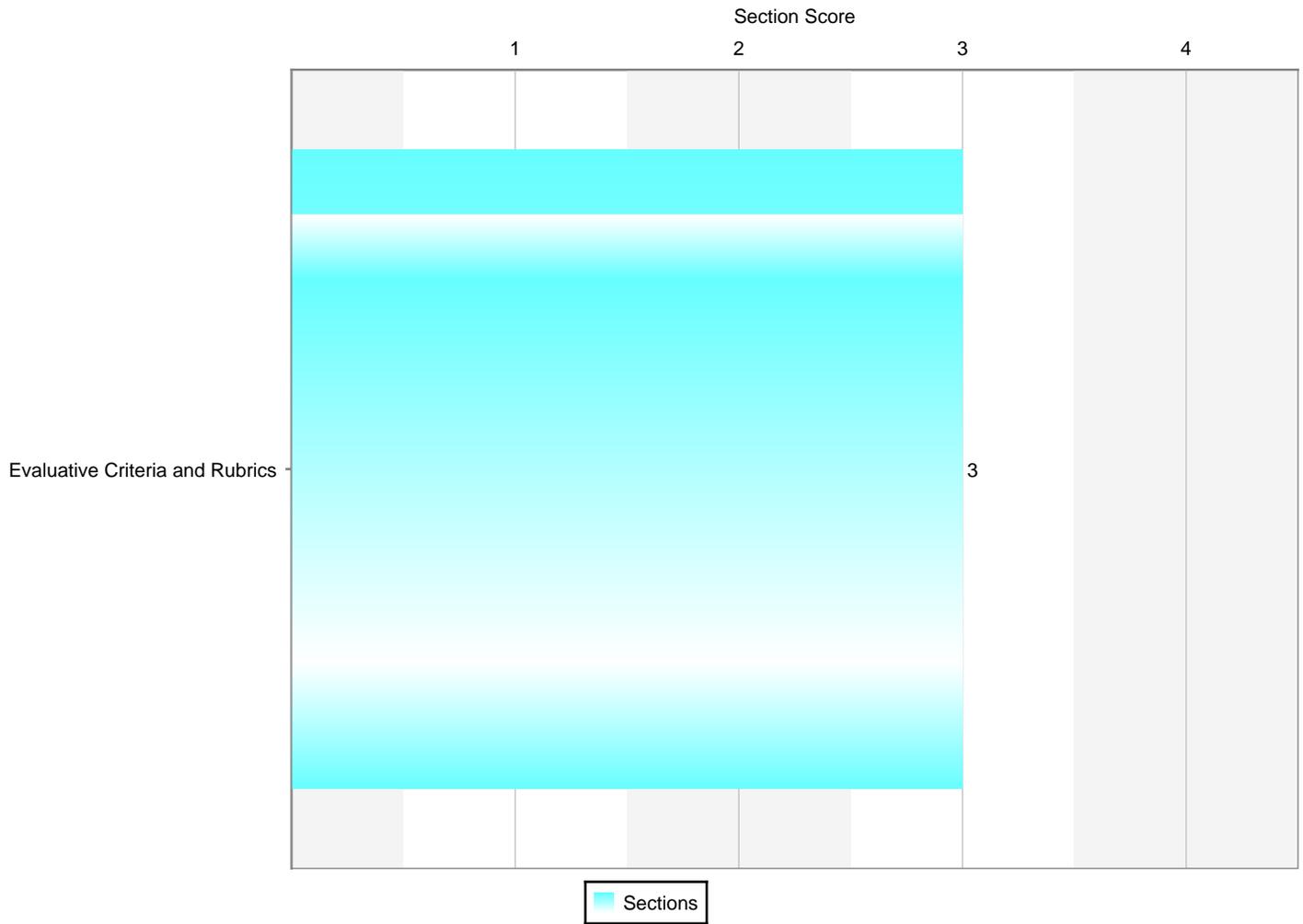
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

At the end of each year, the leadership team conducts parent, student, and teacher surveys. The surveys assess the needs with the stakeholders. The leadership team analyzes various data in the academic areas of reading, math, writing, and science to determine our academic strengths and weaknesses. Also, each subject area was reviewed by objective, and strategies were developed and implemented in response to the data to improve student learning and to drive instruction. Also, surveys were performed to analyze the stakeholder's perception of Gaylesville school. Areas surveyed include the parents, students, and teachers' views about the overall safety of the school, the quality of education, and what additional programs they would like to see.

2. What were the results of the comprehensive needs assessment?

Student STAR Data

Gaylesville STAR Literacy Results
Fall/Spring Results 2015-2016

	Exceeding	Ready	Close	NS	Goal for Improvement-Increase proficiency scores by 4%	Comments
K	N/A	N/A	N/A	N/A		
1-Winter	23	23	55	0		
1-Spring	30	22	30	17	Goal Met	
2-Fall	4	32	28	36		
2-Spring	28	28	20	24	Goal Met	
3-Fall	11	23	37	29		
3-Spring	15	18	38	29	Goal Met	
4-Fall	12	18	38	32		
4-Spring	5	10	49	36	Goal Not Met	
5-Fall	11	26	33	30		
5-Spring	14	17	17	52	Goal Not Met	
6-Fall	9	25	44	22		
6-Spring	9	21	41	29	Goal Not Met	
7-Fall	6	28	61	6		
7-Spring	11	33	50	6	Goal Met	

8-Fall   12   28   48   12
8-Spring 8   28   56   8 Goal Not Met

9-Fall   14   28   38   21
9-Spring 7   24   52   17 Goal Not Met

10-Fall   14   17   59   10
10-Spring 8   36   52   4 Goal Met

11-Fall   10   32   52   6
11-Spring 6   23   39   32 Goal Not Met

Gaylesville STAR Math Results
Fall/Spring Results 2015-2016

Exceeding   Ready   Close   NS Goal for Improvement-Increase proficiency scores by 4%
K N/A   N/A   N/A   N/A

1-Winter 32 45 23 0

1-Spring 22 30 48 0 Goal Not Met

2-Fall   8 56 32 4
2-Spring 16 52 32 0 Goal Met

3-Fall   26 26 43 6
3-Spring 35 41 21 3 Goal Met

4-Fall   9   35 50 6
4-Spring 5 34 61 0 Goal Not Met

5-Fall   7 26 63 4
5-Spring 10 17 70 3 Goal Not Met

6-Fall 3 22 53 22
6-Spring 3 24 62 12 Goal Not Met

7-Fall   6 28 50 17
7-Spring 12 24 47 18 Goal Met

8-Fall   4 8 16 72
8-Spring 8 13 13 67 Goal Met

9-Fall   3 7 17 72
9-Spring 7 28 28 38 Goal Met

10-Fall   7 24 38 31
10-Spring 8 32 24 36 Goal Met

11-Fall   6 18 33 42
11-Spring 13 20 38 29 Goal Met

2015-2016 Aspire Results

	reading	math	science	English	writing
3rd NS		11	1	12	
close		13	7	9	
ready	5	14		6	
exceeding	5	12		7	
4th NS		15	0	12	
close		15		20	11
ready		4	15	13	
exceeding	3	2	1		
5th NS		11	3	11	
close	9	15		5	
ready	8	11		13	
exceeding	2	1	1		
6th NS		18	6	13	
close		8	17	9	
ready	4	10	12		
exceeding	4	1	0		
7th NS		8	1	10	
close	5	11	4		
ready	5	5	1		
exceeding	0	1	2		
8th NS		13	13	17	
close		3	6	3	
ready	6	2	3		
exceeding	2	3	1		

10th NS   13 17 15 5 6

close   6 7 6 6 7

ready 4 1 3 10 12

exceeding 2 0 1 4 0

2015-16 ACT Results

31 students tested

average score English math reading science writing composite

14.8   16   17.7   16.7   10.3   16.3

At or above benchmark 7   3   6   4

below benchmark   24   28   25   27

composite 1-10 0

composite 11-20 25

composite 21-30 6

composite 31-36 0

3. What conclusions were drawn from the results?

The results of the comprehensive needs assessment indicated several areas of weakness for the mathematics and reading in grades 1-12.

Literacy assessments indicate that 5 grade levels met our goal and 6 grades did not met our goal.
Math assessments indicate that 7 grade levels met our goal and 4 did not met our goal.

Based on ASPIRE data, we have more students scoring an NS/close as compared to ready or exceeding.

In conclusion, Gaylesville showed areas of both strength and weaknesses in all academic areas. The data assessed will be used to revise our CIP for the next FY

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

**2016-2017 Parent Survey Results will be posted after they are returned in May, 2017.

96% of our Parents feel welcome at our school. Decrease from last year

91% of our Parents feel encouraged to be involved in their child's education. Decrease from last year

79% of our Parents know our school's academic goals and how they can be involved. Decrease from last year

74% of our Parents know about volunteer work they can do at school.

77% of our Parents know what it means to be a Title I School and what their rights are. Increase from last year

67% of our Parents know how they can be involved in school planning/review committees. Increase from last year

82% of our Parents know how additional help with reading and /or mathematics is given to their child through the Title I program.

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

Our goals are created based on our needs assessments. Each goal is aligned with the purpose of increasing student achievement. Student learning is the main priority at our school. Clear goals and high expectations lead to students achieving a high success rate. Each student has the capacity to learn if provided with a variety of instructional approaches to support his/her own learning style. In order for our students to have a high success rate, they must be provided with a safe and secure environment. Students are more likely to achieve success if they are provided with opportunities that are authentic and relative to their lives. Teachers, parents, community leaders and students work together to achieve academic success and to enable the students to become confident, self-directed, lifelong learners. A commitment to continuous improvement is necessary for our school to achieve our goals and objectives as we push into the 21st century.

