



ACIP

Good Hope High School

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 High School is one of seven high schools in rural Cullman County. The system, as a whole, consists of twelve elementary schools, nine middle schools, a career center, an alternative school, an excel academy, and a child development center.

The school educates 430 students in grades 9-12 on campus and about 34 students off campus at the Excel Academy.

The City of Good Hope has experienced growth from the industries in the area and the interstate access exit being added in our district. The median income for a household in the town is \$33, 274 according to a 2010 census.

Forty-seven percent of our students receive free/reduced lunch. The student population majority is white with 29 Hispanic students, 2 Asian student, and 6 Black students. Currently 29 students have been identified and are receiving special education services.

Good Hope High School has a strong community base and a reputation for providing a strong academic program, athletics, and academic teams under the guidance of highly qualified faculty and staff. There are 29 certified faculty, 2 support personnel, and 2 janitorial staff. Sixty-nine percent of our teachers hold Master's degrees or above. Career Tech courses are offered through the school, at the Cullman Area Technology Academy, and the local community college, Wallace State. In addition to opportunities to earn college credit by completion of AP courses, students may also gain college credit on the GHHS campus via dual enrollment through Wallace State College. We also have ACCESS distance learning course offerings to enhance our curriculum with other options for our students.

Good Hope High School has multiple avenues for parents and the community to become involved. There are sports booster clubs, band boosters, Career Tech advisory committees, parent focus groups and the Career Fair.

Absenteeism and tardies are a problem at the school. We continually encourage student attendance. This year, we will focus our efforts to cut down on those.

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.

Good Hope High School Mission Statement:

Good Hope High School - Educated, Prepared, Empowered Graduates

Belief Statements for Good Hope High School:

All students can learn, and all students can learn more than they currently do.

It is the obligation of the school to provide the opportunity for all students to learn.

The role of the teacher is to create/design challenging and engaging learning opportunities for students and to lead them in those opportunities.

Schools should be organized around the needs and interests of students rather than for the convenience and/or interest of teachers and administrators.

Teachers should structure their instructional strategies based on student needs.

Student academic success should be recognized and celebrated.

Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively engaged in solving problems and producing quality work.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

Assessments of student learning should provide students with a variety of opportunities to demonstrate their achievement of the expectations for their learning.

A safe and physically comfortable environment promotes student learning.

School Motto:

Be the Change

Vision Statement for Good Hope High School:

Good Hope High School aspires to be a catalyst for producing college and career ready students who exhibit pride in themselves, their school, and their community.

Good Hope High School's professional and highly motivated staff, in partnership with parents, will challenge children of all abilities to achieve their full potential by offering a differentiated, effective, and rigorous curriculum. Good Hope High School will provide students with an environment that fosters successful learning. This involves an environment in which students feel safe and secure. The environment is one in which the school is clean and well maintained. Technology is used throughout every facet of curricular and extracurricular activities to enhance learning and the school's mission. The culture will be one that thrives on excitement, success, and challenges. Students will use

setbacks and failures as opportunities to grow and develop socially, emotionally, and academically.

Participation in extracurricular activities will be encouraged. These experiences enrich the existing academic experiences of the students at Good Hope High School. Well-rounded participation in academics and extracurricular activities enhance the overall learning experience for all students.

Students at Good Hope High School will display attributes and characteristics that responsible and productive citizens should possess. These attributes include responsibility, strong work ethic, honesty, determination, tolerance, empathy, kindness, independent thinking, good decision-making skills and a respect for oneself and others. Our students accept consequences for their decisions and actions, but more importantly, they hold themselves accountable.

Open, honest and direct communication exists among all members of the learning community. Good Hope High School realizes that communication is a critical element in its effort to be an effective school. The element of trust exists among all members of the learning community.

Our students strive to be lifelong learners. Teachers, administration, parents and the larger community model lifelong learning for the students. The entire learning community is involved in the educational process of our students. The larger community will provide support and resources for all members of the school population. This comprehensive and collaborative approach will make Good Hope High School a highly effective school. This is a tremendous responsibility that all stakeholders in Good Hope High School take seriously. It is a privilege to play a role in shaping the hearts and minds of our future.

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.

Good Hope High School is very proud of the continued growth and performance of our students and faculty. GHH has seen several areas above the expected levels of performance: Graduation rate, Scantron, and WorkKeys. During the 2017-2018 school year, the seniors had a combined offered scholarship amount of \$871,002.

The staff has all been trained in Content Literacy strategies and utilizes this during instruction. Embedded professional development and learning communities are used to increase our levels of performance.

We are constantly striving to increase technology. With the addition of wireless internet, we have purchased mobile laptop carts and currently have 249 total chromebooks, added a full-time ACCESS facilitator, and updated computer lab equipment. During the summer of 2017, GHH has undergone and is continuing to receive campus improvements such as painting throughout the school and various beautification projects to the grounds of the campus.

