



2022-23 Title I Schoolwide Diagnostic for ACIP_09122022_17:54

2022-23 Title I Schoolwide Diagnostic for ACIP

Goshen High School
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Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

2022-23 Title I Schoolwide Diagnostic for ACIP

Component 1: Comprehensive Needs Assessment (Sec. 1114(b)(6))

1. How was the comprehensive needs assessment conducted?

The process for engaging a variety of stakeholders in the development of the improvement plan began with the selection of the school leadership team. The leadership team has a representative from all departments, all administrators as well as other essential members. The team met to review and disaggregate various data which included surveys, assessments data, attendance, student incidents and etc. The team was divided into sub-committees to lead data analysis with staff members who has planning at the same time. Their task was to identify strengths, challenges and any questions. Afterward, we had several follow-up meetings to develop goals, objectives, strategies and activities. The ACIP will be discussed with parents at Title I meeting, to provide them with an additional opportunity to give additional information on the plan. The school improvement team will continue to meet as needed to suggest strategies, professional development, and budget requirements for the ACIP plan. When the draft is completed, faculty and staff review it and suggest modifications if needed. The ACIP for the 2022-23 school year is then published and made available to interested parties. Requested modifications are examined and decisions made by school improvement team and faculty/staff. The finalized ACIP is sent to the district school board for approval.

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

The need to address student achievement is always the first concern for all stakeholders. Results from standardized testing reveals a stagnant trend in test scores. The faculty were challenged to increase instructional strategies and use of technology to move students' learning and performance forward. The administration was challenged to provide and conduct professional development opportunities that address our weaknesses of the faculty members.

3. What conclusions were drawn from the results?

The faculty at Goshen High School need to evaluate their instruction and address students achievement gaps. Teachers need to incorporate more instructional strategies that require students to explain and justify their conclusions. The school should evaluate communication with parents and strive to be more informative regarding opportunities for parents to become a stronger partner in the educational process. Staff should monitor their actions to ensure the equal treatment of all students. The school could wisely invest in more technology tools for faculty and staff.

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

Analysis of all data sources concluded that the school has made some progression across the spectrum; however, there is still a need to improve teaching practices through professional development, increase home-school communication for more active parental involvement, increase rigor in academics, incorporate technology throughout the curriculum in all content areas.

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

The CIP committee worked diligently to compose goals which confront the weaknesses of students and challenge the teachers to improve their instruction techniques. The goals focus on research based strategies that will allow for cross curriculum connections and increase the students' skill sets regardless of content material.

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

The committee used all available data to complete the analysis. Results from all standardized assessments formed the basis of all academic goals and progress will be measured by the required assessment throughout the year. Information from other assessments such as the ACT were used to provide strengths and weaknesses of the school. Additionally, data from stakeholder surveys provided opinions, especially regarding the non-academic areas in which the school can improve.

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

The goals set for this year are focused to improve skills that are used in all subjects and will show an increase across all curriculum. The committee decided to focus on skills that would benefit all students in all disciplines. This allows the students who are disadvantaged to receive targeted instruction on skills along with the general population.

Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III))

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

Instructional strategies and methods used to strengthen the academic program include implementation of rigorous research based instruction aligned with CCRS and district expectations and improve and inspire learning through technology. Instructional teachers participate in professional development to enhance and build knowledge on developing and implementing rigorous standards based instruction within the classroom as evidenced through walk-through, observations, lesson

plans and mid-year review. All teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to achieve student improvement. Instructional teachers will increase the use of technology through assessing school wide technology needs, both equipment and professional development, and prioritize instructional technology necessary to enhance student work, differentiate instruction and afford for various learning styles to integrate, and support and promote interactive learning and teaching.

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

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

To address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, the school will focus on an increase in the percentage of students who score at or above proficient and show continual growth on standards based assessments. Through instruction, students and teachers will be involved and inspired through lessons engaging technology within the lessons. Rigorous, research based instruction is implemented and aligned with CCRS and district expectations.

3. 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**.