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

Our goals are based on the analyse of multiple types of data. The objectives, strategies, and activities are created to provide students with the appropriate strategies and materials to progress throughout their school career.
Multiple types of data are used to assess the overall achievement of our students. Based on the data collected, teachers work on the individual needs of students to help them achieve our overall goal of ESSA. Our goals are targeted to meet the needs of every student, even those who have a disadvantage.

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

The goals address the needs of the whole school population in the following ways: differentiated instruction, standards reinforced daily through small-group, and implementation of supplemental programs such as: Compass Learning and IXL for Reading and Math and during school tutoring for struggling students. The goals that were developed by the leadership team are designed to improve student achievement for all populations. Upon enrollment, the school counselor identifies the special population: homeless students and EL students. Assistance is provided to our homeless students with support through the McKinney Vento program. This program is funded through a grant. A county liaison is available to assist qualifying families with various needs such as school supplies, clothing, tutoring, fees, class field trips, and class projects. Homeless students have access to all services and programs available to the rest of the students, including free and reduced lunch, Title I, and special education.
During enrollment, each student is given a Home Language Survey. If a second language is spoken in the home, the student will be given the WIDA Access Placement Test (W-APT). This will determine if the student is eligible to receive EL services. Supplemental services may be denied by the parents. Our EL committee will meet to determine a plan for the student. WIDA ACCESS for ELs is given in the spring to

determine English Language Proficiency. WIDA standards are used to align curriculum with English Language Proficiency Standards.

Students are capable of moving out of the EL program. If the do so, they will be on monitor status for two years.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Student Achievement

Measurable Objective 1:

demonstrate a proficiency The School's graduation rate will improve by 2% by 05/26/2017 as measured by the percentage of students that graduate with a high shcool diploma..

Strategy1:

Instructional Class-size reduction Teacher - An Instructional teacher will be employed as a class size reduction teacher. This will help meet the needs of the students by teacher/student ratio.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students tend to progress to higher levels in a smaller classroom setting.

Activity - Instructional Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class size reduction teacher will give direct instruction in the classroom	Class Size Reduction	10/01/2016	09/29/2017	$60094 - Title I Schoolwide	Principal and Instructional teacher

Strategy2:

Response to Intervention (RtI) - An assessment will be administered to determine students' current academic level. Students not meeting minimum level will receive additional instructional time (Tier II and/or Tier III.)

Category: Develop/Implement Learning Supports

Research Cited: Students receiving an early intervention will be more likely to remain at grade level.

Activity - STAR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will administer the STAR assessment 3 times a year with remediation being administered by the Instructional Coach and the Classroom teacher for students that are non proficient.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Instructional Coach and Classroom teachers

Strategy3:

Part-time Instructional English Teacher - We will provide a part-time certified English teacher to our high school students during the second semester of the 2016-2017 school year. This will provide smaller class sizes and more individualized instruction to our students. The part-time certified English teacher will be employed for 3 hours a day/ 3 days per week for a total of 80 days of the 2016-2017 school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Part-time English teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The part-time instructional English teacher will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities.	Academic Support Program Class Size Reduction	01/02/2017	05/26/2017	$7110 - Title I Schoolwide	Administrators and certified teacher

Measurable Objective 2:

demonstrate a proficiency 4% increase of K-11 students in Math by 05/26/2017 as measured by STAR Math assessment.

Strategy1:

Skills Based Explicit Math Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be individualized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	All certified staff

Activity - Tutoring sessions during the school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 7 hours for 65 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$5882 - Title I Schoolwide	Administrator and tutor

Strategy2:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Measurable Objective 3:

demonstrate a proficiency 4% increase of K-11 students in Reading by 05/26/2017 as measured by STAR Early Literacy and STAR Reading Assessments.

Strategy1:

Skills Based Explicit Reading Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Tutoring Sessions during the school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 2.5 hours for 94 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$3038 - Title I Schoolwide	Administrators and all certified teachers

Activity - Purchase of Materials and Suppllies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase instructional materials and supplies.	Academic Support Program	10/01/2016	09/29/2017	$8660 - Title I Schoolwide	All certified staff

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be levelized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Certified Teacher and Instructional Coach

Strategy2:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Measurable Objective 4:

demonstrate a proficiency Increase in Parent involvement by 05/27/2016 as measured by the amount of parents participating in school activities.

Strategy1:

Parent Involvement - Increasing parent involvement, for the purpose of improving student outcomes, is now an important goal at every school. However, school staff are challenged to use limited resources in a way that ensures increased parental involvement. Families In Schools staff builds the capacity of school staff by increasing their knowledge, skills, and confidence such that parent involvement increases at every grade level and for every student.

Category: Implement Community Based Support and Intervention System

Research Cited: Statistics show an increase in a child's success based on parent involvement.

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School cast will increase the information reaching our parents by calling them individually.	Community Engagement	08/10/2016	09/29/2017	$604 - Title I Schoolwide	Principal

Activity - Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I representative will use copies to generate enough newletters for K-12 students and to provide additional community engagement and/or parental involvement.	Parent Involvement Community Engagement	08/10/2016	09/29/2017	$0 - No Funding Required	Title I representative

Activity - Additional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will be held throughout the year in hopes to increase parent involvement.	Parent Involvement	08/10/2016	09/29/2017	$0 - No Funding Required	Administrators and Title I representative

Activity - Parental Involvement Materials & Supplies for instructional meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of materials & supplies will increase our parent involvement meetings.	Community Engagement	10/01/2016	09/29/2017	$97 - Title I Schoolwide	Title I representative

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of our Title I annual meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/07/2016	09/07/2016	$0 - No Funding Required	Administrators and Title I representative

Activity - Title I Representative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I representative will promote Parent Involvement and help struggling students with academic needs.	Academic Support Program Community Engagement	08/10/2016	05/26/2017	$2395 - Title I Schoolwide	Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.	Parent Involvement	02/16/2017	02/16/2017	$500 - Title I Schoolwide	Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This interactive workshop provides parents of students with ADD/ADHD practical strategies that will help them better assist their learners at home as well as help them better collaborate with the school in order to further academic gains.	Parent Involvement	11/17/2016	11/17/2016	$500 - Title I Schoolwide	Title I representative

Goal 2:

Prepare and support Teachers and Leaders to Graduate College-and-Career Ready Students

Measurable Objective 1:

demonstrate a proficiency (2.1) an increase in teacher use of technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility by 05/24/2019 as measured by Transform 2020 teacher survey questions 1,2,3, and 4.

Strategy1:

Professional development - Professional development will be provided to teachers

Category:

Research Cited: Various articles supporting professional development strategies

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Personnel will attend relevant conferences for exploring and learning emerging technologies and best practices to provide information and insight upon return for future planning	Professional Learning	08/19/2013	05/24/2019	$0 - No Funding Required	teachers

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be provided based on need to all teachers, administrators, instructional coaches and instructional aides to strengthen and support teacher productivity and classroom instruction.	Professional Learning	09/19/2013	05/24/2019	$0 - No Funding Required	technology integration specialist, principal, teachers

Measurable Objective 2:

demonstrate a behavior students will increase the amount of books read by 05/26/2017 as measured by the ARI program.

Strategy1:

Reading Promotion - The library will increase the amount of books and ebooks based on the students interest.

Category: Other - Library

Research Cited: Research shows if provided with reading material of interest, students are more likely to read the material.

Activity - Purchase of Library Books and ebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the amount of Books and ebooks in our School Library based on student interest.	Other - Provide students and teachers with books	10/01/2016	09/29/2017	$0 - Title I Schoolwide	Librarian

Measurable Objective 3:

demonstrate a proficiency Increase the number of classrooms that implement the 5 compontents of strategic teaching by 05/26/2017 as measured by the percentage of each item on the walkthrough form that is reported as "evidence noted"..

Strategy1:

Instructional Professional Development - Professional development will be provided to teachers for improving their understanding and ability to provide supports for graduating college-and-career ready students.

Category: Develop/Implement Professional Learning and Support

Research Cited: College and Career Ready Standards

Activity - CCRS Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will participate in the CCRS PD's at the beginning of the 2016-2017 School year.	Professional Learning	08/04/2016	08/04/2016	$0 - No Funding Required	All certified staff

Activity - Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
While teachers are at a PD class, the substitute will implement the objective/standard for the day.	Other - substitutes	10/01/2016	09/29/2017	$680 - Title I Schoolwide	All certified staff

Activity - Core/Non-Core Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers, non-core teahers and Administrators will participate in professional learning activities	Professional Learning	10/01/2016	09/29/2017	$1690 - State Funds	Administrators and teachers

Activity - Components of strategic teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the 5 components of strategic teaching	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	All certified Staff

Activity - Core teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers and administrators will participate in professional learning activities.	Professional Learning	10/01/2016	09/29/2017	$3780 - Title II Part A	All core teachers and administrators

Activity - Professional Development opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional PD opportunities will be available to teachers throughout the 2016-2017 school year.	Professional Learning	10/01/2016	09/29/2017	$1000 - Title I Schoolwide	All Certified staff

Measurable Objective 4:

collaborate to mentee to achieve or exceed their professional goals and aspirations as an educator by 05/26/2017 as measured by the effectiveness of the teacher.

Strategy1:

Mentoring Program - Mentors may offer counsel, provide information, interpret institutional and/or departmental policies and practice, serve as role models, and act as advisers, guides, or advocates in a variety of formalized and less formal contexts to mentees.

Category:

Research Cited: ALSDE

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach serves as a mentor for first year teachers. Other experienced teachers mentor new teachers informally. The mentor models professional learning and growth through participation in job-embedded professional development activities. The mentor also communicates and collaborates with the novice teacher.	Recruitment and Retention	08/10/2016	05/26/2017	$0 - No Funding Required	Instructional Coach and All Staff

Goal 3:

Collaborative Organizational Culture

Measurable Objective 1:

collaborate to teachers to inform of EL procedures and WIDA standards by 05/26/2017 as measured by meeting sign in sheets and professional development documents and sign in sheets.

