

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

**Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):**

The parents, staff, and faculty examined data from the past three years to develop the 2010-2011 comprehensive needs assessment. Parents then discussed perceived strengths and weaknesses of the school and participated in the identification of goals for the upcoming school year.

### Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Scott Stephens-Principal  
 Lisa Towns-Assistant Principal  
 Joy Pitchford-Guidance Counselor  
 Lydia Walker-Reading/Remediation Teacher  
 Melanie Pitchford-School Improvement Specialist  
 Caitlin Irvin-Student  
 Beth Bowers-Special Education Teacher  
 Ann Marie Schwarz-ELL Specialist  
 Marie Payne-Parent/Stakeholder  
 Molly and Clay Sellers-Parents/Stakeholder

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Ⓟ I have reviewed the [Annual Accountability Results Report](#)

**Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).**

The faculty examined data from the past three years. After the examination, the faculty identified strengths, weaknesses, and program gaps.

**Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

Only Highly Qualified Teachers (HQT) are considered and hired for staffing decisions. Highly Qualified Teachers are also placed in remediation capacities in the school.

**Number and percentage of teachers Non-HQT:**

0-0%

**Number and percentage of Classes Taught by Non-HQT:**

0-0%

**Alabama High School Graduation Exam (AHSGE):**

**Strengths:**

By the end of the 2009-2010 school year, 92% of 11th grade white students had passed the math portion of the AHSGE.

**Weaknesses:**

At the end of the 2009-2010 school year, only 58% of black students in the 11th grade had passed the Reading portion of the AHSGE.

**Alabama Reading and Mathematics Test (ARMT):**

**Strengths:**

88% of all 7th grade students in 2009-2010 were proficient in reading.

**Weaknesses:**

Only 28% of the 2009-2010 8th grade black students were proficient in reading.

**Alabama Science Assessment:**

**Strengths:**

75% of males in the 7th grade during the 2009-2010 school year met or exceeded academic standards.

**Weaknesses:**

27.87% of students in the 7th grade during the 2009-2010 school year only partially met academic content standards.

**Stanford 10:**

**Strengths:**

In 2009-2010, all 7th grade subgroups scored at or above the national average in reading.

**Weaknesses:**

In 2009-2010, only two 8th grade subgroups (white, non-poverty) scored at or above the national average.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Alabama Direct Assessment of Writing (ADAW):**

**Strengths:**

88% of the 2009-2010 10th grade students met or exceeded standards on the Alabama Direct Assessment of Writing.

**Weaknesses:**

During the 2009-2010 school year, 3% of 10th grade students did not meet standards on the Alabama Direct Assessment of Writing.

**ACCESS for English Language Learners (ELLs):****Strengths:**

During the 2009-2010 school year, the ELL student's score on ACCESS improved in speaking and listening.

**Weaknesses:**

During the 2009-2020 school year, the ELL student's reading score on ACCESS was a 1.9 and comprehension score was a 2.2.

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

Teachers are teaching standards from the Alabama Course of Study and Alabama High School Graduation Exam.

**Weaknesses:**

Collaboration among faculty members.

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

During the 2009-2010 school year, Houston County High School became a 21st century school.

**Weaknesses:**

Limited number of technology classes at Houston County High School.

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

STI Achievement is used quarterly as a diagnostic assessment to gauge and monitor progress of our 7th, 8th, and 10th grade students.

**Weaknesses:**

N/A

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

The criminal justice program was added to the school curriculum for the 2010-2011 school year.

**Weaknesses:**

Houston County High School students have to be bused to the Career & Technical Center at Ashford, AL. Family & Consumer Science classes for the 2010-2011 school year had to be dropped due to lack of student interest.

**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).****Strengths:**

During the 2009-2010 school year, no students were expelled.

**Weaknesses:**

According to attendance records, absences and tardies were on the rise during the 2009-2010 school year.

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

The graduate rate increased from 81% in 2008-2009 to 86% in 2009-2010.

**Weaknesses:**

At least 38% of the 2010-2011 special education students will receive a certificate of attendance.

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

In 2010-2011, 100% of the faculty at Houston County High School are experienced teachers.

