



ACIP

Good Hope Middle

Cullman County Board of Education

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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 353 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 a new industry in Good Hope and the surrounding areas. There are 25 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 45.63% 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. Cullman County Schools and Good Hope Middle is continuing to 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. We will also continue to train students and teachers in the use of Classroom in order to incorporate technology among all stakeholders. Currently, all teachers have a device used for instruction. At GHMS, currently, there is one computer lab and thirteen mobile labs. This allows each grade level to have four labs to be used daily as well as two additional labs for instruction. 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 multiple programs and initiatives that provide 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 2017-18 school year, some goals were set among the teachers. (1) increase student engagement everyday (2) assess student comprehension daily (3) provide group activities 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 the strengths and weaknesses that were addressed in the 2017--2018 plan. On August 24th, 2018, the school leadership team and faculty, including parent members reviewed the 2017 -18 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information was obtained through SCANTRON 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 2018-19 school year; the elements that have not been mastered and must be included in the 2018-19 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, the counselor, classroom teachers, a special education teacher, and ELL teacher, a parent 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. SCANTRON 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 the leadership team reviewed and made changes where needed. The CIP for the 2018-19 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	SEE ATTACHED STUDENT PERFORMANCE DOCUMENT	Student Performance Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 2017-18 SCANTRON data, 6th, 7th grade were above the district average in both math and reading. 8th grade math was above the district average but reading fell below the district average.

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

Positive trends appeared in the area of Reading in the 6th grade from 2016-17 to 2018-17 45% to 64%. Students tested in the 8th grade improved scores in reading from 38% to 43%. Students in both 6th and 8th grades showed positive trends in the area of math from the 2016-17 to 2017-18 school year with an increase in 6th grade from 49% to 65% and 8th grade 29% to 70%.

Which area(s) indicate the overall highest performance?

According to SCANTRON data, overall highest performance appeared in the areas of math and reading. Across the board at GHMS from 2016-17 to 2017-18 in reading students increased 46% to 51% and math students increased 48% to 63%.

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

A higher percent of students who received free and reduced had an increase in math, 2016-17 to 2017-18 55% to 62%. Male students showed a trend toward increasing performance from 2016-17 to 2017-18 58% to 61%.

Between which subgroups is the achievement gap closing?

The 6th- 8th Special Education students were a sub group that has been a focus on closing the gap. According to data, 7th grade Math and Reading have improved. 7th grade Math showed a gap closing with improvement from 27% in 2017 to 67% in 2018 of students being ready. 7th grade Reading shows an increase from 20% in 2017 to 67% in 2018. The special education students will be using Edgenuity and Moby Max along with specific IEP goals to close the gap.

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

Data reviewed over the last two years, 2016-17 to 2017-18 indicate a consistent finding in every grade overall students at GHM have increased in the area of math and reading with the exception of the 8th grade. Findings are consistent with formative assessment and classroom grades.

Areas in Need of Improvement

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

In the area of math, GHM fell below the district average of 47%, GHM scored 43%.

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

An area that showed a negative trend in performance would be 7th grade reading. There was a decrease from 2016-17 to 2017-18 from 52% to 48%. In the area of math there was a decrease from 69% to 55%.

Which area(s) indicate the overall lowest performance?

Overall, the results indicate that the lowest area of performances in 8th grade reading 16-17, 52% and 17-18 43%. The same student data from the end of the 7th grade 52% to end of 8th grade 43%. In the area of math from the end of the 201-18 school year until the beginning of the 2018-19 school year, there was a decrease from 63% proficient to 49% proficient at the beginning of the year.

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

According to fall data there was a decrease in all math with students who received meal assist from spring 2017-18 to fall of 2018-19 from 61% to 49% and in the area of reading from 46% to 40%.

Between which subgroups is the achievement gap becoming greater?

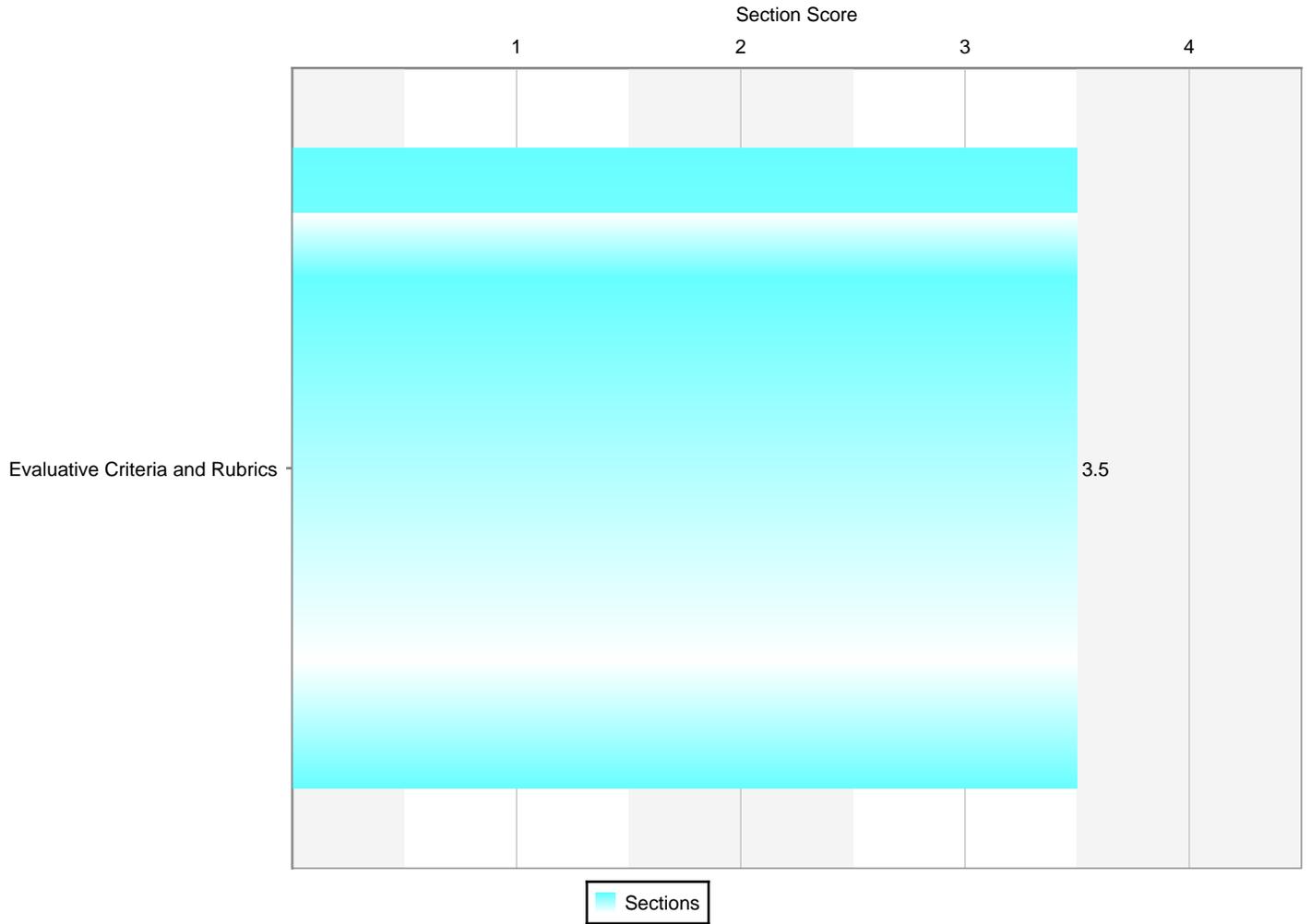
Students who receive meal assistance showed an increase in the area of math from 2016-17 from 55% to 62% in 2017-18.

