ACIP

Good Hope Middle

Cullman County Board of Education

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Cullman, AL 35057-120

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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?

Good Hope Middle School has 318 students enrolled in grades 6th-8th. Good Hope Middle School is located in Cullman County in Good Hope, Alabama. Over the last several years, GHMS has grown due to new industry in Good Hope and the surrounding areas. There are 24 staff members at GHMS. This includes teachers, aides, administration, counselor, custodian, and nurse. The Good Hope Community is currently growing with approximately 2,500 in population. The school has 49% free and reduced lunches. The mission of Good Hope Middle is to provide a safe, challenging, learning environment for students to become life-long learners. Over the next five years, Cullman County Schools and Good Hope Middle will implement an overall Strategic Plan for the school system. The plan is to increase technology in the classroom through the implementation of Discovery Tech Book in all secondary Science classrooms. GHMS will be starting the second year of I21 Zone Training. Currently all teachers have a device used for instruction. At GHMS, currently there is one computer lab and eight mobile labs. This allows each grade level to have two labs to be used daily for instruction.   We are also in the process of changing classrooms from a traditional setting into a collaborative and cooperative environment by replacing student desks with tables. At GMHS we face daily challenges with two other free standing schools by having to share a nurse, gym, lunchroom, band room, faculty, and staff.

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.

The vision of Good Hope Middle School is quality education for every student. The mission is to provide a safe, challenging, learning environment for students to become life-long learners. The beliefs of GHMS are as follows:
We will prepare students for the transition to high school.

We will provide students with quality work standards & work ethics.

We will provide a rigorous curriculum and intervention programs to meet the needs of all students.

At GHMS teachers are trained in AMSTI and Laying the Foundation through A+ College Career Ready. These programs and initiatives provides teachers the training to increase student engagement and quality teaching.

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.

Over the last three years at GHMS, tiered instruction has taken place in the classroom by teachers. The school has identified reading and math as areas for improvement. Teachers meet weekly in Professional Learning Teams to discuss teaching strategies and technology that works in the classroom. Teachers meet every 4 weeks for Response to Intervention. During the 2016-17 school year some goals were set among the teachers. (1) increase student engagement everyday (2) assess daily (3) group procedures for students (3) use strategic teaching strategies to increase critical thinking and (4) provide alternate more advanced curriculum along with a schedule to allow for extra help.

Additional Information

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

not at this time

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.

In July the leadership team met and reviewed data and the previous CIP plan to prepare meeting with the faculty in September. The leadership team identified strengths and weaknesses to be addressed in the 2016-17 plan. In September 2016, the school leadership team and faculty (including parent members reviewed the 2015 Continuous Improvement Plan to asses the degree to which implemented strategies have been met. This information was obtained through ACT ASPIRE and STAR data. The staff and parents provided input on the following: Which areas have been successfully mastered and can be removed from this year's plan; the elements that have been mastered but still require continued monitoring during the 2016-17 school year; the elements that have not been mastered and must be included in the 2016-17 CIP. In September, the school leadership team along with parents and community member met to look at new Scantron data to compare to state assessment, school incident reports, and strategies for the goals identified.

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

The school leadership team which consist of the administration, classroom teachers, and ELL teacher, a parent, student, and the board member participated in the development of the continuous improvement plan. The leadership team had the responsibilities of identifying the strengths and weakness of the Good Hope Middle School according to state data. STAR data, SIR reports, and surveys.

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 school leadership team met to suggest strategies, activities, professional development, technology, and budget requirements for the CIP. When the draft was completed, the faculty along with leadership team reviewed and made changes where needed. The CIP for the 2016-17 will be shared with the district and available on the school website, administration office, and counselor's office. Requested modifications will be examined and decisions made by the school leadership team and faculty and staff will be made as needed throughout the school year. The finalized CIP will be sent to the district school board for approval and signatures.

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		GHM Data Comparison 16-17

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 acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected.	Level 3

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to ASPIRE data, 6th grade math was at Ready with 58% of students at/above meeting standards which each was a 4% increase.

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

Increase in Reading and Math ASPIRE scores from 2013-14 school year overall 41.67% at/above Reading, and 29.67% at/above Math to the 2015-16 school year 44% at/above Reading, and 44.33% at/above Math.   After reviewing the percentage increase there was a increase in all areas of 6th grade over the last three years, 7th grade increase in Reading and Math.Attendance Rate increased in all 3 areas with less students turned in for 5 unexcused absences. Mentoring Program was effective with student portfolios.

Which area(s) indicate the overall highest performance?

Math was overall highest performance in 6th grade having 58% of the students ready according to ACT ASPIRE

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

6th grade Math showed an increasing performance from 54% students Ready in 2014-15 to 58% Ready in 2015-16.

Between which subgroups is the achievement gap closing?

The gap between 7th and 8th grade Math is closing: 36% ready in 14-15 to 37.5% ready in 2015-16. The 6th- 8th Special Education students were a sub group that has been a focus on closing the gap. According to data, 6th grade Science and Math have improved readiness Levels from 35.5% in 2014-15 to 41.5% in 2015-16. 7th grade Reading showed a gap closing with improvement from 46% in 2014 to 56.5% in 2015 of students being ready. The special education students will be using Kahn Academy and IEP goals to close the gap.

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

2014-15 to 2015-16 school year reading and math according to ACT ASPIRE increased in every grade with exception of 7th grade Reading, Math and Science. STAR reports that the 6th grade math has 40% of students at/above 70 percentile meeting standards. All STAR reports indicate that the majority of our students are on watch and close to being ready. With comparing ASPIRE Scores with STAR data 7th grade math with special education students have been an area of weakness and a need of support. Reading and Math for 6th grade special education students according to STAR and ASPIRE indicate that they are on watch and in intervention with STAR and Aspire being close.

Areas in Need of Improvement

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

Reading/Math/Science are below expected levels of performance according to ACT ASPIRE in 7th grade. According to results, there was a 3% decrease in Reading, 4% in Math and 5% in Science.

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

Reading shows a negative trend in performance 8th grade over three years have decreased by 1.96%.
Motivating students according to surveys shows a negative trend in performance

Which area(s) indicate the overall lowest performance?

Reading for grade 8 shows overall lowest performance with a decrease in Reading according to ACT ASPIRE.

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

8th grade reading subgroup shows a trend toward decreasing performance with 2014-15 data on 7th grade being 45% Ready on ACT ASPIRE to 50% ready for 2015-16 ACT ASPIRE

Between which subgroups is the achievement gap becoming greater?