Strategy1:

EL procedures and WIDA standards - Teachers will be trained on the Cherokee County EL procedures and WIDA can do descriptors and standards.

Category: Develop/Implement Turnaround Principles

Research Cited: N/A

Activity - EL/WIDA training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the Cherokee County EL procedures and WIDA can do descriptors and standards.	Professional Learning Policy and Process	08/05/2016	08/05/2016	$0 - No Funding Required	Administrators, Title I representative, all certified staff

Activity - AMAOs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning of AMAOs. Title III Annual Measurable Achievement Objectives (AMAOs).	Policy and Process	08/05/2016	08/05/2016	$0 - No Funding Required	Title I representative

Activity - Samuel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I representative will attend Samuel trainings throughout the year, then turnaround the material learned to the sfaff of GHS.	Professional Learning	08/10/2016	05/26/2017	$0 - No Funding Required	Title I representative

Measurable Objective 2:

collaborate to provide opportunities for all stakeholders to have input into decision making, volunteer opportunities (Title I and PTSO) and to obtain information on curriculum/instruction by 05/26/2017 as measured by visitor/meeting sign in sheets.

Strategy1:

Provide opportunities for all Stakeholders to have input into decision making, volunteer opportunities (Title I and PTSO) and to obtain information on curriculum/instruction - Collaboration will take place to enhance GHS rapport among students, staff, parents and community stakeholders.

Category: Implement Community Based Support and Intervention System

Research Cited: N/A

Activity - Quarterly Parent-Teacher meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Auarterly PT meetings will be held the Thursday night after progress reports are distributed. Parents will have the opportunity to conference with classroom teachers regarding their child's academics, behavior, and progress toward proficiency in grade level standards.	Academic Support Program Behavioral Support Program Parent Involvement	08/10/2016	05/26/2017	$0 - No Funding Required	Administrator, teachers, parents

Activity - Open House- Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family will have the opportunity to meet with their child's teachers to learn about classroom rules, expectations, curriculum, and the Title I compact. Teachers may include information that is specific to their classroom.	Parent Involvement	08/08/2016	08/08/2016	$0 - No Funding Required	Administrators and all certified staff

Activity - PTSO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTSO meetings will be held once a month. Parents, teachers, and students will work collaboratively to increase community engagement and provide assistance with extra curricular activities, such as: dances, pageants, May day, etc.	Community Engagement Parent Involvement	08/10/2016	05/26/2017	$0 - No Funding Required	Administrators, parents, teachers, students

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Title I family meeting will be held to inform parents of the Title I compact, what Title I is, how Title I funds are utilized to enhance student learning, and ways in which parents can be involved in the Title I process.	Community Engagement Parent Involvement	09/08/2016	09/08/2016	$0 - No Funding Required	Administrators and Title I representative

Measurable Objective 3:

collaborate to ease transition for Pre-K to Kindergarten and from 6th grade to 7th grade by 05/26/2017 as measured by teacher and

counselor documentation.

Strategy1:

Parent Night - The counselor and Administrators will host a parent night to explain Kindergarten, Middle School, and High School curriculum

and educational options.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and Administrators will host a parent night to explain Kindergarten, Middle School, and High School curriculum and educational options.	Behavioral Support Program Academic Support Program Career Preparation/ Orientation	08/08/2016	08/08/2016	$0 - No Funding Required	Administrators and Counselor

Measurable Objective 4:

demonstrate a behavior of security and safety for all students and staff during school by 05/26/2017 as measured by student and staff

surveys.

Strategy1:

GHS Safety Plan - The GHS safety plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather,

lock-down). Teachers will have access to the Safety Plan. The plan will be reviewed at a faculty meeting.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Safety Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The GHS safety plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The plan will be reviewed at a faculty meeting.	Behavioral Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Administrators and all certified staff

Strategy2:

Supervision - Teachers will supervise students during transitional times and accompany form one location to another when moving about campus (i.e. classroom to cafeteria, classroom to break).

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Student Supervision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supervise students during transitional times and accompany form one location to another when moving about campus (i.e. classroom to cafeteria, classroom to break).	Behavioral Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Administrators and all certified staff

Measurable Objective 5:

collaborate to increase knowledge, skills, and confidence such that stakeholder feedback and family engagement increases at every grade level by 06/01/2017 as measured by family participation during school activities and stakeholder feedback throughout the school year.

Strategy1:

Family Involvement - Family Involvement-Increase family involvement for the purpose of improving student outcomes. Gaylesville will implement this by increasing our knowledge, skills, and confidence such that family involvement increases at every grade level.

Category: Implement Community Based Support and Intervention System

Research Cited: Statics show an increase in child's success based on family involvment.

Activity - Purchase of Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student planners will be provided for grades K-6 in order for teachers and family to communicate daily, document daily behavior, and for students to write down classroom homework/assignments. The planners will be sent home daily so that the child's family is aware of behavior, homework, and upcoming tests their child may have.	Parent Involvement	10/01/2016	09/29/2017	$0 - Title I Schoolwide	Administrators and all K-6 classroom teachers

Activity - Additional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional meetings will be held throughout the year in hopes to increase family involvement.	Parent Involvement	08/10/2016	05/26/2017	$0 - No Funding Required	Administrators and Title I representative

Activity - Family Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An interactive workshop will be provided to parents to promote parental involvement and student academics.	Parent Involvement	02/23/2017	02/23/2017	$500 - Title I Schoolwide	Title I representative

Activity - Family Involvement-Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of Materials and Supplies will increase our parent involvement meetings.	Parent Involvement	10/01/2016	05/26/2017	$97 - Title I Schoolwide	Title I Representative

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School cast will increase the information reaching our families by calling them individually.	Community Engagement	10/01/2016	09/29/2017	$604 - Title I Schoolwide	Administrators

Activity - Family Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An interactive workshop will promote Family Involvement and to assist students with academic needs.	Parent Involvement	11/17/2016	11/17/2016	$500 - Title I Schoolwide	Title I representative

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of our Title I meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/05/2016	09/05/2016	$0 - No Funding Required	Administrators and Title I representative

Goal 4:

Engage and Empower the Learner through Technology

Measurable Objective 1:

demonstrate a proficiency of students in grades 9-12 will participate in at least one online experience before their graduation by 05/26/2017 as measured by school records.

Strategy1:

Online Experience - Teachers will provide online experience opportunities for students.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 in ACCESS courses will be provided with courses that consistently and regularly use technology through internet and intranet based tools and resources for delivery of instruction, assessment, and communication to meet the requirements outlined by the SDE for an online experience credit. will be enrolled in ACCESS courses.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Administrator and Counselor

Measurable Objective 2:

collaborate to improve student understanding of human, cultural, societal issues, and personal responsibilities related to technology, and

practice legal and ethical behavior in and out of the classroom by 05/26/2017 as measured by the number of PD courses offered, the number

of participants in courses, the availability of digital resources to teachers, and the promotion of teaching legal and ethical uses of technology.

Strategy1:

Utilizing Classroom equipment to increase student acheivement - All certified staff will incorporate the use of classroom equipment to

increase student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Studies show the use of technology equipment in the classroom increases student engagement and student achievement.

Activity - Purchase of Classroom Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of classroom equipment will increase student engagement and student achievement.	Technology	10/01/2016	09/29/2017	$0 - No Funding Required	All certified staff

Activity - Purchase of Classroom Hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of additional Hardware (chrome books, ipads, desktops, etc.) will increase student engagement and student achievement.	Technology	10/01/2016	09/29/2017	$1500 - Title I Schoolwide	All certified staff

Strategy2:

Analyze data and by purchasing ink cartridges - The purchase of ink cartridges will allow teachers and students to print and view

assessments, allow teachers to individualize instruction, etc. to increase student achievement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

Activity - Purchase of Ink Cartridges	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of ink cartridges will allow teachers and students to print and view assessments, allow teachers to individualize instruction, etc. to increase student achievement.	Academic Support Program	10/01/2016	09/29/2017	$0 - Title I Schoolwide	All certified staff

Strategy3:

Digital Citizenship - Students will be provided with instruction on digital responsibility.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Course of Study, FCC Requirements, Government Regulations

Activity - Digital Citizenship Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct awareness on digital citizenship week. Teachers will use digital resources made available by the Technology department.	Academic Support Program Policy and Process Technology	08/29/2016	09/02/2016	$0 - No Funding Required	All certified staff

Strategy4:

Utilizing programs to improve student acheivment - Teachers and students will have access to IXL and Compass Learning to analyze the effectiveness of utilizing different programs.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will have access to Compass Learning to analyze the effectiveness of utilizing different programs.	Technology Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	All certified staff

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will have access to IXL to analyze the effectiveness of utilizing different programs.	Technology Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	All certified staff

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Prepare and support Teachers and Leaders to Graduate College-and-Career Ready Students

Measurable Objective 1:

collaborate to mentee to achieve or exceed their professional goals and aspirations as an educator by 05/26/2017 as measured by the effectiveness of the teacher.

Strategy1:

Mentoring Program - Mentors may offer counsel, provide information, interpret institutional and/or departmental policies and practice, serve as role models, and act as advisers, guides, or advocates in a variety of formalized and less formal contexts to mentees.

Category:

Research Cited: ALSDE

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach serves as a mentor for first year teachers. Other experienced teachers mentor new teachers informally. The mentor models professional learning and growth through participation in job-embedded professional development activities. The mentor also communicates and collaborates with the novice teacher.	Recruitment and Retention	08/10/2016	05/26/2017	$0 - No Funding Required	Instructional Coach and All Staff

Measurable Objective 2:

demonstrate a behavior students will increase the amount of books read by 05/26/2017 as measured by the ARI program.

Strategy1:

Reading Promotion - The library will increase the amount of books and ebooks based on the students interest.

Category: Other - Library

Research Cited: Research shows if provided with reading material of interest, students are more likely to read the material.