Goshen High School is offering intervention as well as acceleration through an extended day program. Students will have the opportunity to stay after school for tutoring, remediation, and full or half credit courses.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students at Goshen High School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, at-risk, and neglected or delinquent have access to all services and programs available. These services include free or reduced lunch, Title I, English Language Learners (ELL) services, Special Education services, At-Risk program, and counseling services. These counseling services include the school guidance counselor, a contract LPC, the Pike Regional Child Advocacy Center and various other agencies. The Department of Human Resources, the Department of Mental Health and various community resources also provide Goshen High School students with additional services. All migrant, homeless and English language learners have equal access to the same free appropriate public education provided to other children. All migrant, homeless and English Language learners are provided with the opportunity to meet the same state content standards and state student performance standards to which all students are held without being stereotyped or isolated. The school counselor identifies migrant students upon enrollment. All parents or guardians receive a Migrant Education Survey which determines students eligibility for the migrant program. Migrant students have access to all services and programs available at Goshen High School and automatically qualify for free breakfast and lunch. The school counselor identifies limited-English proficient students upon enrollment. Each new student that enrolls at Goshen High School receives a Home Language Survey which is used to determine eligibility for limited English-proficiency testing. Students qualify for testing if the survey indicates a language other than English is used by the student or in the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title I Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student.

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

Goshen High School has an ELL instructor available to assist ELL students and parents in interpretation of academic achievement results when they are needed. Pike County Schools utilize Trans ACT Communications Inc Services so documents are available in the parents' native language when needed.

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

6 of the 28 teachers are new showing a 21.4% turnover rate for 2022-2023 academic year.

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

GHS has one teacher new to the profession, five teachers with a year experience, and the remainder of the staff have three to 20+ years of experience. 35.7% of the teachers have earned a Master's degree or higher.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

Every effort is made to recruit and retain highly qualified and effective teachers. The county and school provide opportunities for professional development activities both within the system and through various other agencies. Teacher assignment is based upon proficiency and experience. Pike County School system provides signing bonuses for science and math teachers. Goshen High School provides observations, walk-through information, professional development, and other available resources, to assist all teachers in reaching a high standard of teaching. New teachers are provided with mentors to assist and help with the adjustment of a new school focusing on classroom instruction and management.

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

Disaggregation of data is a continual process at Goshen High School. This data is compiled from various standardized testing (Aspire, ACT, Global Scholar) as well as classroom walk through data. Once the data is disaggregated a team meets to decide where the weaknesses are in the data. This in turn yields professional development suggestions as to what the faculty and staff need in order to improve not only student performance but to enable all students to be college and career ready.

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

Specific professional development opportunities staff plans to attend include: Literacy Design Collaborative Alabama Career Technical Conference Agri-science Inservice AG-ED conference Dyslexia Training ELL Training Child Abuse Reporting Strategic Teaching Mathematics Design Collaborative Science In Motion DeStress Training ACT Aspire Training AHSAA Sports Training CTE Summer Conference Wiregrass Math, Science, and Technology Leadership Academy Hudson Alpha Training HELP Training Discipline of Students with Disabilities Autism Conference CLAS Secretaries Conference Secondary Instructional Committee Institutional Instructional Committee Departmental Data Meetings Faculty Meetings AASSP administrator conference SREB conference.

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

Every new teacher is assigned a veteran teacher who is matched, to the extent practical, by subject, grade, and proximity. The new teacher is given a school-based new teacher handbook, a copy of the Alabama Quality Teaching Standards and Alabama Educator Code of Ethics. Mentees meet with mentors as needed, approximately two and half hours each week, to become familiar with GHS and Pike County School System procedures. Teachers who show proficiency in certain areas are called upon to present guidelines and helpful hints to the faculty. Such topics include effective lesson plans, strategic teaching, classroom management, parental contact, documentation, as well as book study topics. Additionally, we allow time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. PCBOE provides several training sessions for the new teachers throughout the year including orientation, classroom management and discipline, and effective instructional practice.