Achievement gap for 7th and 8th grade Reading is becoming greater with dropping 5% in ready among students

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

Reading ACT ASPIRE is consistent with STAR data

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.25
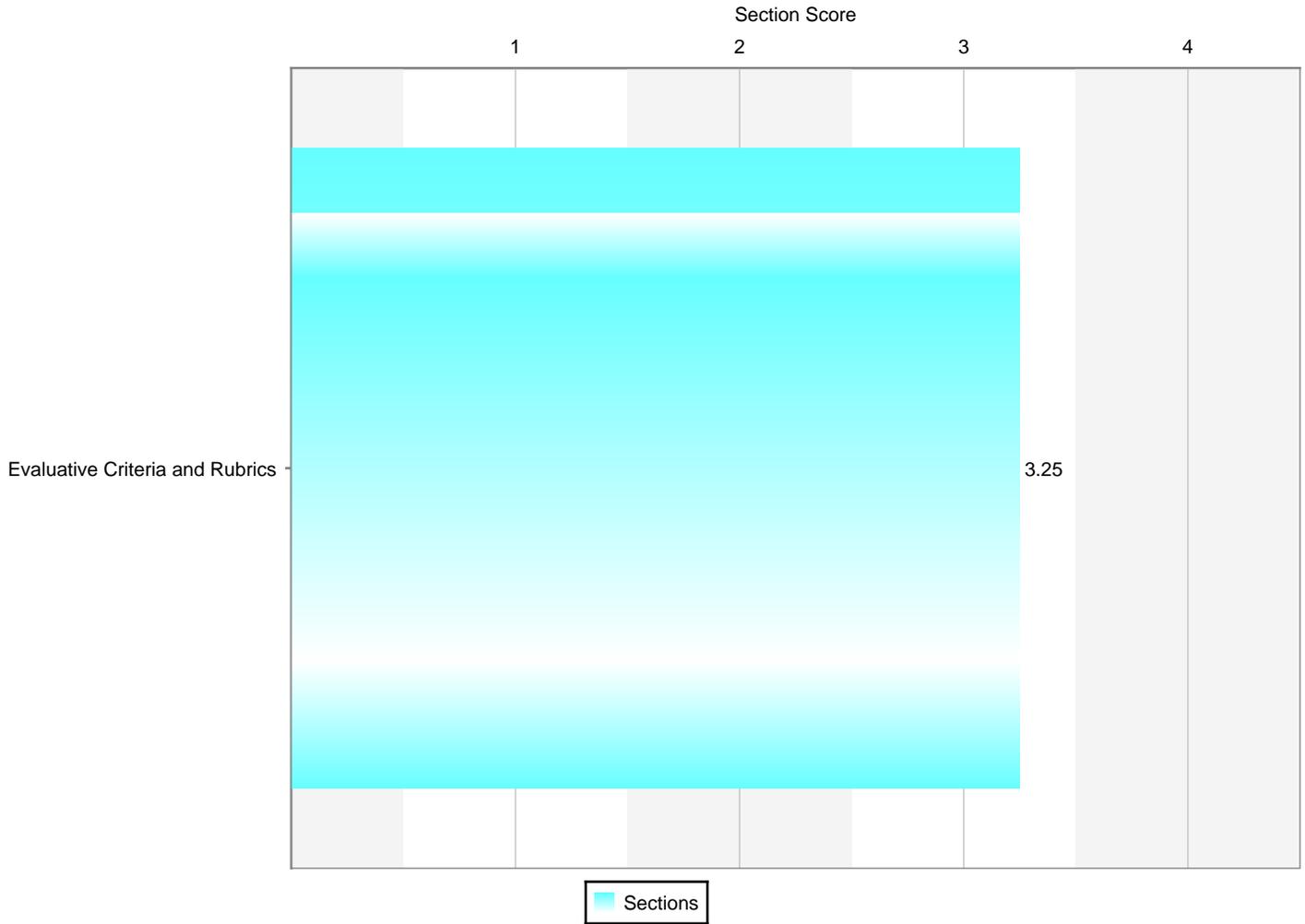
Sections

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		Leadership team

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		Assurances

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		#3 Assurances

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		Compact 6

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		Compact Compact Compact

2016-2017 Continuous Improvement Plan

Overview

Plan Name

2016-2017 Continuous Improvement Plan

Plan Description

2016-2017 Continuous Improvement Plan

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	Progression of EL students toward language acquistion	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
2	Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$14120
3	Learning Supports	Objectives: 1 Strategies: 2 Activities: 10	Organizational	$28350
4	Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: Progression of EL students toward language acquistion

Measurable Objective 1:

demonstrate a proficiency of 57% of English Learner students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. EL and classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE (Specially Designed Academic Instruction in English) to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	EL Teachers, Classroom Teachers with ELL students

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Academic Support Program, Direct Instruction, Professional Learning	08/10/2016	05/25/2017	$0	No Funding Required	EL Teachers, Classroom Teachers, Administration

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/10/2016	05/25/2017	$0	No Funding Required	EL Teachers, Classroom Teachers, and Administration

Goal 2: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 44% to 49%, Aspire Math from 43% to 48% by 05/25/2017 as measured by ACT ASPIRE.

Strategy 1:

Instructional Framework - Good Hope Middle has adopted and will be implementing the instructional framework as we teach the college and career standards across all content standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it takes by Richard Duford

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a common lesson plan that will be posted on each teacher's website by 3:00 P.M. Monday.	Parent Involvement, Academic Support Program, Direct Instruction	08/10/2016	05/25/2017	$0	No Funding Required	Faculty and administration

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Good Hope Middle will become a more performance based school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, I21 Zone and Discovery Education. Science teachers in grades 6 - 8 will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Teachers will use swivel devices and IPADS to record classroom instruction, teacher self evaluation tool and used as a review tool when students are absent.	Academic Support Program, Technology	08/10/2016	05/25/2017	$14120	No Funding Required, Title I Part A	Teachers and Administration

Activity - Universal Screener-Scantron	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| This year GHMS, along with all Cullman County School, will use SCANTRON as our universal screener for all students. It will be used to help identify students in need of intervention as well as students who may display dyslexic characteristics. All math, reading/english, and science teachers will screen students during the fall, winter and spring. | Academic Support Program, Direct Instruction | 08/10/2016 | 05/25/2017 | $0 | No Funding Required | 6th-8th grade teachers |

Activity - AMSTI/PRE-AP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th - 8th grade science teachers are trained to use and implement AMSTI as an instructional resource. Nine faculty members have participated in A+ College Ready/Laying the Foundation training. Pre-AP courses in Math and English are offered for 7th and 8th grade. Teacher's will be given opportunity visit classrooms within the building and other campuses to observe other teachers techniques using AMSTI/Pre-AP activities.	Academic Support Program, Direct Instruction, Career Preparation/Orientation	08/10/2016	05/25/2017	$0	No Funding Required	Teachers and Administration

Activity - Extracurriculars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Good Hope Middle School offers several academic-based extracurricular activities including: Robotics Team, Math Team, Scholar's bowl, and band	Extra Curricular	08/10/2016	05/25/2017	$0	No Funding Required	Faculty advisors/sponsors for each group

Goal 3: Learning Supports

Measurable Objective 1:

collaborate to Insure teachers and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy 1:

Professional Learning - members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality

of professional learning. Teachers will complete self evaluations and develop their PLP through Educatealabama. Principals will conduct walk through during the year

to provide feedback for teachers.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives. | Academic Support Program, Direct Instruction, Professional Learning, Behavioral Support Program, Technology | 08/10/2016 | 05/25/2017 | $0 | No Funding Required | Administration / Teachers |

Activity - PLT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet every week to discuss student achievement, behavior and, needs of each individual student.	Academic Support Program, Professional Learning, Behavioral Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Teachers/Administration

Activity - Technology Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first days of the 2016-17 teachers were offered choices on different classes they would like to take to advance their knowledge of technology.	Professional Learning, Technology	08/04/2016	08/04/2016	$0	No Funding Required	Administrator/ Teachers