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

Findings are consistent with formative assessment and classroom grades.

Report Summary

Scores By Section



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, EL, 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	See attached Leadership Team signature page	Leadership Team signature page

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	See attached discrimination signature page.	Assurance #2

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	See attached designated employee signature page.	Assurance #3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	See attached Parent Engagement one-pager.	Good Hope Middle School Parent engagement one-pager

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attached Parent Compact.	Compact

2018-2019 GHM ACIP

Overview

Plan Name

2018-2019 GHM ACIP

Plan Description

2018-2019 GHM ACIP

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	Learning Supports and Culture Goal:Identify barriers to teaching & learning and align support barriers 18	Objectives: 2 Strategies: 3 Activities: 16	Organizational	\$21348
2	Instruction Goal:Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas. 18	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
3	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Management Goal:Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction. 18	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

Goal 1: Learning Supports and Culture Goal: Identify barriers to teaching & learning and align support barriers 18

Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 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 professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through

SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice. Category: Develop/Implement Professional Learning and Support Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness.

Category: Develop/Implement Professional Learning and Support

Research Cited: 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 - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Good Hope Middle

<p>Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.</p>	<p>Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program, Technology</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers</p>
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Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Good Hope Middle School administrators will work with teachers and staff to determine monthly focus for early release days. Calendar of monthly topics will be provided to teachers in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement District/school initiatives</p>	<p>Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program, Technology</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Support Staff, Administrators, School Staff</p>

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Good Hope Middle School is a Focus Schools that was identified in 2014 by the gap between all student and special education students' performance data. Good Hope Middle is supported by a Reading intervention teacher with support for classroom teachers along with the implementation of instructional technologies and differentiating instruction. Good Hope Middle School is also participating in the Blue Ribbon School Program.</p>	<p>Direct Instruction, Academic Support Program, Technology</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$19313</p>	<p>Title I Schoolwide</p>	<p>All teachers and support staff</p>

Activity - - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Behavioral Support Program, Professional Learning, Academic Support Program, Policy and Process	08/01/2018	05/24/2019	\$0	No Funding Required	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists

Activity - PLT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Administrator will meet each week to discuss student achievement, behavior and needs of each individual student.	Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	Teachers/Administrator

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All subject level teachers in elementary, 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	08/01/2018	05/24/2019	\$0	No Funding Required	Teachers and Staff

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

Good Hope Middle

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	08/01/2018	05/24/2019	\$0	No Funding Required	Administration /Teacher
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Strategy 2:

Culture - GHMS will focus on stimulating, energizing and coordinating professional activity within the school; Span boundaries to include external stakeholders to build support and gather resources for student learning; create an environment of mutual responsibility and accountability for supporting students and creating change; build links between older practices and ways of thinking and the future; develop professional community and organizational learning with the specific intention of changing their school culture. GHMS will sustain a vision of schooling that emphasizes dignity and changing lives.

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 - Adult Advisory Program REACH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GHMS will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership a team once each semester.	Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	Faculty

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Good Hope Middle

<p>Throughout the school year, district leadership will conduct training for parental representatives from GHMS. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's Program Review for grades k-8. GHMS will host a showcase night. Parents will be invited to watch/ see projects students have worked on during the second semester.</p>	<p>Direct Instruction, Parent Involvement, Behavioral Support Program, Professional Learning, Academic Support Program, Career Preparation/Orientation</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Parents, students, Faculty</p>
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Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>GHMS will host a transition day for all students. Incoming 5th-grade teachers will meet teachers/staff and take a tour of the campus. The students will be welcomed into their house. Current 6th and 7th-grade students will meet the next grade teachers. 8th-grade students will visit the high school.</p>	<p>Extra Curricular, Behavioral Support Program, Academic Support Program, Policy and Process</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>5-9 faculty, administration</p>

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>GHM believes successful schools begin by engaging students and making sure they come to school regularly. In an effort to keep our faculty and students on track our percentages of attendances are posted in the hallway on a bulletin board. We also use House points as a motivator for our students to attend school. GHMS also follows the CCBOE attendance policy.</p>	<p>Parent Involvement, Behavioral Support Program, Academic Support Program</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Faculty, Students</p>

Activity - Discipline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School discipline is a collaborative effort by the parents, guardians, students, and staff. GHMS will promote positive behavior choices by recognizing students who engage in consistent positive behavior. GHM will follow the uniform discipline ladder provided by the CCBOE. ABE, Saturday School, short term and long term are all forms of discipline used.	Parent Involvement, Behavioral Support Program, Academic Support Program, Policy and Process	08/01/2018	05/24/2019	\$0	No Funding Required	Faculty, staff

Activity - Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GHM works to prevent school violence and a safe place for students, staff, and parents all have an important role in promoting school safety. GHM provide leadership by reassuring students that schools are generally very safe places for students and faculty and reiterating what safety measures and student supports are already in place in their schools.	Parent Involvement, Academic Support Program, Community Engagement	08/01/2018	05/24/2019	\$0	No Funding Required	ALL

Measurable Objective 2:

demonstrate a proficiency of 5% increase in student growth: Scantron Math from 58% to 63%, Scantron Reading from 54% to 59% of students reaching benchmark by 05/24/2019 as measured by State Assessment.

Strategy 1:

Student Supports - GHM will provide proactive and progressive learning support to students. GHM teachers will ensure that all students receive the right kind of assistance and to get those who are struggling back on track before they get frustrated and give up. School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Edgenuity (6-12) for remediation lessons to improve student

outcomes.