Activity - Purchase of Library Books and ebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the amount of Books and ebooks in our School Library based on student interest.	Other - Provide students and teachers with books	10/01/2016	09/29/2017	$0 - Title I Schoolwide	Librarian

Measurable Objective 3:

demonstrate a proficiency Increase the number of classrooms that implement the 5 compontents of strategic teaching by 05/26/2017 as measured by the percentage of each item on the walkthrough form that is reported as "evidence noted"..

Strategy1:

Instructional Professional Development - Professional development will be provided to teachers for improving their understanding and ability to provide supports for graduating college-and-career ready students.

Category: Develop/Implement Professional Learning and Support

Research Cited: College and Career Ready Standards

Activity - Professional Development opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional PD opportunities will be available to teachers throughout the 2016-2017 school year.	Professional Learning	10/01/2016	09/29/2017	$1000 - Title I Schoolwide	All Certified staff

Activity - Core/Non-Core Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers, non-core teahers and Administrators will participate in professional learning activities	Professional Learning	10/01/2016	09/29/2017	$1690 - State Funds	Administrators and teachers

Activity - Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
While teachers are at a PD class, the substitute will implement the objective/standard for the day.	Other - substitutes	10/01/2016	09/29/2017	$680 - Title I Schoolwide	All certified staff

Activity - CCRS Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will participate in the CCRS PD's at the beginning of the 2016-2017 School year.	Professional Learning	08/04/2016	08/04/2016	$0 - No Funding Required	All certified staff

Activity - Components of strategic teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the 5 components of strategic teaching	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	All certified Staff

Activity - Core teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers and administrators will participate in professional learning activities.	Professional Learning	10/01/2016	09/29/2017	$3780 - Title II Part A	All core teachers and administrators

Measurable Objective 4:

demonstrate a proficiency (2.1) an increase in teacher use of technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility by 05/24/2019 as measured by Transform 2020 teacher survey questions 1,2,3, and 4.

Strategy1:

Professional development - Professional development will be provided to teachers

Category:

Research Cited: Various articles supporting professional development strategies

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Personnel will attend relevant conferences for exploring and learning emerging technologies and best practices to provide information and insight upon return for future planning	Professional Learning	08/19/2013	05/24/2019	$0 - No Funding Required	teachers

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be provided based on need to all teachers, administrators, instructional coaches and instructional aides to strengthen and support teacher productivity and classroom instruction.	Professional Learning	09/19/2013	05/24/2019	$0 - No Funding Required	technology integration specialist, principal, teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Student Achievement

Measurable Objective 1:

demonstrate a proficiency 4% increase of K-11 students in Reading by 05/26/2017 as measured by STAR Early Literacy and STAR Reading Assessments.

Strategy1:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Strategy2:

Skills Based Explicit Reading Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students

are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Tutoring Sessions during the school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 2.5 hours for 94 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$3038 - Title I Schoolwide	Administrators and all certified teachers

Activity - Purchase of Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase instructional materials and supplies.	Academic Support Program	10/01/2016	09/29/2017	$8660 - Title I Schoolwide	All certified staff

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be levelized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Certified Teacher and Instructional Coach

Measurable Objective 2:

demonstrate a proficiency The School's graduation rate will improve by 2% by 05/26/2017 as measured by the percentage of students that graduate with a high shcool diploma..

Strategy1:

Response to Intervention (RtI) - An assessment will be administered to determine students' current academic level. Students not meeting minimum level will receive additional instructional time (Tier II and/or Tier III.)

Category: Develop/Implement Learning Supports

Research Cited: Students receiving an early intervention will be more likely to remain at grade level.

Activity - STAR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will administer the STAR assessment 3 times a year with remediation being administered by the Instructional Coach and the Classroom teacher for students that are non proficient.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Instructional Coach and Classroom teachers

Strategy2:

Part-time Instructional English Teacher - We will provide a part-time certified English teacher to our high school students during the second semester of the 2016-2017 school year. This will provide smaller class sizes and more individualized instruction to our students. The part-time certified English teacher will be employed for 3 hours a day/ 3 days per week for a total of 80 days of the 2016-2017 school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Part-time English teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The part-time instructional English teacher will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities.	Academic Support Program Class Size Reduction	01/02/2017	05/26/2017	$7110 - Title I Schoolwide	Administrators and certified teacher

Strategy3:

Instructional Class-size reduction Teacher - An Instructional teacher will be employed as a class size reduction teacher. This will help meet the needs of the students by teacher/student ratio.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students tend to progress to higher levels in a smaller classroom setting.

Activity - Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The substitutes will implement the objective for the day.	Other - Substitutes	10/01/2016	09/29/2017	$952 - Title I Schoolwide	Title I representative

Activity - Instructional Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class size reduction teacher will give direct instruction in the classroom	Class Size Reduction	10/01/2016	09/29/2017	$60094 - Title I Schoolwide	Principal and Instructional teacher

Measurable Objective 3:

demonstrate a proficiency 4% increase of K-11 students in Math by 05/26/2017 as measured by STAR Math assessment.

Strategy1:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Strategy2:

Skills Based Explicit Math Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be individualized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	All certified staff

Activity - Tutoring sessions during the school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 7 hours for 65 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$5882 - Title I Schoolwide	Administrator and tutor

Measurable Objective 4:

demonstrate a proficiency Increase in Parent involvement by 05/27/2016 as measured by the amount of parents participating in school activities.

Strategy1:

Parent Involvement - Increasing parent involvement, for the purpose of improving student outcomes, is now an important goal at every school. However, school staff are challenged to use limited resources in a way that ensures increased parental involvement. Families In Schools staff builds the capacity of school staff by increasing their knowledge, skills, and confidence such that parent involvement increases at every grade level and for every student.

Category: Implement Community Based Support and Intervention System

Research Cited: Statistics show an increase in a child's success based on parent involvement.

Activity - Parental Involvement Materials & Supplies for instructional meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of materials & supplies will increase our parent involvement meetings.	Community Engagement	10/01/2016	09/29/2017	$97 - Title I Schoolwide	Title I representative

Activity - Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I representative will use copies to generate enough newletters for K-12 students and to provide additional community engagement and/or parental involvement.	Parent Involvement Community Engagement	08/10/2016	09/29/2017	$0 - No Funding Required	Title I representative

Activity - Title I Representative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I representative will promote Parent Involvement and help struggling students with academic needs.	Academic Support Program Community Engagement	08/10/2016	05/26/2017	$2395 - Title I Schoolwide	Title I representative

Activity - Additional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will be held throughout the year in hopes to increase parent involvement.	Parent Involvement	08/10/2016	09/29/2017	$0 - No Funding Required	Administrators and Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.	Parent Involvement	02/16/2017	02/16/2017	$500 - Title I Schoolwide	Title I representative

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School cast will increase the information reaching our parents by calling them individually.	Community Engagement	08/10/2016	09/29/2017	$604 - Title I Schoolwide	Principal

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of our Title I annual meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/07/2016	09/07/2016	$0 - No Funding Required	Administrators and Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This interactive workshop provides parents of students with ADD/ADHD practical strategies that will help them better assist their learners at home as well as help them better collaborate with the school in order to further academic gains.	Parent Involvement	11/17/2016	11/17/2016	$500 - Title I Schoolwide	Title I representative

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Student Achievement

Measurable Objective 1:

demonstrate a proficiency The School's graduation rate will improve by 2% by 05/26/2017 as measured by the percentage of students that graduate with a high shcool diploma..

Strategy1:

Part-time Instructional English Teacher - We will provide a part-time certified English teacher to our high school students during the second semester of the 2016-2017 school year. This will provide smaller class sizes and more individualized instruction to our students. The part-time certified English teacher will be employed for 3 hours a day/ 3 days per week for a total of 80 days of the 2016-2017 school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Part-time English teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The part-time instructional English teacher will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities.	Class Size Reduction Academic Support Program	01/02/2017	05/26/2017	$7110 - Title I Schoolwide	Administrators and certified teacher

Strategy2:

Instructional Class-size reduction Teacher - An Instructional teacher will be employed as a class size reduction teacher. This will help meet the needs of the students by teacher/student ratio.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students tend to progress to higher levels in a smaller classroom setting.

Activity - Instructional Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class size reduction teacher will give direct instruction in the classroom	Class Size Reduction	10/01/2016	09/29/2017	$60094 - Title I Schoolwide	Principal and Instructional teacher

Activity - Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The substitutes will implement the objective for the day.	Other - Substitutes	10/01/2016	09/29/2017	$952 - Title I Schoolwide	Title I representative

Strategy3:

Response to Intervention (RtI) - An assessment will be administered to determine students' current academic level. Students not meeting minimum level will receive additional instructional time (Tier II and/or Tier III.)

Category: Develop/Implement Learning Supports

Research Cited: Students receiving an early intervention will be more likely to remain at grade level.

Activity - STAR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will administer the STAR assessment 3 times a year with remediation being administered by the Instructional Coach and the Classroom teacher for students that are non proficient.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Instructional Coach and Classroom teachers

Measurable Objective 2:

demonstrate a proficiency 4% increase of K-11 students in Math by 05/26/2017 as measured by STAR Math assessment.

Strategy1:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Strategy2:

Skills Based Explicit Math Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Tutoring sessions during the school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 7 hours for 65 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$5882 - Title I Schoolwide	Administrator and tutor

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be individualized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	All certified staff

Measurable Objective 3:

demonstrate a proficiency 4% increase of K-11 students in Reading by 05/26/2017 as measured by STAR Early Literacy and STAR Reading Assessments.

Strategy1:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work

and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Strategy2:

Skills Based Explicit Reading Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be levelized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Certified Teacher and Instructional Coach

Activity - Tutoring Sessions during the school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 2.5 hours for 94 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$3038 - Title I Schoolwide	Administrators and all certified teachers

Activity - Purchase of Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase instructional materials and supplies.	Academic Support Program	10/01/2016	09/29/2017	$8660 - Title I Schoolwide	All certified staff

Measurable Objective 4:

demonstrate a proficiency Increase in Parent involvement by 05/27/2016 as measured by the amount of parents participating in school activities.