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All subject level teachers in middle school and high school will meet 2 times during the year to discuss areas and standards in need of improvement & strategies to achieve improvement.	Academic Support Program, Professional Learning	08/10/2016	05/25/2017	$0	No Funding Required	High School and Middle School teachers

Activity - Focus School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monies from focus school funding will be used to buy additional technology devices, to include, Chromebooks and carts, etc. These purchases will be used to improve overall student performance. MobyMax will be used as an instructional tool to enhance the reading and math skills of all students and placing emphasis on the improvement of reading skills of students with special needs.	Academic Support Program	08/10/2016	05/25/2017	$22300	Title I School Improvement (ISI)	Teachers and Staff

Activity - Teacher Learning Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teacher will be given opportunities to participate in professional learning through activities such as: workshops, conferences and, classroom observations, etc. in order to improve overall instructional practice and student achievement.	Professional Learning	08/10/2016	05/25/2017	$3350	Title I Part A	Administration /Teacher

Strategy 2:

Student Suport Teams - Good Hope Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Problem Solving Teams - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PST meets every 4 weeks to analyze students data to identify students in need of support and intervention to succeed in school. In these meetings, the PST checks on the progress of students that have RTI plans and continues to screen for students who need support. The PST also Screens for students who may show dyslexic characteristics so that they can be further assessed and a plan can be put in place if they need intervention.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	$0	No Funding Required	PST coordinator, counselor,administrator and classroom teachers.

Activity - ABE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ABE (Alternative Behavior Educator) is a web-based program that allows the school administrator/teacher to provide student behavior that is directly affecting academic learning. ABE consists of three levels.	Behavioral Support Program	08/10/2016	05/25/2017	$2700	Title I School Improvement (ISI)	Administration /teachers

Activity - Advisor/Mentor Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet with students once a month to let the student Know that there is a personal contact on campus to provide the student with daily support. Using counseling curriculum the advisor/mentor will discuss grades, behavior, career interest inventory, homelife and any need the school can meet. Each student will keep the same mentor for three years.	Parent Involvement, Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Teacher

Activity - Family/Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A parent representative will attend district training then carry the information to their school for turn-around training to other parents during B4 High our parent/teacher organization.	Parent Involvement	08/10/2016	05/25/2017	$0	No Funding Required	Parent represenative

Goal 4: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/25/2017 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy 1:

Collect and utilize data resources - Good Hope middle school will collect, analyze and apply findings from various data sources to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every week teachers meet by grade level to reflect on Challenges, successes, and make strategies for improvement. Teachers will use scantron during to school year to evaluate student performance three times during the school year.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Teachers/Administration

Activity - Walk Through and ELEOT observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will conduct ELEOT observations for Good Hope Middle School twice during the school year. Administrators will also conduct classroom observations throughout the year to monitor instruction and student engagement.	Academic Support Program, Professional Learning	08/10/2016	05/25/2017	$0	No Funding Required	Administrators and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ABE	ABE (Alternative Behavior Educator) is a web-based program that allows the school administrator/teacher to provide student behavior that is directly affecting academic learning. ABE consists of three levels.	Behavioral Support Program	08/10/2016	05/25/2017	$2700	Administration /teachers
Focus School Support	Monies from focus school funding will be used to buy additional technology devices, to include, Chromebooks and carts, etc. These purchases will be used to improve overall student performance. MobyMax will be used as an instructional tool to enhance the reading and math skills of all students and placing emphasis on the improvement of reading skills of students with special needs.	Academic Support Program	08/10/2016	05/25/2017	$22300	Teachers and Staff
				Total	$25000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Learning Support	Teacher will be given opportunities to participate in professional learning through activities such as: workshops, conferences and, classroom observations, etc. in order to improve overall instructional practice and student achievement.	Professional Learning	08/10/2016	05/25/2017	$3350	Administration /Teacher
Digital Curriculum Implementation	Good Hope Middle will become a more performance based school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, I21 Zone and Discovery Education. Science teachers in grades 6 - 8 will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Teachers will use swivel devices and IPADS to record classroom instruction, teacher self evaluation tool and used as a review tool when students are absent.	Academic Support Program, Technology	08/10/2016	05/25/2017	$14120	Teachers and Administration

| | | | | **Total** | $17470 | |

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLT	Teachers meet every week to discuss student achievement, behavior and, needs of each individual student.	Academic Support Program, Professional Learning, Behavioral Support Program	08/10/2016	05/25/2017	$0	Teachers/Administration
Problem Solving Teams - RTI	The PST meets every 4 weeks to analyze students data to identify students in need of support and intervention to succeed in school. In these meetings, the PST checks on the progress of students that have RTI plans and continues to screen for students who need support. The PST also Screens for students who may show dyslexic characteristics so that they can be further assessed and a plan can be put in place if they need intervention.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	$0	PST coordinator, counselor,administrator and classroom teachers.
Lesson Plans	Teachers will use a common lesson plan that will be posted on each teacher's website by 3:00 P.M. Monday.	Parent Involvement, Academic Support Program, Direct Instruction	08/10/2016	05/25/2017	$0	Faculty and administration
Early Release	Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Academic Support Program, Direct Instruction, Professional Learning, Behavioral Support Program, Technology	08/10/2016	05/25/2017	$0	Administration / Teachers

Digital Curriculum Implementation	Good Hope Middle will become a more performance based school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, I21 Zone and Discovery Education. Science teachers in grades 6 - 8 will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Teachers will use swivel devices and IPADS to record classroom instruction, teacher self evaluation tool and used as a review tool when students are absent.	Academic Support Program, Technology	08/10/2016	05/25/2017	$0	Teachers and Administration
Walk Through and ELEOT observations	District Leadership Team will conduct ELEOT observations for Good Hope Middle School twice during the school year. Administrators will also conduct classroom observations throughout the year to monitor instruction and student engagement.	Academic Support Program, Professional Learning	08/10/2016	05/25/2017	$0	Administrators and teachers
Universal Screener-Scantron	This year GHMS, along with all Cullman County School, will use SCANTRON as our universal screener for all students. It will be used to help identify students in need of intervention as well as students who may display dyslexic characteristics. All math, reading/english, and science teachers will screen students during the fall, winter and spring.	Academic Support Program, Direct Instruction	08/10/2016	05/25/2017	$0	6th-8th grade teachers
Data Meetings	Every week teachers meet by grade level to reflect on Challenges, successes, and make strategies for improvement. Teachers will use scantron during to school year to evaluate student performance three times during the school year.	Academic Support Program	08/10/2016	05/25/2017	$0	Teachers/Administration
Extracurriculars	Good Hope Middle School offers several academic-based extracurricular activities including: Robotics Team, Math Team, Scholar's bowl, and band	Extra Curricular	08/10/2016	05/25/2017	$0	Faculty advisors/sponsors for each group
Vertical Team Meetings	All subject level teachers in middle school and high school will meet 2 times during the year to discuss areas and standards in need of improvement & strategies to achieve improvement.	Academic Support Program, Professional Learning	08/10/2016	05/25/2017	$0	High School and Middle School teachers
Technology Conference	During the first days of the 2016-17 teachers were offered choices on different classes they would like to take to advance their knowledge of technology.	Professional Learning, Technology	08/04/2016	08/04/2016	$0	Administrator/Teachers