Although we have many positives in our school, we do have areas of concern. GHHS lacks space in our building with the influx of students moving into the area. The school is overcrowded and additional and updated facilities are needed. Another area of concern is updating technology and funding to keep computers current.

Additional Information

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

Accomplishments of Good Hope High

Academic:

Currently offering Dual Enrollment Chemistry, Pre-Calculus, Calculus I and II, English 101, 102, and English Literature

Multiple professional development on incorporating technology in classrooms

Increased use of Google Classroom

Interdisciplinary projects

School-wide literacy focus

Greater emphasis placed on data

Athletics:

2018 Girls Basketball 4A Area 10 Champions

2018 Girls Basketball 4A Area 10 Sub-Regional Champions and Sweet 16

2018 Boys Basketball first winning season in seven years

Cheerleaders - Eight All-Americans and Overall camp champions

2018 4A State Champions Girls and Boys Weightlifting

Placed 2nd in County for Archery

Placed 2nd in Region for Archery

Placed 9th in the State for Archery

Qualified for and attended Archery Nationals (118 out of 248 schools)

Qualified for Archery World Competitions

2017 Varsity Softball County Runner Up

Girls Golf team advanced to sub-state

Volleyball County Runner-Up

Band:

All Superior Ratings at Mud Creek Marching Festival, Hartselle's Southern Hospitality Marching Festival, Jacksonville State University

Contest of Champions

Academic clubs/organizations:

Comprehensive Math Team: 2nd Place Round 1 State, 2nd Place County

Algebra II Math Team: Round 1 State Champions, County Champions

Geometry Math Team: 2nd place GHHS Invitational, 1st place Vinemont written, 1st place Vinemont ciphering, 3rd place Fairview written, and 3rd place in the County Tournament, 3rd place Round 1 State

Scholars Bowl: District Champions, 4A State Champions

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.

The CIP Leadership Team was instrumental in the development process of the improvement plan for the school. The CIP Leadership Team is comprised of three core teachers and two administrators, parents and student representatives. On July 25, 2018, and August 27, 2018, the CIP Leadership Team met at the central office to analyze and review data. Preliminary strengths and weaknesses were identified. On September 12, 2018, the data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting. After receiving input from stakeholders, the CIP detailed actions necessary to improve achievement and the overall instructional program. Strategies to improve on strengths and weaknesses were shared via parent meetings and the school website.

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

All CIP Leadership Team, faculty, staff, parents, student representatives, and community stakeholders participated in the development of the CIP. The CIP Leadership Team and the faculty met in grade level teams and subject teams to review data, identify strengths and weaknesses, and designation of goals for the CIP.

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 final Continuous Improvement Plan for the 2018-2019 school year will be shared with the school faculty during a meeting and analyzed more closely in grade level/subject level meetings.

A copy of the final CIP will be available to all parents on October 22, 2018, Parent-Teacher Conference day. Grade level parent-teacher meetings will be held to communicate the plan and progression of our goals. The CIP will also be available on the school website.

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	Multiple data sources are used to determine student performance and areas of need. See attached student performance data document.	GHH Student Performance Data Comparison 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?

The Good Hope High School subgroup of males for the ACT had a composite score of 18.5 where the state had a composite score of 17.8 for the 2017-2018 spring testing.

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

The areas that show a positive trend in performance from 2016/2017 to 2017/2018 were 9th-grade Scantron Reading (40% to 45%), 10th-grade Scantron Reading (35% to 51%), and 10th-grade Scantron Math (56% to 67%), ACT benchmark for English (44% to 47%), Act benchmark for Math (14% to 17%), ACT Benchmark Science (14% to 19%), and Workkeys Silver Certificate achievement (63% to 66%).

Which area(s) indicate the overall highest performance?

The area indicating the overall highest performance is the 10th-grade Scantron Reading at 51% proficiency.

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

The subgroup that shows the greatest increasing performance is the male subgroup for "Average ACT Scores by Gender" from 2016/2017 to the 2017/2018 ACT.

English 15.3 increasing to 17.8

Reading 17.1 increasing to 17.8

Math 16.5 increasing to 18.6

Science 17.1 increasing to 19.3

Composite score of 16.6 increasing to 18.5

Between which subgroups is the achievement gap closing?

The achievement gap is closing between males and females in English on the ACT. The males scored on average a 17.8 in English and the females scored a 17.7 in English on the 2017/2018 Spring ACT test.

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

The 10th-grade Scantron Reading has the highest overall performance area. The subgroup achievement gap in 2017-2018 is closing for the males and females in English on the ACT.

Areas in Need of Improvement

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

The 2017-20178 ACT results show that 3 of the 4 subject areas did not met the 5% increase goal. Workkeys, although showing an increase from 63% to 66% at proficiency, the school did not meet the 5% increase goal.

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

ACT:

Reading shows a decrease over the last two years.

2015/2016 (28%), 2016/2017 (21%), 2017/2018 (15%)

Workkeys:

Percentage of proficient students in the Reading for Information decreased from 92% in 2016/2017 to 84% in 2017/2018.

