



**2011-2012
CONTINUOUS IMPROVEMENT PLAN
Non-Title Plan**

Note: Blank copy is available on www.alsde.edu, e-GAP, Document Library
Central office designee submits required plans to LEA system's e-GAP Document Library



NAME OF SCHOOL: Creek View Elementary School				
STREET ADDRESS: 8568 Highway 17		CITY: Maylene	STATE: Alabama	ZIP CODE: 35114
CONTACT: Joyce Dixon		TELEPHONE: 205-682-5730	E-MAIL: jdixon@shelbyed.k12.al.us	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/>				
ALL PLANS: Submit to LEA for Board approval. Retain the original plan in the LEA. Submit a copy of the plan electronically to your system's E-GAP Document Library by November 3, 2011.				
If using any Federal funding: Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2011.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are any federal resources like Title II, III, IV, and VI used to coordinate with and supplement existing services and are not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. <u>NOTE: The Parental Involvement section of this plan must be distributed to all parents.</u> The plan will be made available through distributing a hard copy to faculty and staff members and community members. The plan will also be posted on our school website and will be presented to parents during Parenting Day.
*Board Approval: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Board approval received on October 20, 2011.		Board Signature:
Superintendent Signature:				Date:
LEA Representative Signature: (responsible for monitoring plan)				Date:
Principal Signature:				Date:

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April/May – September 200_): August 2011-September 2011

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

In August 2011, the Leadership Team met to analyze data to determine whether previous school year goals were met. The data supported the completion of all goals, but some goals although successful need to be continued for future success. The Leadership Team presented the goals to the Action Team members for review and discussion of strategies to support the goals. Those strategies determined were put into place for the 2011-2012 Continuous Improvement Plan (CIP) and the data as well as the final plan was shared with faculty, staff, and parents. The plan was submitted to the local board of education for approval and signatures.

<p style="text-align: center;">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p style="text-align: center;">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p style="text-align: center;">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
<p style="text-align: center;">Joyce Dixon Mandy Wesson Holly Jackson Melinda Rusk Kim Bice Robert Barnes Jennifer Edmonds Ashley Williamson Melissa Foster Austen Johnson Judy Roberson</p>	<p style="text-align: center;">Principal Assistant Principal Assistant Principal Counselor Reading Coach Special Education Teacher Third Grade Teacher Kindergarten Teacher Gifted Resource Teacher/Technology Coordinator First Grade Teacher Second Grade Teacher</p>	

Part I – SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

059 Shelby County - 0043 Creek View Elementary School				
2011-2012 AYP Status	This school met 13 goals out of 13 (100%).			
	Made AYP			
	Not in School Improvement			
Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	5.10	Yes
Special Education	–	N/A	–	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	–	N/A	–	N/A
Black	97	N/A	4.65	N/A
Hispanic	100	N/A	3.38	N/A
White	99	Yes	6.41	Yes
Limited English Proficient	100	N/A	1.58	N/A
Free / Reduced Meals	99	Yes	1.25	Yes
Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	3.34	Yes
Special Education	–	N/A	–	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	–	N/A	–	N/A
Black	97	N/A	-9.00	N/A
Hispanic	100	N/A	-1.24	N/A
White	99	Yes	7.05	Yes
Limited English Proficient	100	N/A	-2.75	N/A
Free / Reduced Meals	99	Yes	-4.43	Yes (CI)
Additional Academic Indicator - Attendance Rate				
Made AYP	Attendance Rate Goal = 95%		Met Additional Academic Indicator	
Not in School Improvement				
All Students	97%		Yes	