AMSTI/PRE-AP	All 6th - 8th grade science teachers are trained to use and implement AMSTI as an instructional resource. Nine faculty members have participated in A+ College Ready/Laying the Foundation training. Pre-AP courses in Math and English are offered for 7th and 8th grade. Teacher's will be given opportunity visit classrooms within the building and other campuses to observe other teachers techniques using AMSTI/Pre-AP activities.	Academic Support Program, Direct Instruction, Career Preparation/Orientation	08/10/2016	05/25/2017	$0	Teachers and Administration
Teacher Collaboration for Goal Setting	EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/10/2016	05/25/2017	$0	EL Teachers, Classroom Teachers, and Administration
Family/Engagement	A parent representative will attend district training then carry the information to their school for turn-around training to other parents during B4 High our parent/teacher organization.	Parent Involvement	08/10/2016	05/25/2017	$0	Parent represenative
Green Folder Training	EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Academic Support Program, Direct Instruction, Professional Learning	08/10/2016	05/25/2017	$0	EL Teachers, Classroom Teachers, Administration
Data Analysis	At the beginning of school, the EL teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	$0	EL Teachers, Classroom Teachers with ELL students
Advisor/Mentor Groups	Teachers meet with students once a month to let the student Know that there is a personal contact on campus to provide the student with daily support. Using counseling curriculum the advisor/mentor will discuss grades, behavior, career interest inventory, homelife and any need the school can meet. Each student will keep the same mentor for three years.	Parent Involvement, Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	08/10/2016	05/25/2017	$0	Teacher
				Total	$0	

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		GHM Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The staff survey results indicate that Standard 1-Indicator 1.3: Leadership Implement Continuous Improvement Process as being overall highest indicator surveyed. Students indicated after taking surveys the area of Technology Standard 4-Indicator 4.5: Technology Infrastructure as overall highest. Parents indicated on surveys Standard 3-Indicator 3.9: One adult advocate as being overall highest level of satisfaction.

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

Technology Infrastructure is increasing and GHMS is following an advisory plan for mentors.

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

Parent and staff surveys indicate that families need to be engaged in meaningful ways while students indicate that leadership also needs to communicate with stakeholders. These findings are consistent from conversations that occur during parent conferences, phone calls, and emails.

Areas in Need of Improvement

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

Indicator 3.8: Engage families in meaningful ways is the lowest overall Indicator for parent's and staff, while students indicate Indicator 5.5: Leadership monitor and communicate student learning to stakeholders as being the lowest recorded Indicator.

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

Survey data shows that Indicator 3.8: Engage families in meaningful ways is decreasing in satisfaction among staff and parents.

What are the implications for these stakeholder perceptions?

Since Indicator 4.3 improve safe environment was a weakness, stakeholders are writing a safety plan and conducting ALICE training to promote a safer school environment.

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

Surveys are consistent with other stakeholder sources which include phone conversations, emails, and conferences with parents.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 3.5
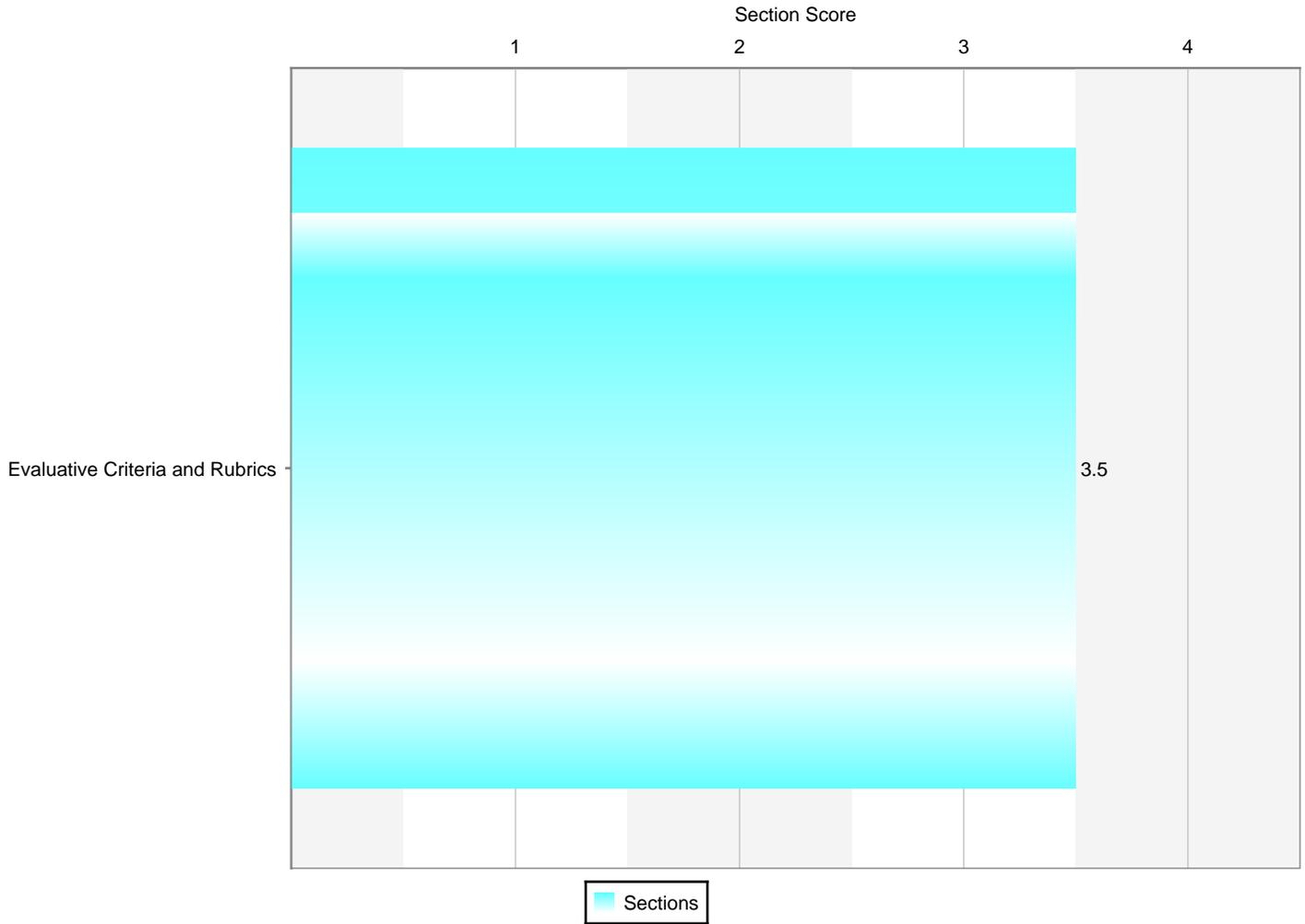
Sections

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 beginning of the school year in August, teachers meet to go over end of the 2015-16 STAR Reading and Math results and ACT ASPIRE to identify the students that are in need of support and urgent intervention. These students are a priority to have a schedule with intervention classes (Basic Skills) to improve academic achievement. The students are tested with SCANTRON at the beginning of the school year and scores are compared with ACT ASPIRE.