**Weaknesses:**

In 2010-2011, 9% of the faculty are new to our school.

**School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).****Strengths:**

A system-wide truancy program was developed for the 2010-2011 school year to deter attendance issues.

**Weaknesses:**

During the 2009-2010 school year, student tardies increased.

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

Title I meetings allow parents the opportunity to express concern and/or interest about literacy and education levels. Parent surveys at the conclusion of the 2009-2010 school year, revealed that most parents know the school's academic goals and feel welcome at the school.

**Weaknesses:**

Based on teacher reportings, approximately only 5% of parents or guardians attend quarterly parent meetings.

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

N/A

**Weaknesses:**

35% of the student body reported that they had threatened a fellow student.

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

The ELL student's test scores on ACCESS improved from 2.9 to 3.2 during the 2009-2010 school year.

**Weaknesses:**

Based on ACCESS results, the ELL student still struggles with reading comprehension.

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

Certified teacher works with ELL student to help them succeed in their schoolwork and on standardized tests. Additionally, ELL teacher helps with interpretation.

**Weaknesses:**

The ELL teacher is not based at our school. Often it is difficult to obtain school records from previous educational facilities.

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

PLATO credit recovery classes are used to prevent potential failures; student success program implemented for the 2009-2010 school year.

**Weaknesses:**

Afternoon school remediation services and credit recovery are not utilized due to lack of faculty.

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.****CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):****G1. Goal I****Description:**

In 2010-2011, the number of 11th grade black students meeting or exceeding standards on the Reading portion of the AHSGE will increase from 58% to 92%.

**Data Results on which goal is based:**

At the conclusion of the 2009-2010 school year, only 58% of 11th grade black students had passed the Reading portion of the AHSGE.

Target Grade Level(s): 11th grade

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

11th grade black students that have not passed the Reading portion of the AHSGE.

Courses of Study:

Recognize summary statements; recognize logic and arguments. Determine meaning of words; understand figurative language, and analyze literary elements.

**Strategies:**

**S1.1 Strategy 1**

Description:

Use longitudinal data to address weakest areas in reading.

**Action Steps:**

**AS1.1.1 S1-AS1**

Description:

Academic advisors and teachers will analyze the data by the end of September 2010.

Benchmarks:

100% of English and Reading teachers will attend the data meeting.

**AS1.1.2 S1-AS2**

Description:

2010-2011 11th grade students who have not passed the reading portion of the AHSGE will take a standards-based pre-test in October of 2010.

Benchmarks:

100% of 11th grade students who have not passed the AHSGE will take the pre-test.

**AS1.1.3 S1-AS3**

Description:

Academic advisor will collaborate with reading and English teachers to determine how the curriculum should be delivered.

Benchmarks:

100% of Reading and English teachers will collaborate with academic advisor on delivery of instruction.

**AS1.1.4 S1-AS4**

**Description:**

All English and Reading teachers will implement standard-based strategies discussed in data meeting.

**Benchmarks:**

100% of English and Reading teachers will deliver standard-based instruction daily.

**AS1.1.5 S1-AS5****Description:**

11th grade students who have not passed the reading portion of AHSGE will complete benchmark testing quarterly.

**Benchmarks:**

All of these students will complete the benchmark testing.

**Interventions:**

Implementation and remediation through PLATO, Ladders to Success, Coach, and AHSGE Item specs. In addition, content-area teachers provide remediation.

**Resources:**

Title I funds will be available if needed.

**G2. Goal II****Description:**

To increase the percent of 8th grade black students scoring proficient levels (III & IV) from 48% in reading on the ARMT to 76%.

**Data Results on which goal is based:**

In 2009-2010, only 48% of 8th grade black students scored proficient on the reading portion of the ARMT.

Target Grade Level(s): 2010-2011 8th grade students

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

2009-2010 ARMT test results

**Target Student Subgroup(s):**

2010-2011 8th grade black students

**Courses of Study:**

Apply strategies to comprehend, textual/informational, and functional materials.

**Strategies:****S2.1 Strategy 1****Description:**

Use longitudinal data to address the weakest areas in reading.