12. Describe how all professional development is "sustained and ongoing." Professional development is embedded in data meetings, faculty meetings, and departmental meetings. Training through the local in-service center as a part of the Pike County Schools inservice programs is provided. As representatives from our school receive training, they are asked to "turn-it around" to the entire faculty so that all members receive benefit from the training. Additionally, faculty and staff are encouraged to participate in relevant PD from outside agencies.

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

The sixth grade students tour the campus in the spring to visit classrooms, meet the teachers, and receive information by the teachers, counselor, and principal that make their transition from elementary school easier. They are allowed to ask questions relative to their new school environment, responsibilities, and privileges. Prior to the beginning of school an orientation meeting is held for students and parents where they receive details for their first day. All students complete pre-registration in the spring for block schedules. They are given agendas at the beginning of school to assist them in learning organizational skills and adapting to the added responsibilities of their programs. Teachers are always on hand during the beginning of the semester to assist students in where they need to go and when. In the spring prior to ninth grade the guidance counselor schedules a minimum of three meetings (with varying times) with students and parents. During this time the curriculum guide will be given and discussed which outlines their four-year plan, diploma options, and provides important assessment information. They are advised about opportunities for career technical training programs, academics, and elective options. KUDOR assessments provide diagnostic data to assist students in the selection process of their electives in specific training programs as they make educational and career decisions. Special education students will receive counseling to assure that they pursue the least restrictive environment for their graduation option. Students are required to take the College and Career Readiness Course to prepare them for the transition after high school. The Career Preparedness course

focuses on three integrated areas of instruction: academic planning and career development, financial literacy, and technology. As part of preparing students to be college- and career ready, this course also equips them with the skills needed for business and industry, continuing education, and lifelong learning. Each year students build on their four-year plan which includes educational and career plans. They attend college and career fairs, participate in job shadow experiences, and receive a variety of opportunities for completing their post-secondary educational and career plans. Seniors receive numerous opportunities to explore post-secondary options with most completing applications to a four-year college/university or to a two-year college prior to graduation, and others submitting job applications to enter the work force. Several exit with a scholarship to make the transition a little easier financially. The remainder usually have plans for military or employment. Special education students pursuing Alabama graduation certificates are offered opportunities to work with the local job coach, as well as receive assistance from Vocational Rehabilitation counselors. The job coach helps them prepare for and find suitable employment. Some services from the job coach include: assistance obtaining a picture ID, social security card, assistance in completing job applications and transportation, if needed, to the job interview. In addition to completing required academic and vocational classes, special education students pursuing a diploma through the Essentials/Life Skills Pathway are transitioned through classes to help them achieve the required number of work hours to complete their curriculum. Collaboration with the workforce permits students to become aware of school-to-work opportunities. Examples are enrollment in JROTC classes, recruitment from Armed Forces, vocational rehab counselor (special population students), guest speakers, field trips and college visitations.

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

(N/A for Elementary Schools)

All students at Goshen High School in grades 9-12 are given equal access and opportunity to attend classes at the Troy Pike Center for Technology as well as admittance into the various academies available. All students are able to apply to the academies, and any student who requests a class at TPCT is granted the class if it fits in their schedule and seats are available. The director and teachers in various areas sit in on IEP meetings to determine that individuals with disabilities have their needs met while attending the TPCT. We have many students that prepare for nontraditional fields. One strength at GHS is that we have teachers in nontraditional fields who are good role models and encourage students to participate from all cross sections of the student population. For example, we have a female agriculture instructor and a female engineering instructor. All students are transported by bus to their technical programs. We have bus routes to and from the TPCT, the hospital

(nursing program), the Virtual High School, and the various academies. Provisions are made for students who are single, pregnant women. If they are no longer able to ride the bus to the center, we offer lessons to them in a nontraditional setting such as by Skype, live-streaming video, copies of presentations, TEAMS Meetings and use of Microsoft Outlook email accounts. Students who are parents are part of a counseling group through the Child Advocacy Center, and they in conjunction with the school counselor, ensure their needs are being met. Many of our students fall in the range of economically disadvantaged, and we have several foster children at Goshen. There are programs and funds in place to make sure they have adequate supplies for their classes.