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

The teachers meet to look at the results of the Scantron test and ASPIRE test to align where the needs for improvements are in instruction. Scantron was administered to students in grades 6th-8th in the Fall of 2016. There were 296 students tested in Reading, Math and Science. Results indicate that Reading is a weakness from the testing. In the area of Reading GHMs had 38% of students at/above performance standard in Reading, GHMS had 46% of students at/above performance standards in Math, GHMS had 54% of students at/above performance standards in Science. ACT ASPIRE results indicated that Grade 6th 51% students were Ready in Reading, 7th Grade 38% were Ready, and 8th grade 45% were Ready. For the 2014 school year to the 2015 school year Grade 6 went from 42% Reading to 51% Reading and Math 41% to 54%. 7th grade went from 32% Reading at Ready to 38% and Math went from 23% to 40% Ready, and 8th grade went from 51% Reading Ready to 45% which was a decrease and math 25% to 32% ready. After teachers have the results on the test, they meet to identify areas that need improvement and to evaluate what changes need to be made such as increase student engagement and assessing daily.

3. What conclusions were drawn from the results?

Teachers met to discuss the conclusion to the test data. Overall Reading was 48.6% Ready in Reading and 52.6% Ready in Math out of 321 students tested in the Spring of 2016 on ACT ASPIRE. Scantron was given at the beginning of the 2016 school year and results show that reports overall 15% at/above in Reading and overall 23% at/above in Math. Teachers met among subject levels to discuss changes that needed to be made in instruction. Some changes were to check to make sure students not ready are in intervention. Assessing daily to check for understanding was also a change for the school year among the teachers. Teachers are meeting weekly in PLT's to look at ways to address students needs across the board.

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

After looking at Scantron data in Reading, Math and Science the percent of students scoring not ready and close will focus on content standards in study skills and be monitored every 4 weeks to assist struggling students.

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

Reading and Math goals were written to improve content standards for students in Tiered 2 and Tiered 3 instruction. Scantron Testing will be conducted three times a year and students in intervention (Basic Skills) will be progress monitored every four weeks.

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

The goals are written in reading and math for students to become more proficient and score Ready on the ACT ASPIRE.

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

The goals are written for all academic classrooms along with math and reading in basic skills classes.

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:

Learning Supports

Measurable Objective 1:

collaborate to Insrure teachers and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Student Suport Teams - Good Hope Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Advisor/Mentor Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet with students once a month to let the student Know that there is a personal contact on campus to provide the student with daily support. Using counseling curriculum the advisor/mentor will discuss grades, behavior, career interest inventory, homelife and any need the school can meet. Each student will keep the same mentor for three years.	Behavioral Support Program Academic Support Program Parent Involvement Career Preparation/ Orientation	08/10/2016	05/25/2017	$0 - No Funding Required	Teacher

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 44% to 49%, Aspire Math from 43% to 48% by 05/25/2017 as measured by ACT ASPIRE.

Strategy1:

Instructional Framework - Good Hope Middle has adopted and will be implementing the instructional framework as we teach the college and

career standards across all content standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it takes by Richard Duford

Activity - AMSTI/PRE-AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th - 8th grade science teachers are trained to use and implement AMSTI as an instructional resource. Nine faculty members have participated in A+ College Ready/Laying the Foundation training. Pre-AP courses in Math and English are offered for 7th and 8th grade. Teacher's will be given opportunity visit classrooms within the building and other campuses to observe other teachers techniques using AMSTI/Pre-AP activities.	Career Preparation/ Orientation Academic Support Program Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Teachers and Administration

Activity - Universal Screener-Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year GHMS, along with all Cullman County School, will use SCANTRON as our universal screener for all students. It will be used to help identify students in need of intervention as well as students who may display dyslexic characteristics. All math, reading/english, and science teachers will screen students during the fall, winter and spring.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	6th-8th grade teachers

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle will become a more performance based school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, I21 Zone and Discovery Education. Science teachers in grades 6 - 8 will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Teachers will use swivel devices and IPADS to record classroom instruction, teacher self evaluation tool and used as a review tool when students are absent.	Technology Academic Support Program	08/10/2016	05/25/2017	$14120 - Title I Part A $0 - No Funding Required	Teachers and Administration

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a common lesson plan that will be posted on each teacher's website by 3:00 P.M. Monday.	Academic Support Program Parent Involvement Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Faculty and administration

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

Goal 1:

Learning Supports

Measurable Objective 1:

collaborate to Insure teachers and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality of professional learning. Teachers will complete self evaluations and develop their PLP through Educatealabama. Principals will conduct walk through during the year to provide feedback for teachers.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet every week to discuss student achievement, behavior and, needs of each individual student.	Behavioral Support Program Academic Support Program Professional Learning	08/10/2016	05/25/2017	$0 - No Funding Required	Teachers/Administration

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be dismissed at 12:00 on the first Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Technology Academic Support Program Direct Instruction Behavioral Support Program Professional Learning	08/10/2016	05/25/2017	$0 - No Funding Required	Administration/ Teachers

Activity - Teacher Learning Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will be given opportunities to participate in professional learning through activities such as: workshops, conferences and, classroom observations, etc. in order to improve overall instructional practice and student achievement.	Professional Learning	08/10/2016	05/25/2017	$3350 - Title I Part A	Administration/Teacher

Activity - Technology Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first days of the 2016-17 teachers were offered choices on different classes they would like to take to advance their knowledge of technology.	Technology Professional Learning	08/04/2016	08/04/2016	$0 - No Funding Required	Administrator/Teachers

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All subject level teachers in middle school and high school will meet 2 times during the year to discuss areas and standards in need of improvement & strategies to achieve improvement.	Professional Learning Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	High School and Middle School teachers

Goal 2:

Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by

05/25/2017 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy1:

Collect and utilize data resources - Good Hope middle school will collect, analyze and apply findings from various data sources to

continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week teachers meet by grade level to reflect on Challenges, successes, and make strategies for improvement. Teachers will use scantron during to school year to evaluate student performance three times during the school year.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Teachers/Administration

Activity - Walk Through and ELEOT observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team will conduct ELEOT observations for Good Hope Middle School twice during the school year. Administrators will also conduct classroom observations throughout the year to monitor instruction and student engagement.	Professional Learning Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Administrators and teachers

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

Goal 1:

Learning Supports

Measurable Objective 1:

collaborate to Insrure teachers and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Student Suport Teams - Good Hope Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports
Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Family/Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A parent representative will attend district training then carry the information to their school for turn-around training to other parents during B4 High our parent/teacher organization.	Parent Involvement	08/10/2016	05/25/2017	$0 - No Funding Required	Parent represenative

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 44% to 49%, Aspire Math from 43% to 48% by 05/25/2017 as measured by ACT ASPIRE.