**Action Steps:**

**AS2.1.1 S1-AS1**

**Description:**

Academic advisor and teachers will analyze the data by the end of September 2010.

**Benchmarks:**

100% of English and Reading teachers will attend the data meeting.

**AS2.1.2 S1-AS2**

**Description:**

In 2010-2011, all 8th grade students will take an ARMT standards-based pre-test by the end of October 2010.

**Benchmarks:**

100% of all 8th grade will take the pre-test.

**AS2.1.3 S1-AS3**

**Description:**

Academic advisor will collaborate with Reading and English teachers to determine how curriculum should be delivered.

**Benchmarks:**

100% of Reading and English teachers will collaborate with academic advisor on delivery of instruction.

**AS2.1.4 S1-AS4**

**Description:**

All English and Reading teachers will implement standard-based strategies discussed in the data meeting.

**Benchmarks:**

100% of Reading and English teachers will deliver standard-based instruction daily.

**AS2.1.5 S1-AS5**

**Description:**

All 8th grade students will complete ARMT benchmark testing quarterly.

**Benchmarks:**

100% of these students will complete the benchmark testing.

**Interventions:**

Implementation and remediation through Odyssey, Ladders to Success, and ARMT Item specs. In addition, content-area teachers provide remediation as needed.

## Resources:

Title I funds will be available if needed.

**Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.**

**ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**

**G1. Goal 1**

## Description:

ELL students will perform at English proficiency level 2.0/4.6 in the language domains for listening and speaking in order to increase the overall composite score to at least 3.0/5.0.

## Data Results on which goal is based:

ACCESS for ELLs; Listening 4.7 (4.3)

Target Grade Level(s): 11th grade

Target ELP Language Domain(s): Listening

WIDA Standards: Language domain listening and speaking

**Strategies:**

**S1.1 Strategy 1**

## Description:

Implement a plan for ELL student to improve listening skills.

**Action Steps:**

**AS1.1.1 Action Step 1**

## Description:

All teachers who teach the ELL student will encourage him to become involved in the classroom discussions.

## Benchmarks:

100% of teachers who teach the ELL student will involve him in classroom discussions. Teachers will be observed by administrators to ensure that teachers are involving ELL students in classroom discussions.

## Interventions:

Referral to BBSST for future periodic evaluations if needed; additional help will be provided by bilingual teacher as needed.

## Resources:

N/A

**Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS** Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher

**collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.**

### **G1. Challenge I**

#### **Description:**

In the 2010-2011 school year, improve overall student attendance.

#### **Strategies:**

##### **S1.1 Strategy 1**

#### **Description:**

Provide incentives to improve student attendance.

#### **Action Steps:**

##### **AS1.1.1 S1-AS1**

#### **Description:**

Provide incentives for students with perfect attendance.

#### **Benchmarks:**

Attendance records will be reviewed weekly by the attendance clerk.

##### **AS1.1.2 S1-AS2**

#### **Description:**

To deter student absenteeism, Saturday School is assigned to any student.

#### **Benchmarks:**

Attendance records will be reviewed weekly by the attendance clerk.

#### **Interventions:**

Students will be referred to early warning court.

#### **Resources:**

Community donations

### **Teacher Mentoring:**

**Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)**

All new teachers are mentored by a master teacher in the same subject area, meeting weekly and more often if necessary. Areas of concentration are classroom management, meaningful and engaging lessons, pacing of the curriculum, and methods that lead to mastery of content standards. Other areas of support are student/teacher/parent relations, and the maintenance of proper records using available technology.(STI Assessment, INOW, and STI Achievement, etc.).

### **Budget:**

**Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each**

**year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.**

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Houston County High School. The following is a comprehensive list of fund sources with an explanation of their usage.

The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2010-2011 school year, the state is funding 24.34 units, including fringe benefits and also funding textbooks. The grand total of state money is \$1,524,030.00. Federal Funds: Title I funds used for improving the academic achievement of the disadvantages- \$111,729.00 (professional development substitutes: \$7,500.00, parental involvement: \$1,437.00, teacher assigned units: \$102,792.00). AARA Funds: \$40,452.21 will be used to improve technology, provide instructional supplies, and supply remediation for reading and math classes as needed. Title II Funds: \$1,018.00 will be used for faculty/staff and healthcare provider professional development.