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

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

The annual evaluation of the school wide program is determined the percentage of students who reach proficiency on the state's annual assessments and is also determined by the success of specific instructional strategies, the participation of stakeholders, the degree of parental involvement, and other elements.

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

Teachers meet to review the available data. Department chairs hold meetings to further analyze test data specific to their subject area. Data from local assessments such as Renaissance Learning STAR and Scantron (aka Global Scholar) are used to identify specific students who have not mastered the desired objectives.

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

The evaluation of the school wide plan serves several valuable purposes. It helps the school's leadership team to make informed decisions to improve the quality of our programs; answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals; increase understanding of specific strategies and determine the usefulness of the activities to increase student achievement; promote interest in and support of a program or activity by illustrating certain strategies and how they can improve student achievement. In closing, the evaluation helps to monitor and to demonstrate that the school's achieved the goals and objectives outlined in the continuous improvement plan.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

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

All local school, district, Foundation, and Title I funds are coordinated and integrated to meet the needs of all students and coincide with the school wide goals. The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2022-23 school year, the state is funding 24.11 earned units, fringe benefits, teacher materials and supplies, and textbooks. Title I monies are being used to help fund personnel salaries, substitutes for departmental and professional development meetings, technology purchases, and various materials/instructional supplies.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

Federal, State, and local services are integrated into the school goals in a manner that best fits those areas. These programs can be implemented by grade level or other designated means. These programs provide additional resources to the established curriculum and assist in supporting that curriculum in many different ways. The nutrition program is a vital part of the academic process in that it provides student with the fuel their body needs to start each day. Our school system has an excellent vocational/career tech center which provided real-world training for students in a variety of work fields. Finally, as much as possible, anti-bullying efforts and anti-violence programs are scheduled each year when schedules can be coordinated between presenters and the school calendar.

ACIP Assurances

Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

ATTACHMENTS

Attachment Name

 2022-2023 ACIP Committee

2. 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

NO

N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

YES

NO

N/A

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

At the beginning of each school year, Goshen High School and Goshen Elementary School hold a joint meeting for all parents of Goshen High and Goshen Elementary School students for the express purpose of distributing Title I information. Initially, date and time of the annual Title I meeting is announced at PTO meetings. Phone calls and recorded messages through emails are generated by "School Messenger" to inform parents of the annual Title I meeting. In addition, texts generated by "Notify Me" are used to contact parents in regards to the Title I meeting. Parents are allowed to give feedback on topics discussed at the meeting.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Parent and family engagement is an important program at Goshen High School. There have been numerous measures put in place in order to involve parents as well as families in their student's education as well as the operation of the school. For example, Open House is held and parents as well as students are allowed to visit with teachers. Also, during this time, a PTO meeting is held in order to solicit more family involvement. Midterm/Open House is held once a semester from 2:00-7:30 p.m. This range of time allows for parents who work different shifts an opportunity to come pick up report cards as well as conference with teachers. Individual conferences are available on an as needed basis. The Pike County School system holds an annual Parent Expo. This program allows for parents and interested visitors to become informed on various topics, such as state standards, student achievement standards, local achievement standards, Title I, how to monitor their child's progress, as well as how to work with teachers in order to help their child reach their academic potential. Free school supplies are given out at the Parent Expo. Principals, counselors, faculty, and community agencies will also be available for assistance. Along with the aforementioned engagement practices, parents also have access to their student's current school information on the school website as well as the district website. These websites enable students and parents to access student progress in real time, communicate with faculty through email, access teacher web pages, follow assignments posted, and view student grades in PowerSchool. Another engagement practice used is Notify Me. This is a text message service that notifies parents of major events in the school system. Parents can sign up for this on the school website. Teachers use individual tools to engage parents and students, such as Remind 101 and Facebook. This is used to communicate specific information about individual classes or extracurricular events. Telephone and text messaging is also used by faculty for communication. Parents of upcoming 9th graders are sent a letter with three options of dates and times to meet and sign off on their child's 4-year plan. Each year the counselor

holds a FAFSA night, so parents of seniors have the opportunity to come complete the FAFSA for their senior with assistance from a financial aid counselor.