Strategy1:

Instructional Framework - Good Hope Middle has adopted and will be implementing the instructional framework as we teach the college and career standards across all content standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it takes by Richard Duford

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle will become a more performance based school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, I21 Zone and Discovery Education. Science teachers in grades 6 - 8 will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Teachers will use swivel devices and IPADS to record classroom instruction, teacher self evaluation tool and used as a review tool when students are absent.	Academic Support Program Technology	08/10/2016	05/25/2017	$0 - No Funding Required $14120 - Title I Part A	Teachers and Administration

Activity - AMSTI/PRE-AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th - 8th grade science teachers are trained to use and implement AMSTI as an instructional resource. Nine faculty members have participated in A+ College Ready/Laying the Foundation training. Pre-AP courses in Math and English are offered for 7th and 8th grade. Teacher's will be given opportunity visit classrooms within the building and other campuses to observe other teachers techniques using AMSTI/Pre-AP activities.	Career Preparation/ Orientation Direct Instruction Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Teachers and Administration

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

Goal 1:

Learning Supports

Measurable Objective 1:

collaborate to Insrure teachers and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Student Suport Teams - Good Hope Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Family/Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A parent representative will attend district training then carry the information to their school for turn-around training to other parents during B4 High our parent/teacher organization.	Parent Involvement	08/10/2016	05/25/2017	$0 - No Funding Required	Parent represenative

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 44% to 49%, Aspire Math from 43% to 48% by 05/25/2017 as measured by ACT ASPIRE.

Strategy1:

Instructional Framework - Good Hope Middle has adopted and will be implementing the instructional framework as we teach the college and career standards across all content standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it takes by Richard Duford

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle will become a more performance based school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, I21 Zone and Discovery Education. Science teachers in grades 6 - 8 will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Teachers will use swivel devices and IPADS to record classroom instruction, teacher self evaluation tool and used as a review tool when students are absent.	Academic Support Program Technology	08/10/2016	05/25/2017	$0 - No Funding Required $14120 - Title I Part A	Teachers and Administration

Activity - AMSTI/PRE-AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th - 8th grade science teachers are trained to use and implement AMSTI as an instructional resource. Nine faculty members have participated in A+ College Ready/Laying the Foundation training. Pre-AP courses in Math and English are offered for 7th and 8th grade. Teacher's will be given opportunity visit classrooms within the building and other campuses to observe other teachers techniques using AMSTI/Pre-AP activities.	Academic Support Program Direct Instruction Career Preparation/ Orientation	08/10/2016	05/25/2017	$0 - No Funding Required	Teachers and Administration

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

Goal 1:

Learning Supports

Measurable Objective 1:

collaborate to Insrure teachers and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Student Suport Teams - Good Hope Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Advisor/Mentor Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet with students once a month to let the student Know that there is a personal contact on campus to provide the student with daily support. Using counseling curriculum the advisor/mentor will discuss grades, behavior, career interest inventory, homelife and any need the school can meet. Each student will keep the same mentor for three years.	Career Preparation/ Orientation Parent Involvement Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Teacher

Activity - ABE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABE (Alternative Behavior Educator) is a web-based program that allows the school administrator/teacher to provide student behavior that is directly affecting academic learning. ABE consists of three levels.	Behavioral Support Program	08/10/2016	05/25/2017	$2700 - Title I School Improvement (ISI)	Administration/teachers

Activity - Problem Solving Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST meets every 4 weeks to analyze students data to identify students in need of support and intervention to succeed in school. In these meetings, the PST checks on the progress of students that have RTI plans and continues to screen for students who need support. The PST also Screens for students who may show dyslexic characteristics so that they can be further assessed and a plan can be put in place if they need intervention.	Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	PST coordinator, counselor,administrator and classroom teachers.

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 44% to 49%, Aspire Math from 43% to 48% by 05/25/2017 as measured by ACT ASPIRE.

Strategy1:

Instructional Framework - Good Hope Middle has adopted and will be implementing the instructional framework as we teach the college and career standards across all content standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it takes by Richard Duford

Activity - Universal Screener-Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year GHMS, along with all Cullman County School, will use SCANTRON as our universal screener for all students. It will be used to help identify students in need of intervention as well as students who may display dyslexic characteristics. All math, reading/english, and science teachers will screen students during the fall, winter and spring.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	6th-8th grade teachers

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle will become a more performance based school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, I21 Zone and Discovery Education. Science teachers in grades 6 - 8 will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Teachers will use swivel devices and IPADS to record classroom instruction, teacher self evaluation tool and used as a review tool when students are absent.	Technology Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required $14120 - Title I Part A	Teachers and Administration

Goal 3:

Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by

05/25/2017 as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy1:

Collect and utilize data resources - Good Hope middle school will collect, analyze and apply findings from various data sources to

continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week teachers meet by grade level to reflect on Challenges, successes, and make strategies for improvement. Teachers will use scantron during to school year to evaluate student performance three times during the school year.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Teachers/Administration

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

Goal 1:

Progression of EL students toward language acquistion

Measurable Objective 1:

demonstrate a proficiency of 57% of English Learner students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. EL and classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE (Specially Designed Academic Instruction in English) to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning Academic Support Program Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	EL Teachers, Classroom Teachers, Administration

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Direct Instruction Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	EL Teachers, Classroom Teachers, and Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	EL Teachers, Classroom Teachers with ELL students

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:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency per assigned grade level benchmark in Reading by 05/26/2017 as measured by ASPIRE.

Strategy1:

Instructional Framework - All teachers will utilize the Instructional Framework created by the district in planning and implementing student instruction.

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

Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers use current college and career readiness standards for their individual course. This also includes Technology Standards.	Direct Instruction	08/02/2016	05/26/2017	$0 - No Funding Required	All teachers

Activity - School-wide lesson plan template	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at GHMS utilize a common lesson plan template for weekly lesson planning.	Policy and Process	08/02/2016	05/26/2017	$0 - No Funding Required	Each teacher creates their lesson plans prior to the week of instruction. These lesson plans are posted on each teacher's website every week for public viewing.

Activity - Pre-AP Laying the Foundations Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Nine faculty members have participated in A+ College Ready/Laying the Foundation training. Pre-AP courses in Math and English are offered for the 7th and 8th grade.	Direct Instruction	08/02/2016	05/26/2017	$0 - No Funding Required	Faculty members who have started or completed training.

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record in their lesson plans when they utilize digital curriculum, such as Compass, Icurio, or Discovery Ed, in their weekly lesson plans.	Direct Instruction Academic Support Program	08/02/2016	05/26/2017	$0 - No Funding Required	all faculty

Activity - Universal Screener-Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year GHMS, along with all Cullman County schools, will use SCANTRON as our universal screener for all students. It will be used to help identify students in need of intervention as well as students who may display dyslexic characteristics. All math, reading/english, and science teachers will screen students during the fall, winter, and spring.	Academic Support Program	08/02/2016	05/26/2017	$0 - No Funding Required	All math, reading/english, and science teachers

Activity - Discovery Education Techbook-Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th through 8th grade science teachers and students have access and utilize the Discovery Education Science Techbook, which has been adopted as the new district textbook for all 6-12 science classes.	Direct Instruction	08/02/2016	05/26/2017	$0 - No Funding Required	6th - 8th grade science teachers

Activity - Implement Instruction Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilizes the Instructional Framework developed by the district to plan, implement, and reflect on instruction.	Policy and Process	08/02/2016	05/26/2017	$0 - No Funding Required	All classroom teachers

Activity - AMSTI-Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th - 8th grade science teachers are trained to use and implement AMSTI as an instructional resource.	Academic Support Program	08/02/2016	05/26/2017	$0 - No Funding Required	All science teachers

Activity - Extracurriculars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHMS offers several academic-based extracurricular activities including: robotics team, math team, scholar's bowl, and band.	Extra Curricular	08/02/2016	05/26/2017	$0 - No Funding Required	Faculty advisors/sponsors for each group

Activity - Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will be sent to the Ron Clark Academy for professional development.	Academic Support Program	08/02/2016	05/26/2017	$3550 - Title I Part A	select staff members

Goal 2:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Aspire Reading from 44% to 49%, Aspire Math from 43% to 48% by 05/25/2017 as measured by ACT ASPIRE.