Category: Develop/Implement Professional Learning and Support

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

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly Rtl meetings will take place at each school to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Edgenuity (6-12) for remediation lessons to improve student outcomes. Also, Moby Max will be purchased for another monitoring tool. Additional materials and supplies may also be purchased.	Other, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$2035	Title I Schoolwide	Teachers and Administration

Activity - Dyslexia screening and intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GHMS Rtl Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction, Parent Involvement, Behavioral Support Program, Academic Support Program, Tutoring	08/01/2018	05/24/2019	\$0	No Funding Required	ALL

Activity - Social Worker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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GHMS shares a Social worker with the county who assist the schools in maintain case files and reports to track student problems and progress and to recognize patterns in behavior. Once issues or behavior problems have been identified, the school social workers assist in remediation by providing counseling, treatment plans or workshops.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	Administration , Social Worker
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Goal 2: Instruction Goal:Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas. 18

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math 63% to 68%, Scantron Reading from 51% to 56% by 05/24/2019 as measured by state assessments..

Strategy 1:

Increase Educator Effectiveness - Increase Educator Effectiveness - Good Hope Middle School has adopted the Instructional Framework. Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Good Hope Middle

Good Hope Middle School administrators have created and provided a lesson plan template for teachers to use weekly. Teachers share lesson plans weekly through google classroom with administrators and district support staff. Teachers also provide weekly lesson plans on the Good Hope Middle School webpage for parents to view. Administrators provide an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	Administrators, Teachers
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Activity - Lesson Plans Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GHM teachers will use a pacing guide as a curriculum, scope and sequence, standards schedule, instructional calendar, which is specific to a particular content area and level. It will highlight and details when particular content standards should be taught and/or assessed. Teachers are required to turn in weekly lesson plans.	Direct Instruction, Behavioral Support Program, Academic Support Program, Technology	08/01/2018	05/24/2019	\$0	No Funding Required	Teachers, Administration

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Direct Instruction, Professional Learning, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	District Leadership, Administrators, and teachers

Activity - Standard Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Good Hope Middle

<p>- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 6-8. - Students identified as in need of support will be placed in a basic skills class and will be using Edgenunity in order to increase student achievement.</p>	Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	District Leadership, Administrator s, Teachers.
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Activity - Reading Horizons Elevate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elevate is available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies. Teachers will receive dyslexia simulation training on September 25, 2017 and will receive support throughout the school year.	Behavioral Support Program, Professional Learning, Academic Support Program, Technology	08/01/2018	05/24/2019	\$0	No Funding Required	Administrator s, Teachers, and District Support Staff

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-8 through modeled lessons and by working sidebyside with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will also begin this year for third grade teachers and will be supported by technology coaches. Teachers at GHMS will use environmental enhancement to technology in the classroom by capturing and sharing videos for reflection, coaching, and evidence.-</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system 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 Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.</p>	<p>Direct Instruction, Behavioral Support Program, Academic Support Program</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist.</p>
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Goal 3: EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education

teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	District Support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers

Goal 4: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction. 18

Measurable Objective 1:

collaborate to Increase ability to collect, analyze, and applies findings from various data sources. by 05/24/2019 as measured by overall school improvement.

Strategy 1:

Data Resources - *

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: *

Activity - Decision ED	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators will be trained on the effective implementation of the Decision Ed dashboards. Dashboards will be created for specific purposes and used throughout the year in data meetings.	Policy and Process, Technology	08/01/2018	05/24/2019	\$0	No Funding Required	Principal

Activity - Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Good Hope Middle will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments. Teachers will meet on early release days and three additional days to discuss student performance. The teachers will meet weekly in PLT to discuss student performance and ideas to improve student performance.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	ALL

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments.	Direct Instruction, Professional Learning, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	All

Activity - Aims Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local school administrators will utilize the AIMS Portal to track various data pertinent to student achievement, college and career readiness, and accountability.	Professional Learning, Policy and Process	08/01/2018	05/24/2019	\$0	No Funding Required	Administration

Activity - Teacher/Student Handbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will receive a handbook sheet that outlines the school's policies and procedures. Students will take this information home to review with parents.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$0	No Funding Required	ALL

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Aims Portal	Local school administrators will utilize the AIMS Portal to track various data pertinent to student achievement, college and career readiness, and accountability.	Professional Learning, Policy and Process	08/01/2018	05/24/2019	\$0	Administration

Technology Integration	<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-8 through modeled lessons and by working sidebyside with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will also begin this year for third grade teachers and will be supported by technology coaches. Teachers at GHMS will use environmental enhancement to technology in the classroom by capturing and sharing videos for reflection, coaching, and evidence.-</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system 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 Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education.</p> <p>Science teachers in grades 3 - 12 will utilize Discovery</p>	Direct Instruction, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$0	District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist.
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	Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.					
Lesson Plans Pacing Guides	GHM teachers will use a pacing guide as a curriculum, scope and sequence, standards schedule, instructional calendar, which is specific to a particular content area and level. It will highlight and details when particular content standards should be taught and/or assessed. Teachers are required to turn in weekly lesson plans.	Direct Instruction, Behavioral Support Program, Academic Support Program, Technology	08/01/2018	05/24/2019	\$0	Teachers, Administration
Teacher/Student Handbook	Teachers and students will receive a handbook sheet that outlines the school's policies and procedures. Students will take this information home to review with parents.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$0	ALL
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	08/01/2018	05/24/2019	\$0	Administration /Teacher
Data Meeting	Good Hope Middle will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments. Teachers will meet on early release days and three additional days to discuss student performance. The teachers will meet weekly in PLT to discuss student performance and ideas to improve student performance.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$0	ALL

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Good Hope Middle

<p>Adult Advisory Program REACH</p>	<p>GHMS will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership a team once each semester.</p>	<p>Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Faculty</p>
<p>Safety</p>	<p>GHM works to prevent school violence and a safe place for students, staff, and parents all have an important role in promoting school safety. GHM provide leadership by reassuring students that schools are generally very safe places for students and faculty and reiterating what safety measures and student supports are already in place in their schools.</p>	<p>Parent Involvement, Academic Support Program, Community Engagement</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>ALL</p>
<p>Standard Based Instruction</p>	<p>- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 6-8. - Students identified as in need of support will be placed in a basic skills class and will be using Edgenunity in order to increase student achievement.</p>	<p>Behavioral Support Program, Professional Learning, Academic Support Program</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>District Leadership, Administrators, Teachers.</p>
<p>Student Transition</p>	<p>GHMS will host a transition day for all students. Incoming 5th-grade teachers will meet teachers/staff and take a tour of the campus. The students will be welcomed into their house. Current 6th and 7th-grade students will meet the next grade teachers. 8th-grade students will visit the high school.</p>	<p>Extra Curricular, Behavioral Support Program, Academic Support Program, Policy and Process</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>5-9 faculty, administration</p>