2b. Describe 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).

Parents are also engaged as they are invited to serve on various committees throughout the school year, such as homecoming committee, Library Advisory committee, textbook adoption committee, etc. The ACIP Advisory committee meeting was held to discuss changes in the present CIP and gain input on the committee's thoughts for improvement at Goshen High School. The new goals are set to address the educational needs of all students at GHS. The counselor has an advisory committee that meets at least twice each year. Parents are invited and encouraged to attend these meetings. A meeting is held to talk with parents about the Title I program. The meeting is communicated to the stakeholders through announcements, emails, and a school cast. During this meeting the Title I budget as well as parental engagement are discussed. Parents are given the opportunity to ask questions and provide feedback and suggestions for the Title I program and budget. Professional development costs, technology hardware and software, materials and supplies and textbooks, select teacher salaries and benefits, and parental involvement activities.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

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

During this meeting the Title I budget as well as parental engagement are discussed. Parents are given the opportunity to ask questions and provide feedback and suggestions for the Title I program and budget. Professional development costs, technology hardware and software, materials and supplies and textbooks, select teacher salaries and benefits, and parental involvement activities.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

At the beginning of each school year, Goshen High School and Goshen Elementary School hold a joint meeting for all parents of Goshen High and Goshen Elementary School students for the express purpose of distributing Title I information. Parents are notified of the meeting through (1) notices sent home by students, (2) school announcements including call system, PowerSchool announcements, parent involvement video and/or email and text announcements, (3) post cards mailed to students' homes, and/or (4) newspaper announcements. Topics discussed at the year's meetings are:-Continuous Improvement Plan-An explanation of the school's curriculum, the state's content standards, and assessments-Title I program and participation, its services, and parents' rights-Parental Involvement Section of the Continuous Improvement Plan-School-Parent Compacts The leadership and staff of Goshen High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meeting at a time that is convenient for parent attendance. Example are:-Open House/Conference Day (1-4 pm August 6)-System-wide Report Card Pick-up/Conference Days at the end of 1st and 3rd nine weeks (2:00 - 7:00 P.M.)

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

Goshen High School believes in involving parents in all aspects of its Title I programs. We have parent representatives on our CIP committee. In addition, all parents are given the opportunity to review the plan and offer their input before the plan is approved. Each year, the Continuous Improvement Plan, is reviewed and evaluated. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, that a copy is available for review, and that parents have the right to give input regarding the revision of the plan. We also utilize the AdvancEd online survey process during the spring, which is another means to express comments. The results of any parent input are reviewed by the parent representatives and entire CIP committee in determining needed changes to the plan.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The Pike County School System will hold a Fall community/parent expo. Parents and visitors are provided with information and training on 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 helps guide teachers to improve the achievement of their children. Principals, counselors and community agencies are available for assistance. These items are also reviewed at PTO meetings, Open House Forums, New Student Orientations and Freshmen Transition orientation. Individual appointments are also available to parents to further discuss individual student's test data. Information on how parents can work to improve their children's achievement is provided at various meetings throughout the school year and at the county-wide expo. In addition, information in the form of pamphlets and tracts are prominently displayed and readily available to students and parents in a designated Parent area within the Guidance Office. Videos and CDs are also available for viewing and can be checked out as needed. The information is purchased based on the needs identified through test analysis data and other concerns identified by the staff. The Pike County School District has a Community Outreach Specialist who works as a parent liaison. She conducts home visits, transports between parents, teachers, and community agencies.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall 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.