Strategy1:

Instructional Framework - Good Hope Middle has adopted and will be implementing the instructional framework as we teach the college and career standards across all content standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it takes by Richard Duford

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle will become a more performance based school by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and school walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, I21 Zone and Discovery Education. Science teachers in grades 6 - 8 will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Teachers will use swivel devices and IPADS to record classroom instruction, teacher self evaluation tool and used as a review tool when students are absent.	Technology Academic Support Program	08/10/2016	05/25/2017	$14120 - Title I Part A $0 - No Funding Required	Teachers and Administration

Activity - Extracurriculars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle School offers several academic-based extracurricular activities including: Robotics Team, Math Team, Scholar's bowl, and band	Extra Curricular	08/10/2016	05/25/2017	$0 - No Funding Required	Faculty advisors/sponsors for each group

Activity - AMSTI/PRE-AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th - 8th grade science teachers are trained to use and implement AMSTI as an instructional resource. Nine faculty members have participated in A+ College Ready/Laying the Foundation training. Pre-AP courses in Math and English are offered for 7th and 8th grade. Teacher's will be given opportunity visit classrooms within the building and other campuses to observe other teachers techniques using AMSTI/Pre-AP activities.	Academic Support Program Direct Instruction Career Preparation/ Orientation	08/10/2016	05/25/2017	$0 - No Funding Required	Teachers and Administration

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	Good Hope Middle employs teachers who are highly effective and certified in the area that they teach.	

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	Good Hope Middle employs teachers who are highly effective and certified in the area that they teach.	

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

The teachers at GHMS are highly efficient in the respect that all of the teachers have at least a bachelor's degree with the requisite number of professional development hours to become highly efficient, or the teachers have master's degrees or Educational Specialist degrees from an accredited college or institution in their teaching fields. In order to maintain this environment and attract Highly efficient teachers to GHMS, we follow the CCBOE policy. When a vacancy occurs, a posting of the position is listed on SearchSoft. Those who qualify for the position are interviewed and a selection is made by the principal and assistant principal. GHMS is an AMSTI and Laying the Foundation school and teachers receive training in both of those initiatives yearly. The teachers at GHMS continue to obtain professional development in the areas of content literacy, common core standards, i 21 zone, college career readiness standards, Scantron and on going programs for instruction.

Component 4: Strategies to Attract Qualified Teachers

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

In 2015-16 school year, GHMS had several turnovers. Three teachers transferred to different grade levels, but remain on the GH campus. Another teacher transferred to take a head basketball coaching job at another county school. The principal took a job at the county office, the assistant principal took over this position. A transfer was excepted from another county school to fill the assistant principal position. All other teachers were renewed back in 2016-17 school year that did not transfer.

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

GHMS requires all teachers are trained in content literacy and AMSTI programs. This year all teachers were trained in i 21 zone through Chalkable. Teachers have attended Pre AP training through A+ college and career readiness. Quality teaching and teaching the content standards can be observed through walk throughs, lesson plans, classroom observations, and student engagement.

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

There is not a high turnover rate, even though, several teachers transferred last year it was to further their career working with a different grade level.

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?

All core teachers are trained on i 21 zone through chalkable and Laying the Foundation for Math, Science, and English. Content Literacy is an ongoing PD that provides teachers strategic teaching strategies. Scantron Reading and Math test to progress monitor students through the achievement site with mastery of standards and teachers are trained on Scantron.

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

Teachers have the opportunity to attend the district technology conference. Teachers were trained in various computer programs such as Compass Learning, Discovery Ed, Icurio, etc...Teachers are AMSTI trained along with Scantron. Chalkable has provided i 21 Zone training for the teachers. This year we will provide a few teachers with the opportunity to visit the Ron Clark Academy.

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.

New teachers are assigned mentors with the experienced teacher in the same academic field to assist through the school year.

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

Ongoing PD is provided for the teachers throughout the school year and summer. Teachers were given MacBooks and they have training on programs to be used with the device all year long. This year at the county technology conferences teachers were able to attend more training on using MacBooks. Teachers are trained on the programs that can be used in the classroom all year specialist from the county office assist teachers with various computer programs and strategic teaching strategies, i 21 zone, LTF, Scantron and Kahn Academy.

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.

6th grade orientation in August

8th grade Jumpstart in April

Also, in May, GHMS will have moving up day. This will allow all students to sit in their future teachers class and meet them.

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?

Leadership team meetings take place to look at the results of academic assessments to development the strengths and weakness of the school. Leadership team meets regularly with the teachers to go over students data and progress monitoring to see the results. Teachers meet weekly in PLT meetings to discuss strategies used to increase student learning and increase test scores. RTI meetings occur every 4 weeks to look at academic progress and assessment. Data meetings meet monthly on early release days to discuss student data and progress.

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?

Scantron test are given as universal screener to identify students performing at urgent intervention or intervention levels. These scores are compared with ACT ASPIRE data to determine if students need intervention classes. Students needing intervention according to academic achievement assessments are scheduled in a basic skills class for extra instruction.

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 that are experiencing difficulty mastering standards according to Scantron and ACT ASPIRE are scheduled with Reading and Math basic skills classes or chose an elective. The students with urgent intervention are scheduled basic skills teacher. These students work on content standards that have not been mastered during intervention time through Scantron, Academy of Reading and Math, Khan Academy, Compass Learning, etc..

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

Teachers use strategic teaching strategies in the classroom to address the individual needs of students. Students receive Tiered 1 and Tiered 2 instruction by the classroom teacher to differentiate instruction and asses daily. Students receive Tiered 3 instruction in scheduled basic skills classes and intervention.

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.

Students are given the opportunity to come to school at 7:00 am to get extra help with teachers. Teachers are also available in their rooms at 7:30 to provide extra help. Teachers are available after school for extra help. On the school website, teachers have their websites that provide links and resource for students.

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.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are

held without being stigmatized or isolated. All students, 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, PST, intervention, and counseling services. Also, the school works with the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

School staff identify limited English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (WAPT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL specialist assigned to the school, parents or guardians of the student, the student's teacher, the school counselor, a parent liaison, and/or school administrator. An ELL specialist and a tutor assistant provide services to ELL students. Parents are provided the opportunity to receive updates and important school documents in their home language if feasible. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and state reading assessment, the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

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

Our school provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. 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. Our school ensures that children with disabilities have access to a variety of educational programs and services available to non disabled children, including music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non disabled students. School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions t o identify homeless students. Our school is contacted by the Department of Human Resources, Social Services, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, and intervention.

Neglected/delinquent students are identified 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/delinquent students. The school counselor and administrators monitor students' grades and absences and ensure that neglected/delinquent students have access to additional services as much as possible, including food delivery, school supplies, and clothing.