Strategy1:

Parent Involvement - Increasing parent involvement, for the purpose of improving student outcomes, is now an important goal at every school. However, school staff are challenged to use limited resources in a way that ensures increased parental involvement. Families In Schools staff builds the capacity of school staff by increasing their knowledge, skills, and confidence such that parent involvement increases at every grade level and for every student.

Category: Implement Community Based Support and Intervention System

Research Cited: Statistics show an increase in a child's success based on parent involvement.

Activity - Title I Representative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I representative will promote Parent Involvement and help struggling students with academic needs.	Academic Support Program Community Engagement	08/10/2016	05/26/2017	$2395 - Title I Schoolwide	Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This interactive workshop provides parents of students with ADD/ADHD practical strategies that will help them better assist their learners at home as well as help them better collaborate with the school in order to further academic gains.	Parent Involvement	11/17/2016	11/17/2016	$500 - Title I Schoolwide	Title I representative

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of our Title I annual meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/07/2016	09/07/2016	$0 - No Funding Required	Administrators and Title I representative

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School cast will increase the information reaching our parents by calling them individually.	Community Engagement	08/10/2016	09/29/2017	$604 - Title I Schoolwide	Principal

Activity - Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I representative will use copies to generate enough newletters for K-12 students and to provide additional community engagement and/or parental involvement.	Community Engagement Parent Involvement	08/10/2016	09/29/2017	$0 - No Funding Required	Title I representative

Activity - Additional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will be held throughout the year in hopes to increase parent involvement.	Parent Involvement	08/10/2016	09/29/2017	$0 - No Funding Required	Administrators and Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.	Parent Involvement	02/16/2017	02/16/2017	$500 - Title I Schoolwide	Title I representative

Activity - Parental Involvement Materials & Supplies for instructional meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of materials & supplies will increase our parent involvement meetings.	Community Engagement	10/01/2016	09/29/2017	$97 - Title I Schoolwide	Title I representative

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Student Achievement

Measurable Objective 1:

demonstrate a proficiency Increase in Parent involvement by 05/27/2016 as measured by the amount of parents participating in school activities.

Strategy1:

Parent Involvement - Increasing parent involvement, for the purpose of improving student outcomes, is now an important goal at every school. However, school staff are challenged to use limited resources in a way that ensures increased parental involvement. Families In Schools staff builds the capacity of school staff by increasing their knowledge, skills, and confidence such that parent involvement increases at every grade level and for every student.

Category: Implement Community Based Support and Intervention System

Research Cited: Statistics show an increase in a child's success based on parent involvement.

Activity - Additional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will be held throughout the year in hopes to increase parent involvement.	Parent Involvement	08/10/2016	09/29/2017	$0 - No Funding Required	Administrators and Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This interactive workshop provides parents of students with ADD/ADHD practical strategies that will help them better assist their learners at home as well as help them better collaborate with the school in order to further academic gains.	Parent Involvement	11/17/2016	11/17/2016	$500 - Title I Schoolwide	Title I representative

Activity - Parental Involvement Materials & Supplies for instructional meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of materials & supplies will increase our parent involvement meetings.	Community Engagement	10/01/2016	09/29/2017	$97 - Title I Schoolwide	Title I representative

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of our Title I annual meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/07/2016	09/07/2016	$0 - No Funding Required	Administrators and Title I representative

Activity - Title I Representative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I representative will promote Parent Involvement and help struggling students with academic needs.	Academic Support Program Community Engagement	08/10/2016	05/26/2017	$2395 - Title I Schoolwide	Title I representative

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School cast will increase the information reaching our parents by calling them individually.	Community Engagement	08/10/2016	09/29/2017	$604 - Title I Schoolwide	Principal

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.	Parent Involvement	02/16/2017	02/16/2017	$500 - Title I Schoolwide	Title I representative

Activity - Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I representative will use copies to generate enough newletters for K-12 students and to provide additional community engagement and/or parental involvement.	Community Engagement Parent Involvement	08/10/2016	09/29/2017	$0 - No Funding Required	Title I representative

Measurable Objective 2:

demonstrate a proficiency The School's graduation rate will improve by 2% by 05/26/2017 as measured by the percentage of students that graduate with a high shcool diploma..

Strategy1:

Part-time Instructional English Teacher - We will provide a part-time certified English teacher to our high school students during the second semester of the 2016-2017 school year. This will provide smaller class sizes and more individualized instruction to our students. The part-time certified English teacher will be employed for 3 hours a day/ 3 days per week for a total of 80 days of the 2016-2017 school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Part-time English teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The part-time instructional English teacher will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities.	Academic Support Program Class Size Reduction	01/02/2017	05/26/2017	$7110 - Title I Schoolwide	Administrators and certified teacher

Strategy2:

Instructional Class-size reduction Teacher - An Instructional teacher will be employed as a class size reduction teacher. This will help meet the needs of the students by teacher/student ratio.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students tend to progress to higher levels in a smaller classroom setting.

Activity - Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The substitutes will implement the objective for the day.	Other - Substitutes	10/01/2016	09/29/2017	$952 - Title I Schoolwide	Title I representative

Activity - Instructional Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class size reduction teacher will give direct instruction in the classroom	Class Size Reduction	10/01/2016	09/29/2017	$60094 - Title I Schoolwide	Principal and Instructional teacher

Strategy3:

Response to Intervention (RtI) - An assessment will be administered to determine students' current academic level. Students not meeting minimum level will receive additional instructional time (Tier II and/or Tier III.)

Category: Develop/Implement Learning Supports

Research Cited: Students receiving an early intervention will be more likely to remain at grade level.

Activity - STAR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will administer the STAR assessment 3 times a year with remediation being administered by the Instructional Coach and the Classroom teacher for students that are non proficient.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Instructional Coach and Classroom teachers

Measurable Objective 3:

demonstrate a proficiency 4% increase of K-11 students in Reading by 05/26/2017 as measured by STAR Early Literacy and STAR Reading Assessments.

Strategy1:

Skills Based Explicit Reading Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Tutoring Sessions during the school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 2.5 hours for 94 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$3038 - Title I Schoolwide	Administrators and all certified teachers

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be levelized to reach all learning styles. Tier 2 intervetion times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Certified Teacher and Instructional Coach

Activity - Purchase of Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase instructional materials and supplies.	Academic Support Program	10/01/2016	09/29/2017	$8660 - Title I Schoolwide	All certified staff

Strategy2:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Measurable Objective 4:

demonstrate a proficiency 4% increase of K-11 students in Math by 05/26/2017 as measured by STAR Math assessment.

Strategy1:

Skills Based Explicit Math Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be individualized to reach all learning styles. Tier 2 intervention times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	All certified staff

Activity - Tutoring sessions during the school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide during-school tutoring opportunities for students who need additional small group instruction in weak skill areas. Students will receive tutoring from a non-certified teacher for 7 hours for 65 days of the 2016-2017 school year.	Academic Support Program	10/01/2016	05/26/2017	$5882 - Title I Schoolwide	Administrator and tutor

Strategy2:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

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

Goal 1:

Collaborative Organizational Culture

Measurable Objective 1:

collaborate to teachers to inform of EL procedures and WIDA standards by 05/26/2017 as measured by meeting sign in sheets and professional development documents and sign in sheets.

Strategy1:

EL procedures and WIDA standards - Teachers will be trained on the Cherokee County EL procedures and WIDA can do descriptors and standards.

Category: Develop/Implement Turnaround Principles

Research Cited: N/A

Activity - EL/WIDA training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the Cherokee County EL procedures and WIDA can do descriptors and standards.	Policy and Process Professional Learning	08/05/2016	08/05/2016	$0 - No Funding Required	Administrators, Title I representative, all certified staff

Activity - Samuel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I representative will attend Samuel trainings throughout the year, then turnaround the material learned to the sfaff of GHS.	Professional Learning	08/10/2016	05/26/2017	$0 - No Funding Required	Title I representative

Activity - AMAOs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning of AMAOs. Title III Annual Measurable Achievement Objectives (AMAOs).	Policy and Process	08/05/2016	08/05/2016	$0 - No Funding Required	Title I representative

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Student Achievement

Measurable Objective 1:

demonstrate a proficiency 4% increase of K-11 students in Math by 05/26/2017 as measured by STAR Math assessment.

Strategy1:

Skills Based Explicit Math Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

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Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Measurable Objective 2:

demonstrate a proficiency 4% increase of K-11 students in Reading by 05/26/2017 as measured by STAR Early Literacy and STAR

Reading Assessments.

Strategy1:

RtI Instructional Services - The tutors will give individualized instructional services to meet the needs of students based on their class work and STAR assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Studies have shown an increase in student achievement when student are identified early and given Tier II & Tier III instruction.

Activity - RtI Instructional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The tutor will give instructional support to meet the needs of students in Tier II and Tier III.	Academic Support Program	10/01/2016	05/26/2017	$0 - No Funding Required	Supervising Teachers and tutor

Strategy2:

Skills Based Explicit Reading Instruction - All teachers in K-11 will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities. The RtI model of tiered instruction will be utilized in every classroom to ensure that each individual student is receiving the specific strategies that are needed in order to be successful.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

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Teachers will purchase instructional materials and supplies.	Academic Support Program	10/01/2016	09/29/2017	$8660 - Title I Schoolwide	All certified staff

Activity - Utilize small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 instruction will be grade level instruction but will be levelized to reach all learning styles. Tier 2 intervetion times have been embedded into each teacher's schedule so that they can give appropriate interventions each day. This intervention is for students still struggling outside of Tier 1 instruction. Tier 3 intervention will be take place on a pull out schedule and be delivered by the Instructional Coach. This intervention is for students who still need reinforcement in skills and are considered below grade level.	Direct Instruction	08/10/2016	05/26/2017	$0 - No Funding Required	Certified Teacher and Instructional Coach

Measurable Objective 3:

demonstrate a proficiency The School's graduation rate will improve by 2% by 05/26/2017 as measured by the percentage of students that graduate with a high shcool diploma..