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Good Hope Middle

Dyslexia screening and intervention	GHMS RtI Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction, Parent Involvement, Behavioral Support Program, Academic Support Program, Tutoring	08/01/2018	05/24/2019	\$0	ALL
Monitoring	Administrators will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments.	Direct Instruction, Professional Learning, Academic Support Program	08/01/2018	05/24/2019	\$0	All
Vertical Team Meetings	All subject level teachers in elementary, 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	08/01/2018	05/24/2019	\$0	Teachers and Staff
Discipline	School discipline is a collaborative effort by the parents, guardians, students, and staff. GHMS will promote positive behavior choices by recognizing students who engage in consistent positive behavior. GHM will follow the uniform discipline ladder provided by the CCBOE. ABE, Saturday School, short term and long term are all forms of discipline used.	Parent Involvement, Behavioral Support Program, Academic Support Program, Policy and Process	08/01/2018	05/24/2019	\$0	Faculty, staff
Social Worker	GHMS shares a Social worker with the county who assist the schools in maintain case files and reports to track student problems and progress and to recognize patterns in behavior. Once issues or behavior problems have been identified, the school social workers assist in remediation by providing counseling, treatment plans or workshops.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$0	Administration, Social Worker
PLT	Teachers/Administrator will meet each week to discuss student achievement, behavior and needs of each individual student.	Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2018	05/24/2019	\$0	Teachers/Administrator

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<p>Parent and Family Engagement</p>	<p>Throughout the school year, district leadership will conduct training for parental representatives from GHMS. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's Program Review for grades k-8. GHMS will host a showcase night. Parents will be invited to watch/ see projects students have worked on during the second semester.</p>	<p>Direct Instruction, Parent Involvement, Behavioral Support Program, Professional Learning, Academic Support Program, Career Preparation/Orientation</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Parents, students, Faculty</p>
<p>Early Release</p>	<p>Good Hope Middle School administrators will work with teachers and staff to determine monthly focus for early release days. Calendar of monthly topics will be provided to teachers in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement District/school initiatives</p>	<p>Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program, Technology</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>District Support Staff, Administrators, School Staff</p>
<p>Reading Horizons Elevate</p>	<p>Elevate is available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies. Teachers will receive dyslexia simulation training on September 25, 2017 and will receive support throughout the school year.</p>	<p>Behavioral Support Program, Professional Learning, Academic Support Program, Technology</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administrators, Teachers, and District Support Staff</p>
<p>Attendance</p>	<p>GHM believes successful schools begin by engaging students and making sure they come to school regularly. In an effort to keep our faculty and students on track our percentages of attendances are posted in the hallway on a bulletin board. We also use House points as a motivator for our students to attend school. GHMS also follows the CCBOE attendance policy.</p>	<p>Parent Involvement, Behavioral Support Program, Academic Support Program</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Faculty, Students</p>

ACIP

Good Hope Middle

<p>Educator Effectiveness/Leadership Effectiveness</p>	<p>Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.</p>	<p>Direct Instruction, Professional Learning, Academic Support Program</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>District Leadership, Administrators, and teachers</p>
<p>Overview of EL Program</p>	<p>An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.</p>	<p>Direct Instruction, Professional Learning, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>District support, Administration, EL and Classroom Teachers</p>
<p>Data Analysis</p>	<p>At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.</p>	<p>Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administrator, EL and Classroom Teachers</p>
<p>Decision ED</p>	<p>School administrators will be trained on the effective implementation of the Decision Ed dashboards. Dashboards will be created for specific purposes and used throughout the year in data meetings.</p>	<p>Policy and Process, Technology</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Principal</p>

ACIP

Good Hope Middle

Ongoing technology integration training/support	Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.	Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program, Technology	08/01/2018	05/24/2019	\$0	Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers
Implementing the Instructional Framework	Good Hope Middle School administrators have created and provided a lesson plan template for teachers to use weekly. Teachers share lesson plans weekly through google classroom with administrators and district support staff. Teachers also provide weekly lesson plans on the Good Hope Middle School webpage for parents to view. Administrators provide an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction, Academic Support Program	08/01/2018	05/24/2019	\$0	Administrator s, Teachers
Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	District Support, EL and Classroom Teachers

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Good Hope Middle

- New Teacher Support	Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Behavioral Support Program, Professional Learning, Academic Support Program, Policy and Process	08/01/2018	05/24/2019	\$0	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Support Teams - RTI	School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Edgenuity (6-12) for remediation lessons to improve student outcomes. Also, Moby Max will be purchased for another monitoring tool. Additional materials and supplies may also be purchased.	Other, Behavioral Support Program, Academic Support Program	08/01/2018	05/24/2019	\$2035	Teachers and Administration
Intervention Support	Good Hope Middle School is a Focus Schools that was identified in 2014 by the gap between all student and special education students' performance data. Good Hope Middle is supported by a Reading intervention teacher with support for classroom teachers along with the implementation of instructional technologies and differentiating instruction. Good Hope Middle School is also participating in the Blue Ribbon School Program.	Direct Instruction, Academic Support Program, Technology	08/01/2018	05/24/2019	\$19313	All teachers and support staff
Total					\$21348	

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	The eProve surveys that we used do not provide an overall score. Data was analyzed per survey question.	GHM stakeholder-feedback-worksheet

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?

Out of 24 questions teachers indicated by 83% or more, that their actions and participation was in line with the beliefs of the school.

The Teacher Inventory provided the following teacher data:(by question number)

- C-8 Structure lessons, tasks, and activities that require students' use of digital tools for learning. 92%
- C-3 - Participate in professional collaboration with their peers. 83%
- C-4- Lessons are based on high expectations for students. 83%
- C -7 Opportunities for students to express individual creativity. 83%
- C- 14 Students have formal opportunities to develop positive relationships with their peers/adults.83%

Parent survey overall scored by question are as follows:

- C1 We will be working on
 - C13 Using a two-way process to communicate with the parents, families and/or legal guardians of my students.
 - C4 Participating in before or after school clubs
- Student surveys overall scored by questions are as followed

Student survey overall scored by question are as follows:

- C-1 Students participate as hard as they can in class. 67%
- C-19 Students set personal learning goals. 45%

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

When reviewing surveys collected from stakeholders there appears to be a trend in the area of community involvement. High percentages of stakeholders indicated there was a positive trend for a collaborative community to promote student success.