Scantron:

9th-grade Math shows a decrease in performance from 61% in 2016/2017 to 46% in 2017/2018.

Which area(s) indicate the overall lowest performance?

The ACT Reading shows 15% of students meeting the benchmark of 22.

On the Workkeys, 75% of students are meeting the benchmark in Locating Information.

On the Pre-ACT, 14% of students are meeting benchmark in Math (target 22) and Science (target 23).

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

ACT:

Based on the "Average ACT Scores by Gender" report, females are showing a decrease in performance in all areas including English, Math, Science, Reading, and Composite scores.

English: 19 in 2016/2017 decreased to 17.7 in 2017/2018

Reading: 19.4 in 2016/2017 decreased to 17.1 in 2017/2018

Math: 17.9 in 2016/2017 decreased to 17.1 in 2017/2018

Science: 18.7 in 2016/2017 decreased to 18.2 in 2017/2018

Composite scores: 18.9 in 2016/2017 decreased to 17.7 in 2017/2018

Between which subgroups is the achievement gap becoming greater?

ACT:

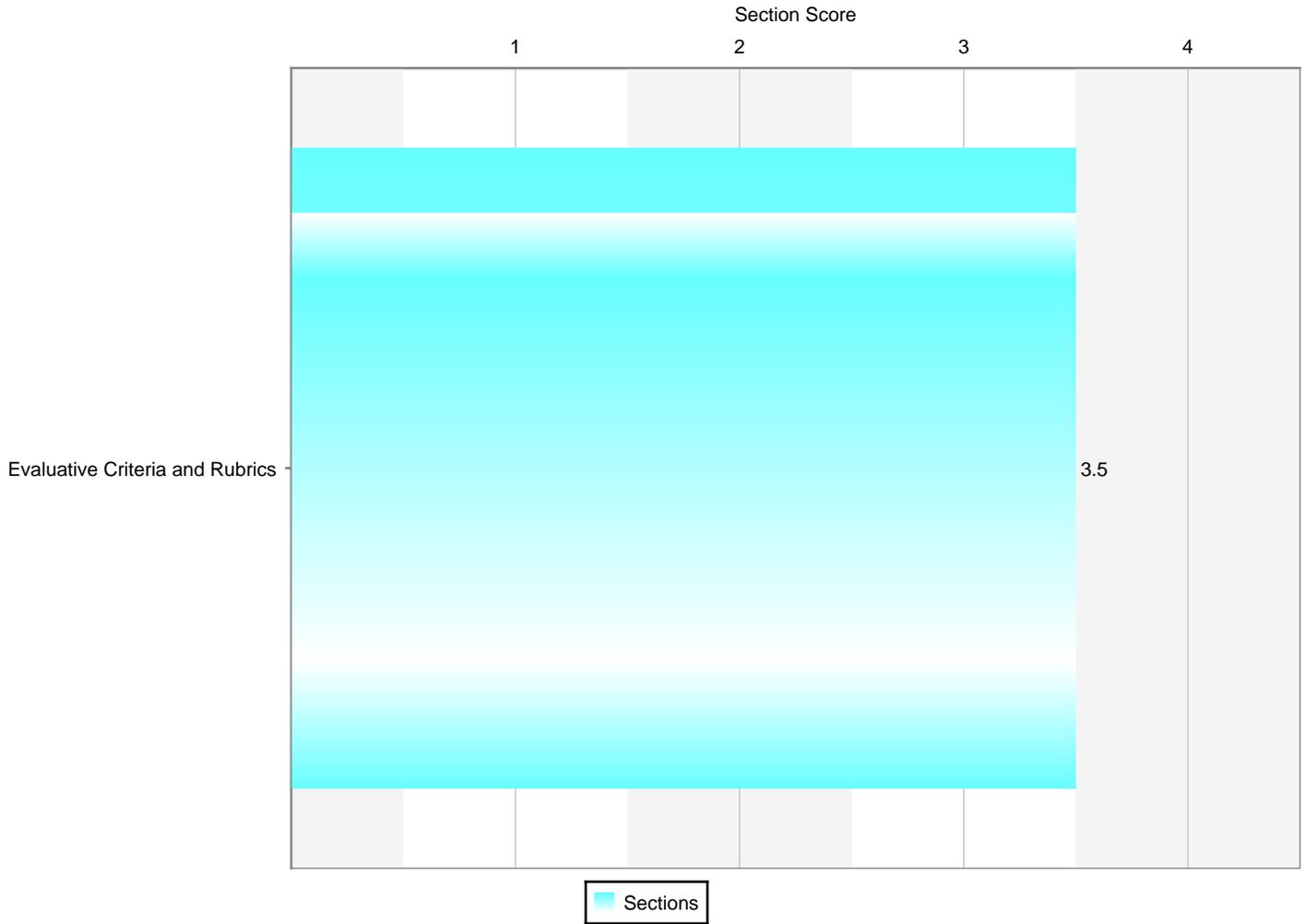
The gap has become greater between males and females in all subject areas of the ACT including composite scores.