Part I - continued - DIRECTIONS - SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students. Additionally, please report data pertaining to the Response to Instruction (RtI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
The faculty and School Leadership Team looked at data from the following areas: SAT scores, ARMT scores, DIBELS results, Survey responses, Professional Development Goals/Plans, and Faculty Evaluations. We analyzed the data to identify areas where results were stagnant or nonexistent and noted those areas of concern. The areas showing concern were addressed with goals and strategies developed by the Action Teams. We also consider subgroups w disaggregating data to identify any gaps among particular	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
All teachers hired have a highly qualified status and teach in the area of the degree held.	
Number and percentage of Non-HQT: 0%	Number and percentage of Classes Taught by Non-HQT: 0%
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: ARMT Math Level IV scores increased from 33% in 09-10 to 43% in 10-11. ARMT Reading Levels III and IV were at 86% in 2010-2011.	Weaknesses: ARMT Math made AYP Proficiency Goal using the Confidence Interval (CI). On ARMT Math 77% of students received a Level III and IV.
Alabama Science Assessment:	
Strengths: N/A	Weaknesses: N/A
Stanford 10:	
Strengths: The Reading Subtest – Word Study revealed a slight increase from 53-5 in 2009-2010 to 54-5 in 2010-2011.	Weaknesses: All Total Math and Reading Subtests and Totals decreased with the exception of Word Study. Reading Subtests showed a drastic decrease for the 2010-2011 Test.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Kindergarten ISF grew from 61% benchmark/21% intensive to 75% benchmark/2% intensive. First Grade ORF was 79% benchmark/2% intensive in December. In Spring the percentage of benchmark students increased to 81%. 2 nd and 3 rd Grade students had an accuracy of 98% average on ORF.	Weaknesses: Second and Third Grade students did not always increase on automaticity. Second Grade remained at 77% benchmark of the floating target from beginning to end of the year. Third grade had the greatest loss of fluency from 69% benchmark in the Fall to 61% in the Spring.

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: N/A	Weaknesses: N/A
ACCESS for English Language Learners (ELLs):	
Strengths: 27% of 22 Kindergarten Students tested are Developing and 23% are Bridging in Oral Language. 71% of 21 First Grade Students tested are Developing in Writing, 67% are Developing in Literacy. 46% of 26 Second Grade students tested are Bridging in Comprehension and Reading. 52% of 21 Third Grade students tested are Bridging in Comprehension and 48% are Expanding in Literacy	Weaknesses: 64% of 22 Kindergarten Students Tested are Entering.
<u>EducateAL or other Professional Evaluation Profile Information:</u>	
Strengths: The Educate Alabama process was completed by teachers on cycle. The dialogue was a great benefit to understanding lessons presented.	Weaknesses: The Educate Alabama process is continuing to be a learning process for all faculty members. A concern is ensuring it is accessible and that everyone involved can complete their documentation needed in a timely manner.
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: One student was tested with the Alabama Alternate Assessment (AAA). The student received Level III in both Reading and Math. We received a grant to help our classrooms to become 21 st century with the purchase of digital projectors and document Cameras for 37 classrooms. PTO provided funding to purchase 8 computers and 2 more document cameras and digital Projectors and our local school fund was able to purchase 2 computers and 2 additional documents cameras and digital Projectors. Our Computer Lab aide has ensured technology standards are taught school wide and this reflects in our survey Results PST Referrals received Tier III instruction and 8 students showed progress to be removed from PST. Math Investigations supported the presentation to students on open-ended response and students did much better on testing with this knowledge.	Weaknesses: The only student tested using AAA showed the greatest concern being Identification of Reading Vocabulary using Context Clues. We have ongoing technology needs as technology changes. Our computer lab is in need of updated computers and 36 classrooms do not have a computer new than 4 years. The need for updated computers is a concern. Math Investigation program has gaps in content and students express a need to understand how to apply the knowledge they have in Math Investigations.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, <u>other RtI data</u>):	
Strengths: The majority of students receiving Tier III instruction in reading and math made progress. Intervention Team meets with teachers to discuss concerns prior to a Problem Solving Team (PST) Referral. All but one teacher has had Math Investigations Training The ThinkLink Assessment given to 3 rd grade students helped prepare them for the ARMT The funds are provided by PTO and fundraisers to support a full time Computer Lab Aide	Weaknesses: There is an ongoing need for a Reading and Math Interventionist to assist teachers and students with Tier III instruction.
<u>Career and Technical Education Program Data Reports:</u>	
Strengths: N/A	Weaknesses: N/A