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

Surveys are consistent with other stakeholders sources which include phone conversations, emails, and conferences with parents. GHM was named a Blue Ribbon School of Excellence. Some of the positives the committee noted were the climate and culture of GHM is warm and invited and student engagement is noticeable.

Areas in Need of Improvement

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

Areas that need improvement appear to be consistent with the need for differentiation in instruction.

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

Teachers

C-5 Learning goals are different for each student in my class. 42%

C-6 Lessons include opportunities for students to express individual creativity. 17%

E-1 Plan lessons that increase students' awareness of and appreciation for other cultures. 42%

Parents

C-3 Parents indicated that teachers seem distant 13%

C-3 Parents indicated they felt uncomfortable at the school 6%

Students

C-11 when I do not understand something I move on 19%

C-16 It is obvious my teachers care about me 19%

What are the implications for these stakeholder perceptions?

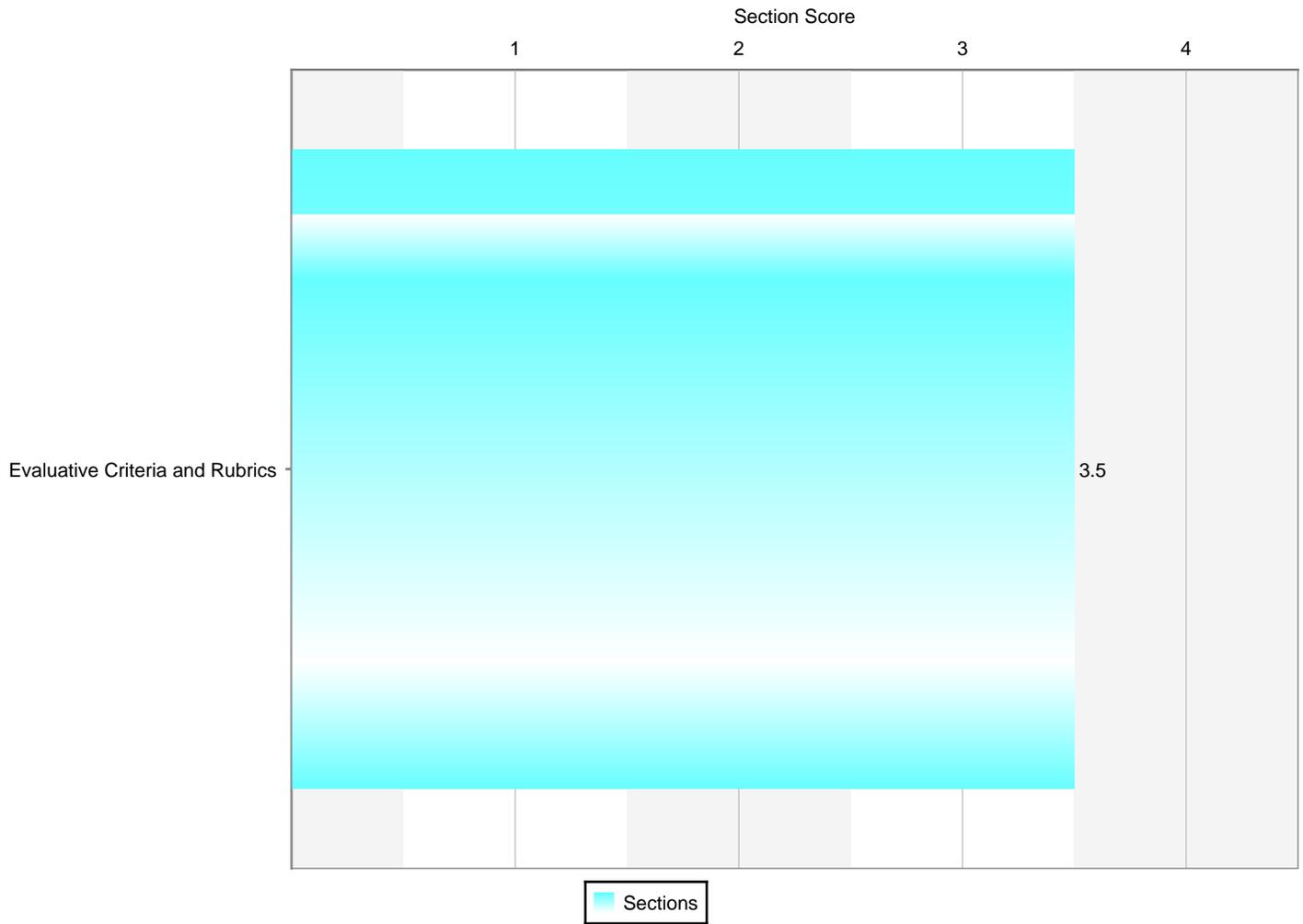
Across the board, stakeholders are consistent with their perceptions that there is a lack of differentiation among the classrooms. Blue Ribbon School of Excellence committee conducted walkthroughs at GHM and concurred that differentiation is an area of need. As a school, we will be focusing on working in small groups with students and collaborating to ensure that more differentiation is prevalent in the classrooms. This will allow for peer coaching and collaborative opportunities to promote the use of multi-sensory lessons for reading instruction.

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

After analyzing all the stakeholder feedback and comparing the results there were several consistencies that align with the evidence that was provided to us by the Blue Ribbon School of Excellence evaluations. When comparing the data from both AdvancED and Blue Ribbon school of Excellence there was classroom engagement and differentiation of student learning.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

At the beginning of the school year in August, teachers meet to go over end of the 2016-17 Scantron scores 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 will be working on edgenuity.

What were the results of the comprehensive needs assessment?

The teachers meet to look at the results of the Scantron test to align where the needs for improvements are in instruction. Scantron was administered to students in grades 6th-8th in the Fall of 2017. There were 320 students tested in Reading, Math. 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.

What conclusions were drawn from the results?

Teachers met to discuss the conclusion of the test data. Scantron was given at the beginning of the 2017 school year and results show that our students need to increase overall reading abilities. 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 and actively participating in Edgenuity. Teachers discussed different Strategic teaching skills that could be used to improve students learning in both math and reading. Teachers are meeting weekly in PLT's to look at ways to address students needs across the board. Also, free tutoring will be offered two days a week for one hour sessions.

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.

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

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.

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 Scatron testing in the spring.

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 (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Instruction Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas. 18

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math 63% to 68%, Scantron Reading from 51% to 56% by 05/24/2019 as measured by state assessments..