**Transition:**

**Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.**

During the spring of each year, 6th grade students from Webb Elementary School are transported to Houston County High School for an orientation session and encouraged to attend HCHS as 7th graders; an open house for all grades will be held prior to the beginning of the new school year at which time the students and parents may meet teachers and visit classrooms, as well as get supply lists.

**Highly Qualified Teachers:**

**Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.**

100% of teachers are Highly Qualified Teachers (HQT); HCHS is a 21st century facility.

**Assessments and Teacher Involvement:**

**Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.**

Grade level and departmental meetings will be held at least once a month to adjust instructional procedures and strategies based on the progress monitoring data; the faculty will collaboratively student the disaggregated data and results of the state assessments. BBSST members will evaluate data collected on referred students to determine if there are any additional indicators that would warrant more in depth testing or referral for special education.

**Special Populations:**

**Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.**

All students at Houston County High School, including those identified as migrant, limited- English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, special education services, At Risk, Reading Recovery, and counseling services. Also, Houston County High School uses the Department of Human Resources, The Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter.

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

The counselor identifies limited- English proficient students upon enrollment. Each new student receives a home language survey used to determine eligibility for limited- English proficient teaching. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the students 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 Program (ELL). 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 through the English Language Learner Program (ELL). 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 through the English Language Learner (ELL) program, a committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents, or guardian of the student, the student's teacher, the school counselor, an interpreter, and/or school administrator. A variety of services for all ELL students is provided, such as content area tutoring, pull-out ELL, pull-out for individual support, and content based ELL. An ELL teacher provides services to all ELL student at Houston County High School. Houston County High School utilizes the Spanish teacher to assist with communication of parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and

Spanish. The ELL committee reviews each student's progress annually if the student scores proficient on the WIDA Access Test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized test),

### **Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):**

**Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.**

#### **Applies Only to Secondary Schools**

the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

Houston County High School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations.

The Referral Coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that the education in the general education classroom, including the use of supplementary aids and services cannot be successfully achieved. Houston County High School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

School counselor is 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. HCCHS 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. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to other students, including free lunch, Title I, ELL, Special Education, At-Risk, remediation, and credit recovery.

Neglected/delinquent students are identified at HCCHS 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 student at HCCHS. The school counselor monitors students' grades and absences and ensures that neglected/delinquent students have access to additional services as needed, including food

#### **Extended Learning Opportunities:**

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.**

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

- Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction
- Communication with previous teachers and parents who have insight about students learning styles
- Classroom and intervention teachers use of Coach Reading and Math Workbook materials for core instruction, both of which have intervention strategies embedded in the curriculum which are aligned with the Alabama Course of Study
- Classroom and intervention teachers use of PLATO and Odyssey software programs to reinforce core instructions, both of which are aligned with the Alabama Course of Study
- Providing daily small group instruction and intervention by lead teachers for students experiencing difficulty
- Utilization of School Improvement Specialist to provide additional assistance and intervention for students in small group or individual instruction setting in the classroom, and if needed, as a pull-out intervention session
- Progress monitoring students in a timely manner based on PLATO and Odyssey pre and post-test
- Conduct monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed
- Encouraging parental involvement in student education through school conferences, telephone conversations, and notes
- Provide At-Risk program services and establish alternative learning program for ELL students

#### **Parental Involvement:**

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

An annual Title I meeting was held in September to inform parents of the schools' participation in Title I and to explain Title I requirements. The following topics will be discussed at this year's meeting:

- \* What it means to be a Title I school
- \* The 1% Set- Aside for parental involvement
- \* The CIP
- \* School- Parent Compacts
- \* Requesting qualifications of teachers
- \* Notifications of teachers who are not highly qualified
- \* The School Parental Involvement Plan
- \* The annual evaluation of the Parental Involvement Plan
- \* The process of how all Title I parents may have involvement in the 1% Set-Aside, the CIP, the revisions of compacts, and the School Parental Involvement Plans
- \* Timeline for this years' Parent Involvement Opportunities (including opportunities to share in decision making).

**Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1. Houston County High School will hold Title I meetings at least once per grading period. Parents will be allowed input into the implementation of the Title I program. A light meal or refreshments will be provided at the Title I meetings.
2. Houston County High School believes in involving parents in all aspects of its Title I programs. All parents have the opportunity for involvement in decision-making committees and the opportunity to serve as contact persons for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee work and receive input from parents for committee decisions. They assist in evaluating the parental involvement plan, and they assist in training other parents to be parent leaders. Title I parents are introduced to the parent leaders at the initial meeting of Title I parents. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the year. Parents are reminded through the school web site and newsletter of involvement activities going on each month.
3. Houston County High School will use parental involvement funds to fund: a.) food for refreshments/light meals

**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.**

At parent meetings throughout the year, Houston County High School presents information about its Title I programs, the curriculum, and forms of academic assessment used. Parents learn about priority goals in reading and math. They also learn how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. We presently have Spanish-speaking parents of eight students. An interpreter will be provided at Title I meetings to communicate with parents. In addition, documents are provided, to the extent practicable, in Spanish.

**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).**

Houston County High School created its school-parent compact in November 2009, as a Title I requirement. This compact was created by the CIP Leadership Team with parental in-put. All parents were provided a copy of the compact. The parents were requested to sign the compacts signifying their commitment to working with HCHS to ensure that their child is successful in school. The compact will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will also sign the compacts which will be placed in student cumulative folders for use during parent-teacher and/or student-teacher conferences. The School-Parent Compact will be revised by school staff members, the Title I Parent Advisory Committee, and several students, in May of 2010 for the 2010-2011 school year.

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

In May of each year, Houston County High School's CIP Committee reviews, evaluates, and revises its Continuous Improvement Plan. There are three parents on the committee who represent all parents of Houston County High School. During the review process, all parents are notified of the review through notices sent home. the notices inform parents that the plans under review, a copy of the plan is available for review in the library/media center, parents have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time the CIP is submitted.

A time of discussion will be allowed at Title I meetings or parents can contact the Principal to discuss any concerns, problems, or suggestions.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education**

**of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Houston County high School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year, as well as with additional Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child be successful and the best ways to work in partnership with their child's teachers.

**(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

Houston County High Schools CIP Committee works hard to ensure that all parent materials and training is closely aligned with our schools identified goals. Parent/teacher meetings will be held at least once a grading period to discuss strategies for parents to help their child at home and to be involved in their child's education.

**(3) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

HCHS will continue to work with its teachers, office personnel, and other staff members through in-services, faculty meetings, grade-level meetings, and departmental meetings in understanding the importance of parental involvement. Our assistant principal will be working closely with each teacher to ensure that grade-level meetings include a parent involvement focus.

**(4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)**

We presently have one ELL student and we provide a bilingual teacher who attends meetings and communicates with these students' parents as needed. School staff meet to discuss ways to maximize the benefit of all offered parental involvement activities and to ensure that all activities are aligned with our CIP goals.

**(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

At the present time, Houston County High School has one ELL student. A bilingual teacher is available to speak by phone or in a meeting with parents to give information about meetings, parent information, etc. in addition, HCHS ordered textbooks and supplemental information to help the ELL students and their parents complete work at home.

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

Houston County High School makes every effort to work with parents in meeting their requests as related to their involvement in their student's education. HCHS welcomes suggestions and concerns from parents and has an open door policy for all parents.

**Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

Houston County High School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Houston County High School presently has one Spanish-speaking students; therefore, all parent notifications are sent to parents of these children in Spanish. in addition, we have a bilingual teacher who is readily available to assist in verbal communications with these parents. At this time, Houston County High School no migrant students. Houston County High School is a handicapped-accessible facility and every effort is made to accommodate parents with disabilities.

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

(Note: Professional learning activities must be linked to Alabama's Standards for Professional Development and Alabama's Technology Professional Development Standards, [www.alsde.edu](http://www.alsde.edu), Sections, Technology Initiatives, Publications).

### **Learning Activities:**

#### **Learning Activity 1**

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

Substantial amount of failures in core curriculum classes.