Strategy1:

Part-time Instructional English Teacher - We will provide a part-time certified English teacher to our high school students during the second semester of the 2016-2017 school year. This will provide smaller class sizes and more individualized instruction to our students. The part-time certified English teacher will be employed for 3 hours a day/ 3 days per week for a total of 80 days of the 2016-2017 school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data from the STAR Early Literacy and Reading Assessments will be closely monitored and used by every teacher in the school to watch the progress of all students. Goals will be set for individual students and plans of action will be decided upon when students are not showing adequate progress. These plans will be made by the school Leadership team and classroom teachers based on data from: weekly tests, unit assessments, whole/small group observations, report card grades, STAR assessments, etc. Research based programs such as Compass Learning, Scott-Foresman Reading Street and My Sidewalks, Reniassance Place AR program will be used to aid in monitoring the progress of our students in all grades.

Activity - Part-time English teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The part-time instructional English teacher will focus on best practices and explicit instruction, as shown and guided by ARI trained Instructional Coach, during whole group and small group activities.	Class Size Reduction Academic Support Program	01/02/2017	05/26/2017	$7110 - Title I Schoolwide	Administrators and certified teacher

Strategy2:

Instructional Class-size reduction Teacher - An Instructional teacher will be employed as a class size reduction teacher. This will help meet the needs of the students by teacher/student ratio.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students tend to progress to higher levels in a smaller classroom setting.

Activity - Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The substitutes will implement the objective for the day.	Other - Substitutes	10/01/2016	09/29/2017	$952 - Title I Schoolwide	Title I representative

Activity - Instructional Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class size reduction teacher will give direct instruction in the classroom	Class Size Reduction	10/01/2016	09/29/2017	$60094 - Title I Schoolwide	Principal and Instructional teacher

Strategy3:

Response to Intervention (RtI) - An assessment will be administered to determine students' current academic level. Students not meeting minimum level will receive additional instructional time (Tier II and/or Tier III.)

Category: Develop/Implement Learning Supports

Research Cited: Students receiving an early intervention will be more likely to remain at grade level.

Activity - STAR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will administer the STAR assessment 3 times a year with remediation being administered by the Instructional Coach and the Classroom teacher for students that are non proficient.	Academic Support Program	08/10/2016	05/26/2017	$0 - No Funding Required	Instructional Coach and Classroom teachers

Measurable Objective 4:

demonstrate a proficiency Increase in Parent involvement by 05/27/2016 as measured by the amount of parents participating in school activities.

Strategy1:

Parent Involvement - Increasing parent involvement, for the purpose of improving student outcomes, is now an important goal at every school. However, school staff are challenged to use limited resources in a way that ensures increased parental involvement. Families In Schools staff builds the capacity of school staff by increasing their knowledge, skills, and confidence such that parent involvement increases at every grade level and for every student.

Category: Implement Community Based Support and Intervention System

Research Cited: Statistics show an increase in a child's success based on parent involvement.

Activity - Additional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will be held throughout the year in hopes to increase parent involvement.	Parent Involvement	08/10/2016	09/29/2017	$0 - No Funding Required	Administrators and Title I representative

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School cast will increase the information reaching our parents by calling them individually.	Community Engagement	08/10/2016	09/29/2017	$604 - Title I Schoolwide	Principal

Activity - Title I Representative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I representative will promote Parent Involvement and help struggling students with academic needs.	Academic Support Program Community Engagement	08/10/2016	05/26/2017	$2395 - Title I Schoolwide	Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This interactive workshop provides parents of students with ADD/ADHD practical strategies that will help them better assist their learners at home as well as help them better collaborate with the school in order to further academic gains.	Parent Involvement	11/17/2016	11/17/2016	$500 - Title I Schoolwide	Title I representative

Activity - Parental Involvement Materials & Supplies for instructional meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purchase of materials & supplies will increase our parent involvement meetings.	Community Engagement	10/01/2016	09/29/2017	$97 - Title I Schoolwide	Title I representative

Activity - Parent Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.	Parent Involvement	02/16/2017	02/16/2017	$500 - Title I Schoolwide	Title I representative

Activity - Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I representative will use copies to generate enough newletters for K-12 students and to provide additional community engagement and/or parental involvement.	Community Engagement Parent Involvement	08/10/2016	09/29/2017	$0 - No Funding Required	Title I representative

Activity - Annual Title I meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of our Title I annual meeting is to explain our school's Title I program and to inform parents of their right to be involved in their child's education.	Parent Involvement	09/07/2016	09/07/2016	$0 - No Funding Required	Administrators and Title I representative

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All teachers at Gaylesville School are highly qualified.	

3. Describe how staffing decision ensure that qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Teachers will be assessed throughout the year with Eleot, EDUCATE Alabama and at minimum two administrative walkthroughs and one PLC walkthrough.

Component 4: Strategies to Attract Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

K-6 Teacher is NOT frequent. 8 of 10 elementary teachers have been employed 8+ years at Gaylesville, the 9th teacher has been employed at GHS for 4years and the 10th teacher has been teaching at Gaylesville 1 year but has been a teacher in the county for many years.

7-12th grade teacher turnover rate is more frequent than the elementary teachers. For the 2016-2017 school year, we lost and gained a Special Education Teacher and an English Teacher.

Administration turnover for the 2016-2017 year is consistent with the last FY.

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

K-6 The elementary faculty is experienced with 12 of 13 teachers having 13 or more years of experience.

7-12 The high school faculty is experienced with three of ten teachers having 13 or more years of experience.

All teachers at Gaylesville are highly qualified.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

7-12 Teachers have a high turnover rate. Some initiatives that are implemented to attempt to lower the turnover rate are coaching responsibilities and a mentoring program.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

The professional development activities included in our schoolwide plan include:

Teach like a pirate book study-This is also a portion of our professional learning plan for Educate AL

Kindergarten Conference

Samuel Training

Other professional development opportunities will be listed, as needed.

Professional development classes are offered throughout the school year to promote ongoing professional development.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Professional Development

Professional development classes are offered throughout the year, via Instructional Coach and Title I representative. Additional PDs are offered In-state and Out-of state to promote continuous learning of our state standards.

Parent Workshops

Parents are offered 2-3 FREE workshops a year. These workshops are based

on the assessment of the Parent Survey sent home at the beginning of the year.

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

Inexperienced teachers are given a mentor when first hired. The mentor is a teacher that has been teaching 7+ years.

For example, here are a few ways in which the mentor might support the mentee:

setting goals

developing an action plan

problem-solving

following through with a plan or commitment

The district is composing a mentoring program for first year teachers.

4. Describe how this professional development is "sustained and ongoing."

Our district provides built-in professional development days within the school year. Teachers are given the opportunity to flex days during the summer. These days are used for on-going professional development that is provided by our school district. Professional development is also based upon the teachers' individual self assessments in EducateAL. Depending on the teachers' weaknesses, they develop a PLP to help improve in the specific area. Information is also gathered from evaluations and walk-throughs.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

To make the transition from home to school, we offer a Pre-K program. This program allows children, ages 4, to attend school for basic social and emotional skills to prepare them for Kindergarten. We also offer a transitional period at the end of the year from Pre-K to Kindergarten. During this time Pre-K students and parents are invited into the Kindergarten classrooms to learn the procedures in place for the students and how parents can be involve in making the transition easier for their child. We also offer a transitional period at the end of the year from grade 6th to 7th grade to prepare the students for high school transitional classes.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Gaylesville Teachers are actively involved in decisions regarding the use of state academic data. State academic assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction.
-The faculty collaboratively studies the disaggregated data and results of the state assessment in grade level meetings and faculty meetings.

-RtI team evaluates data collected on referred students to determine if there are any indicators that would warrant changes in teachingstrategies, more in depth testing or referral for special services.

Multi-grade level meetings help identify any instructional gaps or overlaps that may occur in grades K-6.
Collaborative meetings for teachers in grades 7-12 will be held monthly. Due to the fact that each core subject has only one teacher, with the exception of Math, which has two teachers. Teachers will have the same students from year to year in many instances. This allows faculty members to collaborate on expectations for students and the consistency of a student's performance.
Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.
Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

1. student progress will be monitored weekly through weekly test, and on a 4 1/2 week cycle. If it is noticed that a student is not showing improvement, the school leadership team will convene to discuss further accommodations.

2.Approach to intervention will be adjusted.

3. Should it become necessary, a during the school tutoring session will be utilized.

4. Students struggling academically will conference with our RtI team. Principal, Instructional coach, Core teachers, Media Specialist and Counselor.

RtI- Response to Intervention is a program to help struggling students who experience difficulty mastering the State's academic achievement assessment standards. This allows the student to work on specific skills he or she is lacking.

1. Monthly Progress reports

2. Monthly Grade level meetings

3.Weekly core subject test monitored through INOW

4.Compass learning activities monitored

5.STAR reading progress monitored

6. IXL activities monitored

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

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

-Offering students free during-school tutoring sessions

-providing daily small group instruction and intervention for students identified as being below grade level using appropriate materials.

-utilizing the Instructional Coach to assist with students struggling in Reading.

-the PST assisting teachers in addressing the needs of struggling students and provides research-based instructions for those students.

-monthly data meetings conducted to discuss strategies and procedures that encourage student success.

-teachers reviewing student permanent records, test results, and other pertinent information to determine strengths and weaknesses of students.

-instituting a credit recovery program that has been proven to improve student retention thus improving the graduation rate and decreasing the drop-out rate.

-communicating with previous students and parents who have insight about the student's learning style.

-encouraging parental involvement in student education through school conferences, telephone conversations, emails, and notes.