Strategy1:

Increase Educator Effectiveness - Increase Educator Effectiveness - Good Hope Middle School has adopted the Instructional Framework.

Teachers will implement the

Instructional Framework as they teach the

college and career readiness standards across all content areas.

1) What do I want my students to know and be able to do?

2) How will I know if they know it?

3) What will I do if they don't?

4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

ACIP

Good Hope Middle

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.</p>	<p>Academic Support Program Direct Instruction Professional Learning</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>District Leadership, Administrators, and teachers</p>

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Good Hope Middle School administrators have created and provided a lesson plan template for teachers to use weekly. Teachers share lesson plans weekly through google classroom with administrators and district support staff. Teachers also provide weekly lesson plans on the Good Hope Middle School webpage for parents to view. Administrators provide an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.</p>	<p>Academic Support Program Direct Instruction</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>Administrators, Teachers</p>

Activity - Lesson Plans Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>GHM teachers will use a pacing guide as a curriculum, scope and sequence, standards schedule, instructional calendar, which is specific to a particular content area and level. It will highlight and details when particular content standards should be taught and/or assessed. Teachers are required to turn in weekly lesson plans.</p>	<p>Technology Academic Support Program Direct Instruction Behavioral Support Program</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>Teachers, Administration</p>

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-8 through modeled lessons and by working sidebyside with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will also begin this year for third grade teachers and will be supported by technology coaches. Teachers at GHMS will use environmental enhancement to technology in the classroom by capturing and sharing videos for reflection, coaching, and evidence.-</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system 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 Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.</p>	<p>Behavioral Support Program Direct Instruction Academic Support Program</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>District Support Staff, Administrator s, Classroom Teachers, Technology Coaches, Reading Specialist.</p>

ACIP

Good Hope Middle

Activity - Standard Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 6-8. - Students identified as in need of support will be placed in a basic skills class and will be using Edgenunity in order to increase student achievement.	Behavioral Support Program Professional Learning Academic Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	District Leadership, Administrator s, Teachers.

Goal 2:

Management Goal:Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction. 18

Measurable Objective 1:

collaborate to Increase ability to collect, analyze, and applies findings from various data sources. by 05/24/2019 as measured by overall school improvement.

Strategy1:

Data Resources - *

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: *

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments.	Academic Support Program Direct Instruction Professional Learning	08/01/2018	05/24/2019	\$0 - No Funding Required	All

Activity - Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments. Teachers will meet on early release days and three additional days to discuss student performance. The teachers will meet weekly in PLT to discuss student performance and ideas to improve student performance.	Academic Support Program Direct Instruction Behavioral Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	ALL

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Learning Supports and Culture Goal:Identify barriers to teaching & learning and align support barriers 18

Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 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 professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through

SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice. Category: Develop/Implement Professional Learning and Support Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness.

Category: Develop/Implement Professional Learning and Support

Research Cited: 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 - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.	Behavioral Support Program Professional Learning Academic Support Program Technology Direct Instruction	08/01/2018	05/24/2019	\$0 - No Funding Required	Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers

ACIP

Good Hope Middle

Activity - - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Policy and Process Academic Support Program Behavioral Support Program Professional Learning	08/01/2018	05/24/2019	\$0 - No Funding Required	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists

Activity - PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Administrator will meet each week to discuss student achievement, behavior and needs of each individual student.	Academic Support Program Professional Learning Behavioral Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	Teachers/Administrator

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle School administrators will work with teachers and staff to determine monthly focus for early release days. Calendar of monthly topics will be provided to teachers in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement District/school initiatives	Behavioral Support Program Direct Instruction Professional Learning Academic Support Program Technology	08/01/2018	05/24/2019	\$0 - No Funding Required	District Support Staff, Administrator s, School Staff

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All subject level teachers in elementary, 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	08/01/2018	05/24/2019	\$0 - No Funding Required	Teachers and Staff

Goal 2:

Instruction Goal:Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas. 18

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math 63% to 68%, Scantron Reading from 51% to 56% by 05/24/2019 as measured by state assessments..

Strategy1:

Increase Educator Effectiveness - Increase Educator Effectiveness - Good Hope Middle School has adopted the Instructional Framework.

Teachers will implement the

Instructional Framework as they teach the

college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program Direct Instruction Professional Learning	08/01/2018	05/24/2019	\$0 - No Funding Required	District Leadership, Administrators, and teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-8 through modeled lessons and by working sidebyside with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will also begin this year for third grade teachers and will be supported by technology coaches. Teachers at GHMS will use environmental enhancement to technology in the classroom by capturing and sharing videos for reflection, coaching, and evidence.-</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system 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 Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.</p>	<p>Academic Support Program Behavioral Support Program Direct Instruction</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>District Support Staff, Administrator s, Classroom Teachers, Technology Coaches, Reading Specialist.</p>

Goal 3:

Management Goal:Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction. 18

Measurable Objective 1:

collaborate to Increase ability to collect, analyze, and applies findings from various data sources. by 05/24/2019 as measured by overall school improvement.

Strategy1:

Data Resources - *

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: *

Activity - Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments. Teachers will meet on early release days and three additional days to discuss student performance. The teachers will meet weekly in PLT to discuss student performance and ideas to improve student performance.	Behavioral Support Program Direct Instruction Academic Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	ALL

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Learning Supports and Culture Goal:Identify barriers to teaching & learning and align support barriers 18

Measurable Objective 1:

demonstrate a proficiency of 5% increase in student growth: Scantron Math from 58% to 63%, Scantron Reading from 54% to 59% of students reaching benchmark by 05/24/2019 as measured by State Assessment.

Strategy1:

Student Supports - GHM will provide proactive and progressive learning support to students. GHM teachers will ensure that all students receive the right kind of assistance and to get those who are struggling back on track before they get frustrated and give up. School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly Rtl meetings will take place at each school to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Edgenuity (6-12) for remediation lessons to improve student outcomes.

Category: Develop/Implement Professional Learning and Support

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

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly Rtl meetings will take place at each school to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Edgenuity (6-12) for remediation lessons to improve student outcomes. Also, Moby Max will be purchased for another monitoring tool. Additional materials and supplies may also be purchased.	Other Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$2035 - Title I Schoolwide	Teachers and Administration

Activity - Social Worker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHMS shares a Social worker with the country who assist the schools in maintain case files and reports to track student problems and progress and to recognize patterns in behavior. Once issues or behavior problems have been identified, the school social workers assist in remediation by providing counseling, treatment plans or workshops.	Behavioral Support Program Academic Support Program Parent Involvement	08/01/2018	05/24/2019	\$0 - No Funding Required	Administration, Social Worker

Activity - Dyslexia screening and intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHMS Rtl Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Academic Support Program Direct Instruction Behavioral Support Program Tutoring Parent Involvement	08/01/2018	05/24/2019	\$0 - No Funding Required	ALL

Measurable Objective 2:

collaborate to ensure that administrators, teachers, and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities...