**What types of professional learning will be offered?**

Provide training for implementation of RTI and classroom monitoring strategies and procedures. Provide STI Achievement training for all faculty members. Provide strategic strategies training for all faculty members.

**When will the session be delivered?**

RTI-October 2010 STI Achievement-October 2010 Strategic Planning-November 2010 NAEP training for 8th grade teachers- October 2010

**What are the expected outcomes of professional learning?**

**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Teachers will be trained to implement strategies and interventions in the classroom.

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

Lesson plans, walk-throughs, monitoring forms, and classroom observations

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

Title I funds available as needed for substitutes and purchasing of needed programs/materials. Joy Pitchford Guidance Counselor Scott Stephens Principal Lisa Towns Assistant Principal Dede Coe Technology Coordinator Melanie Pitchford STI Achievement Coordinator

#### **Learning Activity 2**

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

Based on results from the spring 2010 AHSGE, 42% of 11th grade black students have not passed the reading portion.

**What types of professional learning will be offered?**

HCHS will implement an intensive regime of Professional Development activities designed to insure that each teacher is prepared to deliver high quality, data driven, standards based instruction to all students. They will also be trained for individualized instruction and strategies to ensure each student has the opportunity to achieve mastery of all content and AHSGE standards in all areas. The areas of professional development include the following: alignment of curriculum and resources to AHSGE/ARMT/ALCOS standards; training in the utilization of STI Achievement Services; training in strategic teaching; training in RTI (Response to Instruction/Intervention). Additionally, 8th grade teachers also received NAEP training.

**When will the session be delivered?**

The sessions are many and will be held throughout the school year. Many of these sessions will be coordinated at the district level.

**What are the expected outcomes of professional learning?**

**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Standards will drive the instruction. STI Achievement results will be used to improve classroom instruction. Data results will guide the utilization of RTI. Strategic teaching and RTI will direct the delivery of instruction.

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

The following will reflect successful implementation of the professional development activities related to academic achievement: teacher lesson plans, STI Achievement Testing results over time, strategic teaching evidenced during walk throughs, and RTI documentation.

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

All training and expenses training will be provided by the district with the exception of substitute teachers provided during training sessions.

**I. State Foundation Funds**

	<b>FTEs Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	20.59	20.59	846,536.00
Administrator Units	1	1	85,357.00
Assistant Principal	.5	.5	33,643.00
Counselor	1	1	53,113.00
Librarian	1.25	1	52,201.00
Career and Technical Education Administrator	n/a	n/a	0
Career and Technical Education Counselor	n/a	n/a	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
		<b>Total of All Salaries:</b>	

**II. Federal Funds**

**Title I: Improving the Academic Achievement of the Disadvantaged**

**Provide a brief explanation and a breakdown of expenses.**

Instructional Materials: \$19,652.00  
Professional Development Substitutes: \$7,500.00  
Parental Involvement- \$1,437.00  
Teacher Assigned Units: 1.90- \$102,792.00

**Total :** 131,381.00

**Title I: ARRA Funds**

**Provide a brief explanation and a breakdown of expenses.**

Instructional Materials: \$40,452.21

**Total :** 40,452.21

**Title II: Professional Development Activities**

**Provide a brief explanation and a breakdown of expenses.**

Seminars,workshops and training activities for faculty members; Professional development substitutes

**Total :** 1,018.00

**Title III: For English Language Learners**

**Provide a brief explanation and a breakdown of expenses.**

n/a

**Total :** 0

**Title IV: For Safe and Drug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

n/a

**Total :** 0

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

n/a

**Total :** 0

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

**Provide a brief explanation and a breakdown of expenses.**

Business tech program: \$3,000 to be used on equipment  
Agriscience program: \$1,000 to be used on equipment  
Criminal Justice program: \$3,500 to be used on equipment

**Total :** 7,500.00

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

Provide a brief explanation and a breakdown of expenses.

n/a

Total :

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

Provide a brief explanation and a breakdown of expenses.

n/a

Total :

**III. Local Funds (if applicable)**

**Local Funds**

Provide a brief explanation and a breakdown of expenses.

n/a

Total :