-RtI Program- Students are seen two to three days a week for 20 minutes to work on skill specific instruction. This allows the student one-on-one time with our Title I tutor.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Our teachers use differentiated instruction in the classroom, based on the needs of their students. Tiers 1, 2, and 3 are used to help close the gap between our proficient, on-level, and below level students.

Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area. Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers using differentiated instruction match tasks, activities, and assessments with their students' interests, abilities, and learning preferences.

4. 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.

Throughout the year, we conduct Parent/Teacher nights. This allows the parents and teachers to collaborate about the child's academic strengths and weaknesses. Procedures will be put in place to close the gap between the student's strengths and weaknesses. We also offer during the school tutoring session.. Together, the student and tutor can work in a one-on-one setting for more individualized instruction to better meet the needs of the student.

Our 21st Century program, starting Dec.5th, 2016, will also provide opportunities for our struggling students to receive more academic support and reinforcement, as well as, provide enrichment activities with focus on STEM activities.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

We have one foreign exchange student. The student was given the W-APT and does not require any additional services. The school must be prepared to implement the following upon enrollment of a Migrant student:
-Convene a meeting of the Leadership team within 3 days.
-Conduct a comprehensive needs assessment that addresses special needs of the migrant students in preschool through grade 12.
-Make a commitment to assure that the unique educational needs of the migrant students, in preschool through grade 12 will be met.
-Design a comprehensive service delivery plan that meets the year round needs of migratory Pre-K-8 children and post to ACIP.
-Design a comprehensive service delivery plan that emphasizes high school drop-out prevention and increased graduation rates and post to ACIP.
-The Leadership team and PST team will prioritize procedures to establish the priority services are given to migratory children who are failing, or most at risk of failing (greatest need), to meet the state's challenging content and student performance standards and whose education has been interrupted during the regular school year.
-Establish a Plan for professional development programs for teachers and other program personnel to specifically assist the education of migrant children with priority given to the teachers of the migrant students.
-Equal access for migratory student to: 1) public preschool programs 2) extended school programs 3) Title I, and other supplemental programs provided during the regular school day.

-Design and implement a method to include migrant parents / guardians in meaningful dialogue to ensure the migratory children meet the same challenging, academic achievement standards that all children are expected to meet.

Our school counselor identifies homeless students upon enrollment and provides them with support through the McKinney Vento program. This program is funded through a grant and a county liaison is available to assist qualifying families with various needs, such as: school supplies, clothing tutoring, fees, class field trips, and class projects, Homeless students have access to all services and programs available to the rest of the students, including free and reduced lunch, Title I, and Special Education.

Upon enrollment, each student is given a Home Language Survey. If a second language is spoken in the home, the student will be given the WIDA Access Placement Test (W-APT). This will determine if a students is eligible to receive EL services. Supplemental services may be denied by the parents. Our EL committee will meet to determine a plan for the student . Possibilities include, but are not limited to, content area tutoring, pull-out for individual support, and intervention services. Grades are monitored and amendments can be made to the plan, if necessary. WIDA ACCESS for EL's would be given in the spring to determine English Language Proficiency. Standards are used to align curriculum with English Language Proficiency Standards. Students are capable of moving out of the EL program. If applicable, they will be on monitor 2 years. If AMAO's are not met, the parents will be separately notified within 30 days of the failure. Parent notification letters in other languages are available in TRANSACT.

Students who fall into the Tier IV Category of Special Education Classroom. The Special Education Inclusion Teacher also works collaboratively with the General Education Teacher to plan lessons to be Co-Taught within the General Education Curriculum.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

All students are allowed to take career tech classes and accommodations are made to allow classes to be accessible to SPE, free/reduced lunch, etc

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

State funds provide us with teacher units, counselors, instructional coach, media specialist, speech pathologist, and administrators which are necessary for learning. Federal funds allow us to enhance classroom opportunities, so students receive optimal instructional opportunities.State and federal funds provide for professional development. Professional Development improves teachers knowledge of research based strategies and tools, which improves teaching and learning. It is the expressed responsibility of all personnel to implement the goals of the ACIP in order to meet the academic needs of every student. Data is analyzed weekly and monthly through the use of formative and summative assessments. Teachers monitor the student's progress and determine areas of need. School-wide objectives and activities are based on data and change accordingly

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2016-2017 school year the state is funding 20.74 units, plus fringe benefits, teacher supply money, Technology money, Library Enhancement, Professional Development, EL, and Textbooks.

Title I- Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2016-2017 school year, Title I monies are used to fund parental involvement, parental involvement materials and supplies, pre-k, homeless liaison, and to purchase various materials/instructional supplies for classroom teachers. This budget total $91,809.00 with an additional $1,201.50 set aside for parental involvement, totaling $93,010.50 and is spent in addition to state/local funds.

Title II- Part A (Federal): This money will be used for Professional Development activities, Class-size reduction (CSR) teachers, instructional services. The Title II budget for 2016-2017 is $3780.00

Title VI- (Federal) These funds will be used for partial Pre-K salary, technology supplements, PD, travel, substitutes for Librarian, McKinney Vento services, Technology Hardware, and PD substitute for teachers. This budget total is $88200.
Gaylesville
FTE 0.59 $19,805.04 Salary for Auxiliary Teacher
Materials & Supplies $194.96

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All students at GHS, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services,

Special Education services, At Risk, McKinney Vento, and counseling services. Also, GHS 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 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 student are held without being stigmatized or isolated.

The counselor identifies limited-English proficient students upon enrollment. The counselor and assistant identify migrant students upon enrollment. School counselors are responsible for identifying homeless students upon enrollment and providing them with support. Gaylesville School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Referral Coordinator tracks referrals and sends notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Gaylesville School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, EL services, 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. Neglected/delinquent students are identified at Gaylesville School when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Attendance Officer, or parent. The school counselor and administrator identify possible needed services for neglected students.

Component 10: Evaluation

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

The schoolwide program is evaluated regularly through walk-throughs, surveys, PLC, professional development plans, data meetings and by CIP reflections. Surveys are completed by parents, students, and teachers to gather feedback, Data and grade level meetings allow teachers to collaborate on strategies that will help meet the goals included in the CIP plan. Annually a comprehensive mid-year review is held where stakeholders including parents, district administrators, students, and community members are invited to participate as part of a review team. Responses collected through teacher interviews are used to evaluate implementation of the schoolwide plan. A final meeting will be conducted at the end of the year to assess and self-evaluate the implementation of the schoolwide program (ACIP).The ACIP evaluation is upload in assurances.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The Leadership team collects and analyzes data in order to assess school needs. This committee takes the results from the State assessment and creates goals based on the strengths and weaknesses found in the assessment data. These goals are then shared with the faculty for feedback. This information is used to allocate money and other resources. The Leadership team is responsible for collecting, analyzing/reporting assessment data, and implementation of the CIP, allocating funds for activities programs, and materials based on the results of the school-wide needs assessment, disseminating information to staff regarding professional development opportunities such as workshops and learning opportunities. A meeting will be conducted at the end of the year to analyze the overall effectiveness of our schoolwide plan. The data will be used to revise the schoolwide program for the following year. Strategies may change or stay the same depending on the results of the assessments

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The leadership team conducts a meeting to determine the effectiveness of the school-wide program and to determine the strengths and weaknesses of the program. Revisions will be made for the next FY school-wide program.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The effectiveness of the school-wide program is determined by the increase in the achievement of students who are furthest from achieving standards. Data from State assessments, STAR, ASPIRE, ACT, graduation rate, and classroom test data of each student is analyzed. We review the strategies and action steps to be sure that various forms of differentiated instruction were included to reach all students. Grade level weekly/meetings are held monthly to track progress toward goals. PST meetings are also held to address individual needs. During these meetings, we discuss patterns, strategies, and interventions to promote achievement.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes, some goals are kept from year to year. These goals are vital for our students to achieve academic progress throughout their school career. Therefore, these goals should remain from year to year. However, objectives and activities will change from year to year. Results of walk-throughs and PLCs are shared with teachers to determine next steps for individuals and as a whole. We determine what goals have been achieved and those that need continued support. During this time the faculty is asked to reflect on student progress and determine if the practices in place are the most effective way to reach students.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

For the FY17, we have decided to have four goals system-wide. Under each of these goals will be a plethora of objectives and activities. Our focus goals for this year will be student achievement, culture, technology, and professional learning. Our goals cover a large amount of strategies and activities that address our comprehensive needs assessment.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	24.24	20.74	1,257,909.00
Administrator Units	1.00	1.0	105,966.30
Assistant Principal	1.00	1.0	81,888.86
Counselor	1.00	1.0	76,622.85
Librarian	1.00	1.0	75,459.60
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	4,105.00
Professional Development	0.00	0	1,546.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	9,828.00
Library Enhancement	0.00	0.0	515.00
Totals			1,613,840.61

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	113010.5

Provide a brief explanation and breakdown of expenses.

$20000.00 Pre-K Title 1 District Initiative Set Aside

$19,805.04 Salary & Benefits FTE0.59

$194.96 Materials & Supplies

$1,201.50 Parent Involvement (Not part of the School Allocation)

$500.00 Parent Workshop

$97.12 Materials and Supplies

$604.38 School Cast

-$91,809.00 School Allocation

$60,093.74- Patricia Smith- Kindergarten Teacher

$952.00- Substitutes-14 days

$7,109.52- Teacher tutor

$3,037.70- Non-certified tutor

$5,881.51- Non-certified tutor

$2,394.60-Teacher Supplement

$8,659.92- Materials and Supplies

$500.00- Parent Workshops

$1,500.00- Computer Hardware

$1,000.00- Professional Development

$680.00- Substitute for PD

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	1690.43

Provide a brief explanation and a breakdown of expenses.

$1,690.43 Professional Development activities voted on by our budget committee

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	12658.42

Provide a brief explanation and a breakdown of expenses.

FTE 0.15 Pre-K Teacher

$11,158.42- Lynn Colbert

$1,500- Library

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	125000.0

Provide a brief explanation and a breakdown of expenses.