Strategy1:

Culture - GHMS will focus on stimulating, energizing and coordinating professional activity within the school; Span boundaries to include external stakeholders to build support and gather resources for student learning; create an environment of mutual responsibility and accountability for supporting students and creating change; build links between older practices and ways of thinking and the future; develop professional community and organizational learning with the specific intention of changing their school culture. GHMS will sustain a vision of schooling that emphasizes dignity and changing lives.

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 - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, district leadership will conduct training for parental representatives from GHMS. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc. Implementation of Parent and Family Engagement will be monitored through Cullman County's Program Review for grades k-8. GHMS will host a showcase night. Parents will be invited to watch/ see projects students have worked on during the second semester.	Academic Support Program Direct Instruction Behavioral Support Program Professional Learning Parent Involvement Career Preparation/ Orientation	08/01/2018	05/24/2019	\$0 - No Funding Required	Parents, students, Faculty

ACIP

Good Hope Middle

Activity - Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School discipline is a collaborative effort by the parents, guardians, students, and staff. GHMS will promote positive behavior choices by recognizing students who engage in consistent positive behavior. GHM will follow the uniform discipline ladder provided by the CCBOE. ABE, Saturday School, short term and long term are all forms of discipline used.	Parent Involvement Policy and Process Behavioral Support Program Academic Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	Faculty, staff

Activity - Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHM works to prevent school violence and a safe place for students, staff, and parents all have an important role in promoting school safety. GHM provide leadership by reassuring students that schools are generally very safe places for students and faculty and reiterating what safety measures and student supports are already in place in their schools.	Community Engagement Parent Involvement Academic Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	ALL

Activity - Adult Advisory Program REACH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHMS will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership team once each semester.	Professional Learning Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	Faculty

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHM believes successful schools begin by engaging students and making sure they come to school regularly. In an effort to keep our faculty and students on track our percentages of attendances are posted in the hallway on a bulletin board. We also use House points as a motivator for our students to attend school. GHMS also follows the CCBOE attendance policy.	Behavioral Support Program Academic Support Program Parent Involvement	08/01/2018	05/24/2019	\$0 - No Funding Required	Faculty, Students

Strategy2:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice. Category: Develop/Implement Professional Learning and Support Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness.

Category: Develop/Implement Professional Learning and Support

Research Cited: 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 - - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Professional Learning Policy and Process Academic Support Program Behavioral Support Program	08/01/2018	05/24/2019	\$0 - No Funding Required	Alabama Mentor Teacher Facilitator, District Instructional Coaches, Technology Integration Specialists

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle School is a Focus Schools that was identified in 2014 by the gap between all student and special education students' performance data. Good Hope Middle is supported by a Reading intervention teacher with support for classroom teachers along with the implementation of instructional technologies and differentiating instruction. Good Hope Middle School is also participating in the Blue Ribbon School Program.	Direct Instruction Academic Support Program Technology	08/01/2018	05/24/2019	\$19313 - Title I Schoolwide	All teachers and support staff

Goal 2:

Instruction Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas. 18

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math 63% to 68%, Scantron Reading from 51% to 56% by 05/24/2019 as measured by state assessments..

Strategy1:

Increase Educator Effectiveness - Increase Educator Effectiveness - Good Hope Middle School has adopted the Instructional Framework. Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

ACIP

Good Hope Middle

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

Activity - Reading Horizons Elevate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elevate is available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies. Teachers will receive dyslexia simulation training on September 25, 2017 and will receive support throughout the school year.	Behavioral Support Program Academic Support Program Professional Learning Technology	08/01/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, and District Support Staff

Goal 3:

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction. 18

Measurable Objective 1:

collaborate to Increase ability to collect, analyze, and applies findings from various data sources. by 05/24/2019 as measured by overall school improvement.

Strategy1:

Data Resources - *

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: *

Activity - Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Good Hope Middle will monitor the implementation of district initiatives, Continuous Improvement Plans, Local Indicator, Program Review, and Educator Effectiveness by utilizing walk-through forms, classroom visits, and self-assessments. Teachers will meet on early release days and three additional days to discuss student performance. The teachers will meet weekly in PLT to discuss student performance and ideas to improve student performance.	Academic Support Program Behavioral Support Program Direct Instruction	08/01/2018	05/24/2019	\$0 - No Funding Required	ALL

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District Support, EL and Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Results are sent home to English Language learners parents in their home language. The district Parent Liaison is available to translate any document or attend any meeting where there might be a language barrier.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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	GHMS has one paraprofessional and one student nurse. Both meet state requirements.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	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 selection are	

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

It is designed to provide genuine opportunities for high-quality instruction. Teachers know the subjects they teach and how to teach those subjects to students. Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. High quality academic instruction is designed to be appropriate to students' educational levels. It also creates opportunity for thinking and analysis, uses feedback effectively to guide students' thinking, and extends students' prior knowledge.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

GHMS had a 0.3% turnover rate for the 2017-18 school year.

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

GHMS teachers have participated in Teacher Effectiveness assessment . Teachers are making unannounced visits to colleagues rooms to observe ten different standards. These standards will be the same as those each teacher will be evaluated on. This year some teachers were trained on ebeam use in the classroom. Science teachers are AMSTI trained and use it in the classrooms. Teachers had Dyslexia training and participated in a dyslexia simulation. Quality teaching and teaching the content standards can be observed through walk throughs, lesson plans, classroom observations, and student engagement.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

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 (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

All core teachers are trained on Teacher Effectiveness. Teachers participate in weekly PLT's that provide ongoing PD that provides teachers strategic teaching strategies. Teachers have attended PD taught by colleagues on scantron training and how do to use the program to look at students individual data and group data. Scantron Reading and Math test to progress monitor students through the achievement site with mastery of standards and teachers are trained on Scantron.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Teachers have the opportunity to attend the district technology conference. Teachers were trained in various computer programs such as Edgenuity , Discovery Ed, Icurio, etc...Teachers are Scantron trained. Teacher Effectiveness is also a way all school personnel is gaining PD. This year we will provide a few teachers with the opportunity to attend the Nuts and Bolts Symposium in Destin Florida..

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.

Describe how all 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, classroom, Moby MAX Scantron and Kahn Academy.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

Learning Supports and Culture Goal: Identify barriers to teaching & learning and align support barriers 18

Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundation documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities...