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

The percentage of students (14%) who benchmarked on the Math portion of the 2017-2018 administration of the Pre-ACT is consistent with the (17%) of students who benchmarked on the Math portion of the 2017-2018 administration of the ACT.

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		CIP 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		CIP Discrimination Requirement

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		CIP Non-discrimination Responsibilities

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		Family Parent and Community Engagement Plan

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.	No	Good Hope High School is not a Title 1 school	

2018-2019 Continuous Improvement Plan

Overview

Plan Name

2018-2019 Continuous Improvement Plan

Plan Description

2018-2019 Continuous Improvement Plan

Goals Summary

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

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

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.

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.	Academic Support Program, Professional Learning, Direct Instruction	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.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers

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

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 56% to 61% , Scantron Reading from 48% to 53% for students reaching benchmark, and graduating seniors who achieve College-and-Career Readiness from 64% to 69% by 05/24/2019 as measured by state assessments and students satisfying at least one of the CCR benchmarks.

Strategy 1:

Effective Instruction - Good Hope High School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

Teachers 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: Whatever it Takes by Richard Dufour

Activity - Implementing the instructional framework K-12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers use the weekly template for each of their classes. Lesson plans will reflect the standards focused instruction.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District Leadership Team, Principals, Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>-Fusion Training- 9th & 10th Grade teachers attended multiple Fusion training sessions that provided them with various technology resources that they will implement into their daily classroom. Fusion is also partnering with each teacher to help them create a daily model classroom to implement their resources.</p> <p>-e5LeT- Training for several school representatives grades 9-12 where the representatives received direct training and turned that training around to all of their fellow teachers at their school. Examples of technology utilized is Padlet, Kahoot, etc...)</p> <p>-Technology Conference-All teachers will attend a technology conference in January that will show teachers new ways to implement technology in their classrooms. Technology integration will be evident through lesson plans and principal walk-throughs.</p> <p>-Google Classroom- All teachers utilize Google Classroom for individual and group instruction in their classrooms.</p> <p>-Edgenuity- A remediation tool to assist students struggling in particular subjects.</p> <p>-Online Science Textbook Adoption- All science classes are now using Chromebooks daily and an online textbook.</p> <p>-Technology Resources Purchased- New Chromebook carts purchased for more daily classroom technology integration.</p>	Academic Support Program, Professional Learning, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	District Support Staff, Administrator s, Classroom Teachers,

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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>-CCBOE provided pacing guides for all 9-12 core instruction. Teachers will use pacing guides to prepare weekly lessons to align with state standards.</p> <p>-Instructional Guides for all 9-12 core instruction - Core teachers will document the standards as they are taught.</p> <p>-Scantron Achievement Series Benchmark Tests for all core classes grades 9-11 - Faculty and administration will analyze the data to plan for differentiated lessons for all students.</p> <p>-Blue Ribbon Standards Training for all teachers grades 9-12 - In August all teachers participated in a training that focused on unpacking the standards in our daily classroom. The purpose of this training was for the teacher to turn each standard into student-friendly terms so that each student truly understands the standard being taught.</p> <p>-Achievement Series Unit Pre-tests for all subjects - Teachers will create unit pre-tests in order to evaluate individual student's needs according to the standards.</p> <p>-Standards Based Lesson Plans</p>	Academic Support Program, Professional Learning, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	District Leadership, Administrator s, Classroom Teachers

Activity - Student Preparation for College and Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>-Early Tracking in Advisory Group- Each advisor will review credits and credentials for college and career readiness.</p> <p>-Workkeys Keytrain- Students who have not credentialed to graduate will complete the online Workkeys Keytrain Course to help them score proficient on Workkeys to receive their needed credential.</p> <p>-ACT Remediation- Every 11th grader will go through ACT Remediation classes to prepare them for the ACT test in the spring.</p> <p>-Dual Enrollment Classes- English 101 and 102, English 261 and 262, Chemistry 111, Math 112 and 113, Math 125 and 126 are all offered.</p>	Academic Support Program, Career Preparation/O rientation, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	District Support Staff, Administrator s, Classroom Teachers, Counselor

Strategy 2:

Alternative Educational Opportunities - This strategy will provide alternate educational opportunities for students who desire options other than the traditional high

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school classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Barriers to Education-Dropout Rate, Attendance, Behavior,etc.

Activity - Excel Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Fast Track Academy (Grades 10-12 dual enrollment at Wallace State) -Fast Track for Industry (Grades 11-12 dual enrollment at Wallace State CTE programs) -K12 Virtual Program (9th Grade) -ACCESS Virtual Program 9-12. -Rebound (Credit Recovery) -CARE (Alternative School)	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	District Leadership, Administrators, Teachers

Activity - IT Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cullman County Schools will implement the first Information Technology program for students who are interested in pursuing a career in computer science. Students at our school will learn basic computer programming and hardware skills during their first year in the program. The second year they may further their training with hands on experience in the field of either software or hardware.	Academic Support Program, Career Preparation/Orientation, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	District Leadership, Technology Staff

Goal 3: Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by student achievement .