21st Century Breakdown of expenses- $125,000.00

$74,569.61- Salary

$5,704.58- FICA/Medicare

$7,244.96- Retirement

$52.20- Unemployment Compensation

$5,500.00- Professional Development

$300.00- Contract other staff (CPR)

$308.33 Transportation

$21,575.16- Materials and Supplies

$7,910.00- Other (Field trips, Evaluator, Parent Involvement, Supplies/consultants)

$1,835.16- Indirect Cost

Local Funds

Label	Question	Value
1.	Provide the total	18450.0

Provide a brief explanation and breakdown of expenses

Energy Savings Allocation

Bad Boy Lawn mower pay off- $4,505.15

Kawasaki Mule-$2,551.94

Campus Beautification-$6,292.91

Robotics-$1,300.00

Volleyball- $700.00

Baseball-$700.00

Softball-$700.00

Cheer-leading-$700.00

Football-$1,000.00

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

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

Parent Involvement is a point of emphasis for the 2016-17 school year. Every effort is made to find a convenient time to hold the annual meeting of all parents. The purpose of the meeting is to inform parents of Title I participation, its requirements, and their right to be involved and the schools desire for their involvement.

Gaylesville school will conduct an annual meeting to inform parents of the school's Title I program by sending a School Cast and newsletter to inform Parents of the annual meeting. The meeting will be held on September 7th, 2016 at 4:00 P.M. Parents will be given information regarding what it means to be a Title I School, how it is determined if a school receives Title I funds, and how the funds are used to enhance student learning and student achievement.
While conducting the meeting, the Title I representative will discuss the 1% set-aside,such as: School-cast, copies for our newsletter, and materials & supplies money for our parents workshops.

Parental involvement is highly encouraged throughout the school. During our Parent Night, at the beginning of the year, teachers and parents collaborate different ideas on how they can become more involved. We have parents and grandparents who come to special events such as Dr. Seuss week and Grandparents day. Some parents also volunteer time to help make copies for classroom teachers or helping with classroom projects.

2. 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.

Parent Involvement is a point of emphasis for the 2016-17 school year. Every effort is made to find a convenient time to hold the annual meeting of all parents. The purpose of the meeting is to inform parents of Title I participation, its requirements, and their right to be involved and the schools desire for their involvement.

1. We will be conducting the following Parent Workshops:

-Annual Title I meeting
-Anti-Bullying
-Helping your child succeed in school

We also have quarterly PTO meetings after students receive their progress reports/report cards. Parents are encouraged to contact their child's teacher(s) if they have any questions or concerns.

Monthly PTSO meetings are held to encourage Parent, Teacher, Student, and Community involvement with extra curricular activities, such as: Fall festivals, school dances, pageants, May day, etc.

2. During our Annual Title I meeting, parents are asked to sign-up for our Title I parent advisory committee and our ACIP committee.The Parent Advisory committee assist with promoting our Parent Workshops and also assist with the revision of our PIP, Compact, and Parent Survey. The ACIP committee assist in creating our continuing improvement plan and our budget for the FY.

3. Funds for parent involvement are being used by purchasing: materials & supplies for workshops, school-cast, and copies for our newsletter that is sent home monthly.

3. 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.

During the 2016-17 School Year, focus will be on:
School will use School Cast, School Sign and letters home to parents to provide parents timely information about programs under Title I. Parents will be informed at all Title meetings that they are have the right to submit comments/concerns to the Board of Education if the ACIP is not satisfactory. PTO meetings, academic extracurricular activities and athletic events will be used to encourage parents to volunteer and find a way to contribute to the needs of the school.
Parents of EL, Migrant, Immigrant and Special Needs students will be monitored for special communication needs by the school and any language barriers will be addressed by the ACIP team.

We notify parents of special events and dates about Title I parent workshops through the use of our monthly newsletter, school-cast, marquee, and flyers that are sent home weeks in advance of the workshops.

At the beginning of the year our school conducts a Parent Night. This year, our parent night was conducted on Monday, August 8th, 2016 at 4:00 P.M. The parent night informs our parents of the curriculum in use, types of assessments used in the classroom, and rules & expectations.

4. 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).

Parents, Teachers & Students work collaboratively to improve our School-Parent Compact. It is used as a resource during P/T conferences.

Our Parent Advisory committee meets annually to make changes needed to our Parental Involvement Plan (PIP), School-Parent Compact, and our Parent Survey, if needed.

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

Gaylesville's CIP is made available in the Library, the main office, and on our school webpage. A summary of our CIP is sent home to all parent(s)/guardian(s) and it is stated that if they have any concerns or questions reqarding our CIP to contact Mr. Hays or Mrs. Patricia Smith.

6a. 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:
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)

At the beginning of the year, we hold a "Parent" night. This night includes: meeting with your teacher, overview curriculum content, standards taught and how they relate to instruction, assessments, expectations, grading system, requirements, how parents can volunteer, etc.

We will also have quarterly meetings known as, PTO night, which includes: talking with the teacher about questions/concerns, reviewing grades, obtaining information about future projects, etc.

Progress reports are sent home every 4 weeks with our actual report card being every 9 weeks. Weekly assessments are sent home weekly in Elementary.

6b. 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:
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)

We will be conducting the following Workshops:

Annual Title I meeting

- Helping your child succeed-Workshop-includes creating your own homework kit.

-Anti-bullying

At the beginning of the year, we hold a "Parent" night. This night includes: meeting with your teacher, overview curriculum content, standards taught and how they relate to instruction, assessments, expectations, grading system, requirements, how parents can volunteer, etc. PTSO meetings will be monthly for special events and extra curricular activities.

We will also have quarterly meetings known as, PTO night, which includes: talking with the teacher about questions/concerns, reviewing grades, obtaining information about future projects, etc.

6c. 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:
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)

GHS staff will build a rapport with families and community stakeholders by informing them of important dates, providing them with opportunities to become active participants in building ties between parents, community stakeholders and school staff for the betterment of our student body.

At the beginning of the year, we hold a "Parent" night. This night includes: meeting with your teacher, overview curriculum content, standards taught and how they relate to instruction, assessments, expectations, grading system, requirements, how parents can volunteer, etc. PTSO meetings will be monthly for special events and extra curricular activities.

We will also have quarterly meetings known as, PTO night, which includes: talking with the teacher about questions/concerns, reviewing grades, obtaining information about future projects, etc.

All certified staff will have the opportunity to choose from several PD classes to best met the needs of their students, as well as their parents.

6d. 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:
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)

Gaylesville school will conduct an annual meeting to inform parents of the school's Title I program by sending a School Cast and newsletter to inform Parents of the annual meeting. The meeting will be held on September 3rd, 2015 at 4:00 P.M. Parents will be given information regarding what it means to be a Title I School, how it is determined if a school receives Title I funds, and how the funds are used to enhance student learning and student achievement.

While conducting the meeting, the Title I representative will discuss the 1% set-aside, such as: School-cast, stamps, copies for our newsletter, and materials & supplies money for our parents workshops.

Parental involvement is highly encouraged throughout the school. During our Parent Night, at the beginning of the year, teachers and parents collaborate different ideas on how they can become more involved. We have parents and grandparents who come to special events such as Dr. Seuss week and Grandparents day. Some parents also volunteer time to help make copies for classroom teachers or helping with classroom projects.

We will be conducting the following Workshops:

-Annual Title I meeting

-Helping your child with Homework-Workshop-Create your own homework kits-
In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.
Topics Covered Include:
-Helping Your Child to Set Goals
-Setting Expectations Properly
-Showing Your Child that You Think School is Important
-Understanding Your Child's Learning Style
-Study Strategies for Reading and Math According to Learning Style

ADD/ADHD-Workshop
Workshop Description
This interactive workshop provides parents of students with ADD/ADHD practical strategies that will help them better assist their learners at home as well as help them better collaborate with the school in order to further academic gains.
Items Covered in this workshop are as follows:

-Understanding Your Learning Style
-Identifying Your Child's Learning Style
-Creating an Effective Partnership with Your School for Your Student's Success
-Homework Tips
-Tips Parents Can Implement with ADD/ADHD Students Daily
-Implementing a Time Management Plan with Your Student

6e. 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:

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)

Gaylesville school will conduct an annual meeting to inform parents of the school's Title I program by sending a School Cast and newsletter to inform Parents of the annual meeting. The meeting will be held on September 5th, 2016 at 4:00 P.M. Parents will be given information regarding what it means to be a Title I School, how it is determined if a school receives Title I funds, and how the funds are used to enhance student learning and student achievement.

While conducting the meeting, the Title I representative will discuss the 1% set-aside,such as: School-cast, stamps, copies for our newsletter, and materials & supplies money for our parents workshops.

Parental involvement is highly encouraged throughout the school. During our Parent Night, at the beginning of the year, teachers and parents collaborate different ideas on how they can become more involved. We have parents and grandparents who come to special events such as Dr. Seuss week and Grandparents day. Some parents also volunteer time to help make copies for classroom teachers or helping with classroom projects.

We will be conducting the following Workshops:

-Annual Title I meeting

-Helping your child with Succeed-Workshop-Create your own homework kits-
In this workshop, parents are equipped with techniques that can be used to motivate the most reluctant of learners. Parents learn how to motivate their children to do better in school in the academic areas of reading and mathematics. Students can be motivated to change and you as the parent are able to be that agent of that change.
Topics Covered Include:
-Helping Your Child to Set Goals
-Setting Expectations Properly
-Showing Your Child that You Think School is Important
-Understanding Your Child's Learning Style
-Study Strategies for Reading and Math According to Learning Style

Anit-Bullying
Workshop Description
N/A

6f. 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:

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

If a parent request a parental involvement activity the ACIP/Parent Advisory committee will discuss the activity and possible determine the benefits to the students of GHS.

7. 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.

TRANS-ACT