Strategy1:

Culture - GHMS will focus on stimulating, energizing and coordinating professional activity within the school; Span boundaries to include external stakeholders to build support and gather resources for student learning; create an environment of mutual responsibility and accountability for supporting students and creating change; build links between older practices and ways of thinking and the future; develop professional community and organizational learning with the specific intention of changing their school culture. GHMS will sustain a vision of schooling that emphasizes dignity and changing lives.

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 - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GHMS will host a transition day for all students. Incoming 5th-grade teachers will meet teachers/staff and take a tour of the campus. The students will be welcomed into their house. Current 6th and 7th-grade students will meet the next grade teachers. 8th-grade students will visit the high school.	Behavioral Support Program Policy and Process Academic Support Program Extra Curricular	08/01/2018	05/24/2019	\$0 - No Funding Required	5-9 faculty, administration

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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 (Sec.1114 (7)(A))

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 other students across the nation. This data is then used 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 and set a pathway on Edgenuity

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 are scheduled with Reading and Math basic skills classes or 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 Edgenuity, Moby Max and Math, Khan Academy, ect.

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. Free tutoring is offered once a week, for one hour after school.

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 performance

standards to which all students are held without being stigmatized or isolated. School staff identify limited English proficient students upon enrollment. Parents or guardians can update information about their child at any time using INFOSNAP. A new student will complete 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 to 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. 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.

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.

NA

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

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.

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

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Receive Title money for class sized reduction unit.

Component 10: Evaluation (Sec.1114(b)(3)):

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

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

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.

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

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

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

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	15.93

Provide the number of classroom teachers.

15.93

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	802587.0

Total

802,587.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	88896.0

Total

88,896.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	33798.0

Total

33,798.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	55476.0

Total

55,476.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56196.0

Total

56,196.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5829.0

Total

5,829.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1749.0

Total

1,749.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10416.0

Total

10,416.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1868.0

Total

1,868.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	64532.0

Provide a brief explanation and breakdown of expenses.

T-1 (63,510.00)

P/I (1022.00)

1100 - Teacher = 1 FTE = .74 Salary and Benefits (010),(200 - 299) = 42,161.31

1100 - Part time Intervention Teacher (018),(200 - 299) = .29 = 19,313.01

1100 - Classroom Materials and Supplies - (400 - 499) = 2035.68

1100 - Appleton Aide (319) = 0

2190 - Tutoring, Parent Engagement , Folders, Planners, Colored Paper, etc (191), (200 - 299) = 0

(413) = 1022.00

2215 - Professional Development - Registration, Travel, & other Purchased Services (180 & 200 - 299) = 0

(300 - 399) = 0

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

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	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

On August 15th, at 8:30 A.M. and 3:15 P. M. Good Hope Middle School held its Annual Title 1 Parent Meeting. A PowerPoint presentation was used to explain what Title 1 means and to inform parents on how our school uses the 1% set-aside money for parental involvement.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

There will be two Title 1 parent meetings held on August 15th. One will be held at 8:30 A.M. and the other at 3:30 P.M. in the middle school library. The leadership team will include two parents that will help look at the data and evaluate the CIP in conjunction with our Title 1 program. A teacher from Good Hope Middle will attend District level meetings on the Parental Advisory Committee in order to bridge the gap between the district, the school, and families. They will then use this information to inform and assist parents. A parent representative will also meet at the District level on the Parental Advisory Committee to gather information to be shared with other parents at the quarterly B4high meetings and other school-related events. Parent meetings are available at school anytime during the planning period of the teachers or after school. Parent Teacher Conferences are held annually during October. B4high conducts meetings every 3 months for parents to get involved with school activities. Parents serve on the CIP committee to review the strengths and weakness of the school. At the annual Title 1 parent meeting all parents have the opportunity to be involved in decision-making. The CIP committee, which consists of two parents who serve on the committee, meet annually in September to discuss how Title 1 parental involvement money will be spent.

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. (Sec. 1116(c)(4)(A)(B)(C))

GHMS sends home monthly newsletters and grade reports. We also communicate with stakeholders through all calls and emails using School Messenger, a school website, and school Facebook page. Progress reports go home every four weeks during a nine week grading period. Every nine weeks report cards go home to inform parents about grades. Parents also have access to students grades, attendance and discipline through our online home portal of INOW.

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). (Sec.1116(d))

Parents, school staff, and students have annual parent teacher conferences. Good Hope Middle also has various school events that students' parents participate in. Parents are able to receive information through 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 access their child's information in INOW.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents are provided multiple opportunities throughout the school year to review, question, and comment about the CIP. These opportunities include Annual Title 1 Parent Meeting, Parent Teacher Conference, and B4high meetings. During these opportunities the CIP plan is discussed and parents are able to ask questions or raise concerns about the CIP.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

Good Hope Middle School offers parent training on INOW, PowerSchool and the use of emails at anytime. Also, the school trains parents on how to use the school website to look up lesson plans and daily events that are occurring at GHMS. GHMS also has a Facebook account so that parents can use social media to find out what is going on. . The monthly newsletter is posted on the website and social media. Each teacher has their own website with information about grade policy, projects and classwork with links. Weekly lesson plans are available on teacher websites that indicate classwork and homework for the week.

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 ESSA Sec. 1116, 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)

PTO hosts parent meetings every three months 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 the parents and the community connect and become involved with the school staff. Training on INOW and the use of the website along with how parents can take surveys is provided at school. Located in the counselor's office is material on how parents can work to improve their child's achievement.

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 ESSA Sec 1116, 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)

GHMS has a parent teacher compact to implement and coordinate programs that help build ties. The school website, school Facebook and text app REMIND provide avenues of communication to improve the achievement of students. Each grade level participates in project based learning which provides parents the opportunity to visit the school and see student work and projects. The science teachers along with students will hold a science night for the community where they will demonstrate hands on activities and stem related extra curricular activities. The school also has a news team that provides daily morning news for students and parents to view.

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 ESSA Sec. 1116, 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)

Parent volunteers are welcome at GHMS to assist in planning of activities throughout the school year. Some of these activities include field trips, festivals, dances, programs, ballgames, and classroom activities. The counselor's office along with our library also have parent

resources available for the parents.

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 ESSA Sec. 1116, 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 we are able to provide the support in the following ways. We can provide a computer if a parent does not have access to technology. Copies of newsletters and videos of morning announcements are also kept in the office for parents as they may need. Parent/teacher conferences can be arranged through the school office at the parents convenience.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Good Hope Middle School provides students with limited English proficiency 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 parents or students with disabilities.