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high-quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to ensure that through effective professional practice, all students graduate college and/or career ready. 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. 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 - Technology Integration Training/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Good Hope High School

<p>- Fusion - Fusion is a program provided by CCBOE for 9th and 10th grades teachers for training on technology-based instruction. This training will continue throughout the school year.</p> <p>- eLet - eLet is a training for a chosen group of teachers, one from each department, to be trained on various technology-based programs. The teachers will then do a turn-around training to train other teachers at the school.</p> <p>Technology Conference - This program is a full day of training on various technological resources that teacher will be able to utilize in their classroom.</p> <p>- Google Classroom - All teachers are utilizing Google Classroom to reach their students. Assignments and announcements will reach students digitally.</p> <p>- Digital Lesson Plans - All teachers will plan their lessons implementations utilizing the CCBOE provided the template. Teachers were trained/instructed to use the new template in August. The plan will then be posted in the teachers' Google Classrooms.</p>	<p>Behavioral Support Program, Academic Support Program, Professional Learning, Direct Instruction, Technology</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration and Teachers</p>
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Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The students will be released at 12:00 P.M. on four days throughout the school year. The teachers will then participate in professional development on topics such as safety plans, data analysis, and Blue Ribbon training.</p>	<p>Behavioral Support Program, Academic Support Program, Professional Learning, Direct Instruction, Technology</p>	<p>08/01/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration and Teachers</p>

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

Good Hope High School

Teachers who are new to Good Hope High School will be paired with more experienced peers for additional support throughout their first year. The CCBOE will provide up-front training and throughout-the-school-year monitoring.	Behavioral Support Program, Academic Support Program, Professional Learning, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Administration , Teachers
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Strategy 2:

School Culture - School emphasis will be placed on promoting practices that foster school cultures. The elements that will be considered are safety, relationships, teaching and learning, and the institutional environments.

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

Activity - Student Info Televisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Good Hope High School has added two large-screen televisions throughout the main hall. The televisions will keep the students abreast of current activities, schedules, and school-pertinent information.	Field Trip, Behavioral Support Program, Academic Support Program, Direct Instruction, Community Engagement, Technology, Policy and Process	08/08/2018	05/24/2019	\$0	No Funding Required	Administration and Teachers

Activity - Advisement Groups (Tribes)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Good Hope High School

Advisement groups have been developed to enhance student learning and CCR planning. The groups will meet three times a week. Mentors will monitor students' academic performances and their advancements from year-to-year. The groups will provide students with school-wide reading opportunities and subject remediation. The Tribe Groups will utilize The Reach Program Curriculum to provide students with a foundation for success.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction	05/24/2019	05/24/2019	\$0	No Funding Required	Administration and Teachers
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Goal 4: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction.

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs by 05/24/2019 as measured by agendas, sign-in sheets, student performance, and walk-throughs.

Strategy 1:

Collect and Utilize Data Sources - Good Hope High School will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

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

Activity - Decision Ed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Good Hope High School

School administrators and the counselor 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.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators, Counselor
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Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Various leadership committees meet throughout the year including the following:</p> <ul style="list-style-type: none"> -Attendance Committee (Focuses on improving student attendance) -Scantron Committee (Focuses on improving Scantron scores) -Workkeys Committee (Focuses on ways to improve Workkeys scores) -Reading Strategies Committee (Focuses on implementing new reading strategies and improving reading scores) ACT Committee (Focuses on improving ACT scores) 	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators, Classroom Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will have a designated time for classroom teachers and administrators to collaborate and analyze data to improve instruction and student achievement. Meetings will normally be held during common lunch periods and early release days.	Behavioral Support Program, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators, Classroom Teachers

ACIP

Good Hope High School

Activity - Teacher Handbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher handbook will be created for administrators to reference for policy and procedure implementation. Forms and resource documents will be included in the handbook.	Policy and Process	08/08/2018	05/24/2019	\$0	No Funding Required	Administration, Classroom Teachers

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Good Hope High School will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership 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, Professional Learning, Direct Instruction	08/28/2018	05/24/2019	\$0	No Funding Required	District Leadership, Administrator s, Classroom Teachers

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
Decision Ed	School administrators and the counselor 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.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	Administrators, Counselor
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.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	District Support, EL and Classroom Teachers
Excel Academy	-Fast Track Academy (Grades 10-12 dual enrollment at Wallace State) -Fast Track for Industry (Grades 11-12 dual enrollment at Wallace State CTE programs) -K12 Virtual Program (9th Grade) -ACCESS Virtual Program 9-12. -Rebound (Credit Recovery) -CARE (Alternative School)	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Technology	08/08/2018	05/24/2019	\$0	District Leadership, Administrators, Teachers