The staff at Goshen High School actively works through in-services, faculty meetings, and departmental meetings to understand the importance of parental involvement and that our parents are partners in education. Teachers are available through phone calls, emails, Skype, TEAMS and parent conferences to make parental contacts to address needs and concerns. Goshen High School has its own website in which information can be obtained about upcoming events, sporting events, grading scale and reporting periods, as well as individual teacher contact information. All students are given a calendar with pre-printed pertinent dates. Goshen High School also has PowerSchool Parent Portal in which parents can obtain a password to check grades from home. Teachers can also print and/or email progress reports to home. The GHS PTO incorporates student performances into the meetings to encourage parent participation. Each department is responsible for coordinating a performance with the PTO officers. The Pike County School system

provides each 7th and 8th grade student with a planner that may be used to communicate information to parents. Parents are encouraged to sign-up for the Notify Me feature of our school website where parents can register to receive emails and/or text message notifications about events happening at GHS. Often, flyers about upcoming events are sent home by students and/or parents are notified of PTO meetings via postcard in the mail. Other forms of communication include the local paper and radio and television stations, as well as the School Messenger. Often times, signs and flyers are posted in area businesses and community center. The school system provides each staff member an email account and can use this account to communicate with parents via email. STI software is utilized to send progress reports via email upon parental request.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall 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.

Goshen High School shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully. Throughout the school year, Goshen High School educates its faculty on the importance of parental involvement through in-service sessions and faculty meetings. The GHS administration emphasizes the importance of keeping grades up to date in PowerSchool as to allow synchronous parental monitoring of student grades as well as the importance of using agendas to communicate with parents. Teachers are also educated as to the importance of a variety of grading procedures as well as quantity as to completely assess the student's comprehended knowledge of the subject matter.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the

school, parents, and the community to improve student academic achievement, our school:

Shall 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.

Goshen High School has established a Parental Involvement Plan to encourage parental participation. GHS also works with the Trio Upward Bound program which offers parent workshops and onsite tutoring for students in the program. PowerSchool home is available for parents to use to monitor their child's grades from home. GHS will offer workshops for parents this year that focus on transitioning to the next level in education (elementary to junior high, junior high to high school, and high school to college), special education, and other useful information. GHS provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Currently, GHS has no ELL students; however, GHS has a bilingual teacher who is available to assist in verbal and written communications with parents if the need arises. All registration and other school forms are available in foreign languages. Every effort is made to accommodate parents with disabilities. GHS is a handicapped accessible facility.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The Pike County School System has a Community Outreach Specialist who works as a parent liaison. She conducts home visits, transports parents to needed agencies, and mediates between parents, teachers, and community agencies. Each school has access to the EL teacher and TransAct on an as needed basis. GHS employs three special education teachers and the district has employed a full time psychiatrist who works with students with disabilities and their parents. Other support offered continues through the Pike County School's website that is used to publicize upcoming events. Parents can sign up for Notify Me in order to receive emails and text messages about events. Other forms of communication include but are not limited to: flyers, newspaper ads, and radio announcements. Flyers are sent home as well as posted on the lobby bulletin board. It is a goal of GHS to strive to work with all parental requests as well as involve parents as much as possible. Many parents prefer to communicate electronically; therefore, all faculty members have been provided with an email account that can be used for parent communication.

Parents can also retrieve a progress report at any time using PowerSchool Home software or by contacting the school for a printed copy. Parent conference requests are also welcomed.

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

Goshen High School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. The Pike County School System employs a Spanish interpreter, should the need arise. All registration and other pertinent forms are available in foreign languages. Every effort is made to accommodate parents with disabilities. Goshen High School is a handicapped-accessible facility.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name









ACIP Parent Meeting

eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes
- No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-2023 ACIP Committee		<ul style="list-style-type: none"> • 1
 2022-2023 ACIP Committee List		<ul style="list-style-type: none"> •
 ACIP Committee		<ul style="list-style-type: none"> •
 ACIP Meeting Sept 9, 2022		<ul style="list-style-type: none"> •
 ACIP Parent Meeting		<ul style="list-style-type: none"> •
 Comprehensive Budget 2022-2023		<ul style="list-style-type: none"> •