The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, and intervention. Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

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.

N/A

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?

Schoolwide goals include RTI meetings, PLT meetings, and data meetings to identify struggling students and monitor students experiencing difficulty. AMSTI, LTF and College Career Preparedness are programs that are used to increase proficient learners.

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.

Here are several monetary sources that are integrated and coordinated into the financial management and instructional planning of GHM. The following is a comprehensive list of fund sources with an explanation of their usage.
Federal Funds: Title 1 is funding for additional teacher units, (instructional materials and supplies, technology, professional development depending on the amount allocated from the free and reduced lunch formula) and 1 % parental involvement set aside.
State Allocation: State Foundation Program- provides funding for teacher units and instructional support. Through the use of these funds we are able to achieve school wide goals.

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.

Receive Title money for class sized reduction unit

Component 10: Evaluation

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

Through school data of test scores, grades, failures, progress reports, surveys, and observations

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?

Compare data and identify struggling students according to data from the state and data from school assessments. Evaluate the failure list from progress reports, report cards, and RTI meetings to compare with the state data.

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?

By reports such as failure list, students not mastering standards as identified in Scantron, and progress reports.

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 leadership team meets regularly to review and revise the plan as needed through out the school year.

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

Advisory and safety goals for students are written in the CIP plan for the 2016-17 school year to continue students support and building a strong foundation between teacher and student. Mentoring groups will be meeting once a month. Safety drills are conducted and the safety plan has been revised and updated.

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

Academic goals were changed aligning college career readiness standards, instruction and assessments in all content areas. Added a learning support goal to provided mentoring program for students in grades 6th-8th. The management goal on safety was added to increase the safety of the school with new trainings.

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	15.78	15.78	806,238.00
Administrator Units	1.00	1	80,988.00
Assistant Principal	0.50	.5	31,302.00
Counselor	1.00	1	51,372.00
Librarian	1.00	1	50,232.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	3,265.00
Professional Development	0.00	0	1,230.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	7,817.00
Library Enhancement	0.00	0	410.00
Totals			1,032,854.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	47832.16

Provide a brief explanation and breakdown of expenses.

T-1 (46920.00)

P/I (912.16)

Teacher = 1   FTE = .52   Salary and Benefits =   29062.07

Classroom Materials and Supplies - (400 - 499) = 14120.28

Parental Involvement - (413) Folders and Planners = 912.16

Professional Development - (180 & 200-299) = 387.65

Professional Development - (300 - 399) Registration and Travel = 3350.00

Title 1 A School Improvement (Focus School) - Classroom Materials and Supplies =22300.00

                        Other Student Services = ABE - 2700.00

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	12720.96

Provide a brief explanation and breakdown of expenses

.28 FTE

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.

On August 23rd Good Hope Middle held its Annual Title 1 Parent Meeting with the purpose of explaining to parents what Title 1 means and how the school uses the 1% set-aside money for parental involvement. A PowerPoint presentation was used to explain a parent's right to know and what being a Title 1 school means.

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.

There will be two Title 1 parent meetings held on August 23rd. One meeting will be at 3:30 p.m. and another meeting at 5:30 p.m. There are two parents on the leadership team that will look at the data and evaluate the CIP in conjunction with our Title 1 program. Funds for parental involvement are used to print and purchase Student Handbooks which are also available in Spanish upon request. A parent representative will also meet at the District level on the Parental Advisory Committee and gather information to be shared with other parents at PTO and other school events. Parent meetings are available at school at anytime during the planning period of the teachers or after school. Parent Teacher Conferences are held annually during October. Parent meetings are also conducted through PTO every 3 months for parents to get involved with the school and activities. Parents serve on the CIP committee to review the strengths and weakness of the school. At the annual Title 1 parent meeting all Title 1 parents have the opportunity for involvement on decision-making. The CIP committee which has two parents that serve on the committee meets annually in September to discuss how Title 1 parental involvement money will be spent.

**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.**

GHMS sends home monthly newsletters, grade report, school website, school Facebook and SchoolMessenger all calls and emails to inform parents. Progress reports go home every 4 weeks into a nine weeks grading period and every 9 weeks report cards go home to inform parents about grades. Parents also have access to students grades, attendance and discipline online through the home portal of INOW.

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, school staff, and students have annual parent teacher conferences. Good Hope Middle also has various school events that students

and parents participate in. Parents are able to receive emails, text messages, newsletters, school website, school Facebook and automated phone calls to share the responsibility for improving student achievement. The office at GHMS has a computer for parents to use to look up on INOW how their child is doing. Students also have their own email through the school for communication purposes.

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

At the Annual Title 1 Parent Meeting, parents are able to ask questions or concerns about the CIP. Also, at Parent Teacher Conferences in the fall parents can comment any dissatisfaction about the CIP. At the PTO meetings in the Fall the CIP plan is discussed with parents and again at that time parents have the chance to ask questions or submit comments. Also, employees at school along with administrators have email addresses available for parents to submit comments.

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)

Good Hope Middle School offers training for parents to come in anytime to be trained on INOW, INFOSNAP and the use of email. Also, the school trains parents on how to use the school website to look up lesson plans and daily events that are occuring at GHMS. GHMS also has a Facebook account so that parents can use social media to find out what is going on and we can show them where that is located. The monthly news is posted on the website and social media. Each teacher has their own website with information about grades, projects and classwork with links. Weekly lesson plans are available on teacher websites that indicate classwork and homework for the week.

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)

Every three months parent meetings are held with PTO to encourage parents to get involved with GHMS. Parents hold a fall festival for students, a Christmas program, Valentines Dance, and end of the year an 8th grade formal. These activities help parents connect with the school staff and the community is involved as well. Training on INOW and use of the website along with how parents can take surveys is provided at school for parents. In the counselor's office is material on how parents can work to improve their child's achievement and if they are experiencing difficulty we have tutoring programs for the students for free.

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)

Since GHMS has a parent teacher compact the teachers and staff at school work with the parents to implement and coordinate programs to help build ties. The school website, school Facebook and text app REMIND are great ways to continue communicating to improve the achievement of students. The school is an AMSTI and LTF A+ school which allows parents to come to school and see the projects the students are doing as well as the Robotics Team. The school has a news team and morning news is available everyday and parents can view the news.

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)

Parent volunteers are welcome at GHMS to assist in planning of activities throughout the school year such as field trips, festivals, dances, programs, ballgames, and classroom activities. The counselor's office has parent resources available for the parents along with the library.

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)

Notifications to parents are done in many ways such as automated phone calls, text messages, website information, social media, newsletters, emails and face to face contact.

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)

Anytime a parent requests for reasonable support at GHMS the school is able to provide support. If a parent doesn't have access to technology we assist the parent by providing the computer. Copies of newsletters and videos of morning announcements are also kept in the office for parents as they may need. Parent/teacher conferences are available at the convenience of the parent with notice to the office to arrange the meetings.

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.

Good Hope Middle School provides the students with limited English proficiency with copies of information in the students native language. The school has a county liaison that can communicate with the parents and a school device (ELSA) to translate information. Good Hope Middle School is also a handicapped accessible school for the parent or students with disabilities.