ACIP

Good Hope High School

<p>Student Info Televisions</p>	<p>Good Hope High School has added two large-screen televisions throughout the main hall. The televisions will keep the students abreast of current activities, schedules, and school-pertinent information.</p>	<p>Field Trip, Behavioral Support Program, Academic Support Program, Direct Instruction, Community Engagement, Technology, Policy and Process</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Administration and Teachers</p>
<p>Standards Based Instruction</p>	<p>-CCBOE provided pacing guides for all 9-12 core instruction. Teachers will use pacing guides to prepare weekly lessons to align with state standards.</p> <p>-Instructional Guides for all 9-12 core instruction - Core teachers will document the standards as they are taught.</p> <p>-Scantron Achievement Series Benchmark Tests for all core classes grades 9-11 - Faculty and administration will analyze the data to plan for differentiated lessons for all students.</p> <p>-Blue Ribbon Standards Training for all teachers grades 9-12 - In August all teachers participated in a training that focused on unpacking the standards in our daily classroom. The purpose of this training was for the teacher to turn each standard into student-friendly terms so that each student truly understands the standard being taught.</p> <p>-Achievement Series Unit Pre-tests for all subjects - Teachers will create unit pre-tests in order to evaluate individual student's needs according to the standards.</p> <p>-Standards Based Lesson Plans</p>	<p>Academic Support Program, Professional Learning, Direct Instruction, Technology</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>District Leadership, Administrators, Classroom Teachers</p>

ACIP

Good Hope High School

Educator Effectiveness	Good Hope High School will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership 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, Professional Learning, Direct Instruction	08/28/2018	05/24/2019	\$0	District Leadership, Administrators, Classroom Teachers
Overview of EL Program	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.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	District support, Administration, EL and Classroom Teachers

Technology Integration	<p>-Fusion Training- 9th & 10th Grade teachers attended multiple Fusion training sessions that provided them with various technology resources that they will implement into their daily classroom. Fusion is also partnering with each teacher to help them create a daily model classroom to implement their resources.</p> <p>-e5LeT- Training for several school representatives grades 9-12 where the representatives received direct training and turned that training around to all of their fellow teachers at their school. Examples of technology utilized is Padlet, Kahoot, etc...)</p> <p>-Technology Conference-All teachers will attend a technology conference in January that will show teachers new ways to implement technology in their classrooms. Technology integration will be evident through lesson plans and principal walk-throughs.</p> <p>-Google Classroom- All teachers utilize Google Classroom for individual and group instruction in their classrooms.</p> <p>-Edgenuity- A remediation tool to assist students struggling in particular subjects.</p> <p>-Online Science Textbook Adoption- All science classes are now using Chromebooks daily and an online textbook.</p> <p>-Technology Resources Purchased- New Chromebook carts purchased for more daily classroom technology integration.</p>	Academic Support Program, Professional Learning, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	District Support Staff, Administrators, Classroom Teachers,
Leadership Team Meetings	<p>Various leadership committees meet throughout the year including the following:</p> <p>-Attendance Committee (Focuses on improving student attendance)</p> <p>-Scantron Committee (Focuses on improving Scantron scores)</p> <p>-Workkeys Committee (Focuses on ways to improve Workkeys scores)</p> <p>-Reading Strategies Committee (Focuses on implementing new reading strategies and improving reading scores)</p> <p>ACT Committee (Focuses on improving ACT scores)</p>	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	Administrators, Classroom Teachers

ACIP

Good Hope High School

Implementing the instructional framework K-12	District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers use the weekly template for each of their classes. Lesson plans will reflect the standards focused instruction.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	District Leadership Team, Principals, Teachers
Data Analysis	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	Administrator, EL and Classroom Teachers
Technology Integration Training/Support	<ul style="list-style-type: none"> - Fusion - Fusion is a program provided by CCBOE for 9th and 10th grades teachers for training on technology-based instruction. This training will continue throughout the school year. - eLet - eLet is a training for a chosen group of teachers, one from each department, to be trained on various technology-based programs. The teachers will then do a turn-around training to train other teachers at the school. Technology Conference - This program is a full day of training on various technological resources that teacher will be able to utilize in their classroom. - Google Classroom - All teachers are utilizing Google Classroom to reach their students. Assignments and announcements will reach students digitally. - Digital Lesson Plans - All teachers will plan their lessons implementations utilizing the CCBOE provided the template. Teachers were trained/instructed to use the new template in August. The plan will then be posted in the teachers' Google Classrooms. 	Behavioral Support Program, Academic Support Program, Professional Learning, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	Administration and Teachers
Teacher Handbook	A teacher handbook will be created for administrators to reference for policy and procedure implementation. Forms and resource documents will be included in the handbook.	Policy and Process	08/08/2018	05/24/2019	\$0	Administration, Classroom Teachers
Data Meetings	Administration will have a designated time for classroom teachers and administrators to collaborate and analyze data to improve instruction and student achievement. Meetings will normally be held during common lunch periods and early release days.	Behavioral Support Program, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	Administrators, Classroom Teachers

ACIP

Good Hope High School

New Teacher Support	Teachers who are new to Good Hope High School will be paired with more experienced peers for additional support throughout their first year. The CCBOE will provide up-front training and throughout-the-school-year monitoring.	Behavioral Support Program, Academic Support Program, Professional Learning, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	Administration , Teachers
Advisement Groups (Tribes)	Advisement groups have been developed to enhance student learning and CCR planning. The groups will meet three times a week. Mentors will monitor students' academic performances and their advancements from year-to-year. The groups will provide students with school-wide reading opportunities and subject remediation. The Tribe Groups will utilize The Reach Program Curriculum to provide students with a foundation for success.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Direct Instruction	05/24/2019	05/24/2019	\$0	Administration and Teachers
Student Preparation for College and Career Readiness	<p>-Early Tracking in Advisory Group- Each advisor will review credits and credentials for college and career readiness.</p> <p>-Workkeys Keytrain- Students who have not credentialed to graduate will complete the online Workkeys Keytrain Course to help them score proficient on Workkeys to receive their needed credential.</p> <p>-ACT Remediation- Every 11th grader will go through ACT Remediation classes to prepare them for the ACT test in the spring.</p> <p>-Dual Enrollment Classes- English 101 and 102, English 261 and 262, Chemistry 111, Math 112 and 113, Math 125 and 126 are all offered.</p>	Academic Support Program, Career Preparation/Orientation, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	District Support Staff, Administrators, Classroom Teachers, Counselor
IT Academy	Cullman County Schools will implement the first Information Technology program for students who are interested in pursuing a career in computer science. Students at our school will learn basic computer programming and hardware skills during their first year in the program. The second year they may further their training with hands on experience in the field of either software or hardware.	Academic Support Program, Career Preparation/Orientation, Direct Instruction, Technology	08/08/2018	05/24/2019	\$0	District Leadership, Technology Staff

ACIP

Good Hope High School

Early Release	The students will be released at 12:00 P.M. on four days throughout the school year. The teachers will then participate in professional development on topics such as safety plans, data analysis, and Blue Ribbon training.	Behavioral Support Program, Academic Support Program, Professional Learning, Direct Instruction, Technology	08/01/2018	05/24/2019	\$0	Administration and Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached Stakeholder Feedback Worksheet.	GHH 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?

All 3 surveys for parents, students, and staff show an overall high level of satisfaction for Standard C-Purpose and Direction.

Parent Survey overall highest score results by Question number are as follows:

C1 Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?

Explain your work

We will be working on

C3 Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

Respectful

Supportive

Staff Survey overall highest score results by Question number are as follows:

C1 I base decisions in my classroom on the strategic direction of my school.

C2 My actions, in and out of the classroom, are aligned to the strategic direction of the school.

C4 My lessons are based on high expectations for students.

D1 I participate in targeted professional learning activities designed to meet the individual needs of my students.

E2 I have/had access to induction, mentoring and coaching programs designed to meet my individual professional learning needs.

E7 I use a variety of assessment types, including locally developed and nationally normed, to assess student understanding of content.

High Student Survey overall highest score results by Question number are as follows:

C6 School rules are established for a good reason.

C8 My classes prepare me for success in the workforce.

C11 When I struggle with a lesson, I ask my teacher for help during class.

C13 Classroom activities make it easier for me to relate to current issues.

C16 I know I can go to my teachers about anything.

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

In 2015-2016 stakeholder feedback was favorable in the area of Purpose and Direction, and that trend continued in 2016-2017. In 17-18 the trend shifted toward professional development and instructional content.

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

Feedback on stakeholder surveys is a direct reflection of the goals that have been established by the administration and staff.

The findings of the surveys were consistent with the communication held among students, parents and faculty during parent/teacher emails, parent/teacher phone conversations, parent/teacher conferences, Tribe meetings, and faculty meetings.

Areas in Need of Improvement

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

Parent Survey overall lowest score results by Question number are as follows:

Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?

Completing Worksheets

Staff Survey overall lowest score results by Question number are as follows:

C5 Learning goals are different for each student in my class/course.

C9 I use student achievement data to modify and adjust materials and lessons for my students.

D2 I provide multiple opportunities for parents, families, and legal guardians to engage in meaningful activities that support student success.

D5 I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional and personal success of students.

E6 I receive feedback from my supervisor regarding my professional performance.

High Student Survey overall lowest score results by Question number are as follows:

C1 When I'm in class, I do just enough to make a good grade.

C10 The way I prepare for a test is by studying right before the test.

C15 Which response best describes how you feel at the end of the school day. I am glad the day is over.

C18 When thinking about my school work, I think how much I need to do to make a passing grade.

C7 Which response best describes how you see yourself as a student? My level of participation depends on what grade I want.

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

There are no trends in stakeholder decreasing satisfaction or approval.

The findings of the surveys were consistent with the communication held among students, parents and faculty during parent/teacher emails, parent/teacher phone conversations, parent/teacher conferences, Tribe meetings, and faculty meetings.

What are the implications for these stakeholder perceptions?

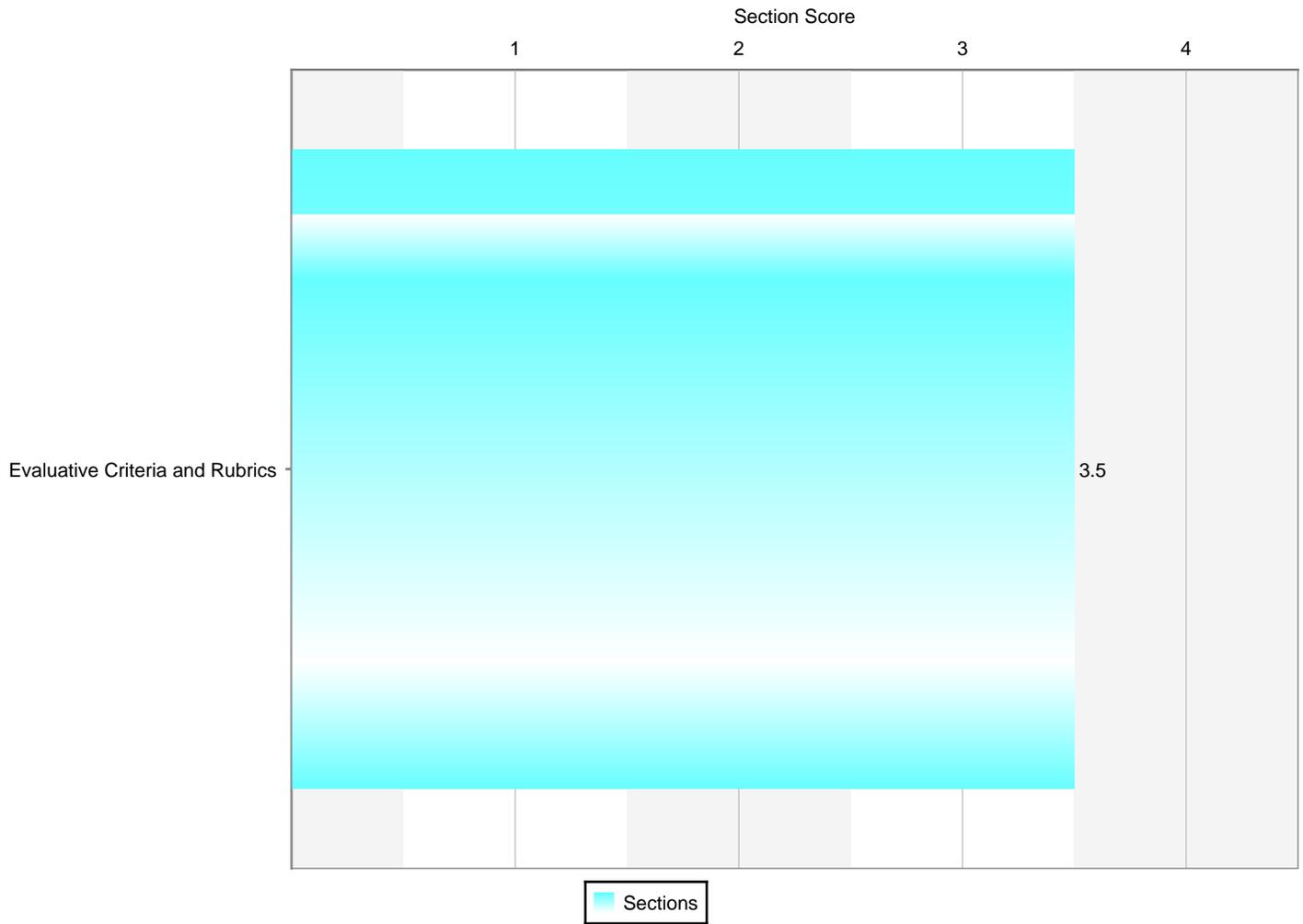
The curriculum and methods of instruction need to be differentiated and improved for some teachers. We need more opportunities to get parents involved.

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

In 2017-2018 there was a lack of parent participation in the parent/teacher conferences. There was also a lack of communication from teachers to parents regarding classroom discipline issues and grades.

Report Summary

Scores By Section



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.	25.78

Provide the number of classroom teachers.

25.78

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1241436.0

Total

1,241,436.00

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.	107220.0

Total

107,220.00

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.	31080.0

Total

31,080.00

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.	67716.0

Total

67,716.00

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.	8784.0

Total

8,784.00

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.	2635.0

Total

2,635.00

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.	15696.0

Total

15,696.00

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.	2815.0

Total

2,815.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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