Part I – Continued (CULTURE RELATED DATA):	
School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, student attendance).	
Strengths: The previous STI Data program provides detailed results on data entries involving discipline and attendance. The new INOW program allows all teachers and administrators to work from home,	Weaknesses: Our reports show our student population grew to 1000 students at one point in the 2010-2011 school year. Due to student transience this number primarily remained at 996. Discipline Data reports show Infractions were higher than in previous years. Intentional Touching/Striking rose from 41 to 49 documented for the 2011-2012 school year. Bus Misconduct also increased from 26 to 41 for the 2010-2011 school year. The new INOW program has had some glitches that are being visited to make it more user friendly for all faculty members.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: N/A	Weaknesses: N/A
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: The local school provides funds to support a computer lab aide to assist teachers in the lab and support technology needs throughout the school. The results from the Technology Survey support this addition as well as the faculty and staff at the local school. AESOP is used by all faculty and staff members in locating substitutes and documenting absences.	Weaknesses: Due to funding cuts the local school lost a ½ unit of music, ½ unit counselor, 3 classroom teachers for the 2011-2012 school year. The AESOP daily absence reports over 1000 absences occurred during the 2010-2011 school year.
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).	
Strengths: Attendance is being closely monitored through the STI program and registrar/assistant principal. EW conferences are held with parent/guardians prior to excessive tardy and absences.	Weaknesses: There continues to be an attendance concern and parents refusing to accept responsibility for their child's absences. Parents do not always send in notes to excuse absences and need reminders. The EW conference helps for those that attend, but many parents have to be contacted by phone because they do not choose to attend at school. 149 letters were sent for Excessive Tardies and 832 letters were sent for Unexcused Absences during the 2010-2011 school year.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Parents continue to communicate positively regarding school programs and relations through administrator survey and verbal feedback	Weaknesses: The ongoing increase in student ethnicity and language shows a need for offering a foreign language and translator on the school campus regularly.
School Perception Information related to student PRIDE data.	
Strengths: The data reveals the majority agree/strongly agree with positive statements and questions within the survey.	Weaknesses: 30% do not agree that there are enough suggestions provided for their teaching, which contributes to the unknowns of Educate Alabama as well as the Culture Survey which requests a need for more Pats on the Back.

School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).	
Strengths: AMAO was made at 69%. We used the Odyssey, On Our Way to English, ELL Harcourt Resource Kit in working with our students.	Weaknesses: The need to maintain and move forward to continue the AMAO gains and increases in the upcoming school years.
School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).	
Strengths: We have 2 full time ELL teachers and were provided starting the 2 nd 9 weeks of the 2011-2012 school year another ½ unit teacher and a full time ELL aide. We have over 100 ELL students daily receiving instruction through the ELL program	Weaknesses: Our population has become so diverse we need more multi language support programs.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: The Math Investigations Training and ongoing Teacher Resource Support has been beneficial. The teachers are provided the materials and support to help prepare students for applying knowledge gained rather than rote information in the previous math curriculum.	Weaknesses: There are still unknowns in the new Math Investigations process and whether students really learn to apply their knowledge, taking into account the majority of all learners and how they learn best. Math facts are still an ongoing concern and the new MI does not address this. There are also content areas that are not within MI and teachers are having to learn to supplement more in certain areas.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND Rtl CONSIDERATIONS, should be related to the weaknesses identified in the data summary.

CONTINUOUS IMPROVEMENT GOAL #1 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
Students will understand and apply math facts (addition, subtraction, multiplication, division) to increase the percentage of students to the level of proficiency by 12% on the ARMT.

Data Results on which goal is based:
The total proficiency percentage for our 2010-2011 ARMT Math was 77% (Level III and IV). The AMO for 2011-2012 is 89% in the area of math.

ACTION TEAM MEMBERS: Ashley Williamson, Donna Brown, Sally Perkins, Kathy Oliver, Hayley Ramires, Donna Martin

TARGET GRADE LEVEL(S): K-3	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): All students with a focus on Free and Reduced
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
ACOS Math K - #'s 1, 2 1 - #'s 1, 2, 3 2 - #'s 1, 2, 3, 4 3 - #'s 1, 2, 3, 4, 5	STRATEGY: To continue Math Investigations training for all teachers and implement standards-based math instruction across all grade levels in an engaging environment. ACTION STEPs: 1. Utilize AMSTI specialists to provide training and strategies. 2. Use manipulatives for teaching math concepts. 3. Incorporate Math Journals and Daily Math Review into lesson plans.	Use Common Formative Assessments A+ Learning Link for 2nd & 3rd Grade	Tier II & III Math Groups - Students will receive additional instruction through small groups. Tier II will be instructed based on student understanding of current grade level skills being taught, Tier III will be instructed in small group based on previous skills prior to their current grade level not gained by the student Parental Contact PST Referral	Cost of additional Math Investigation Resource Books and Materials \$1,500.00 Cost of A+ Learning Link Program for 2 nd Grade \$2,500.00
ACOS Math K - #'s 1, 2 1 - #'s 1, 2, 3 2 - #'s 1, 2, 3, 4 3 - #'s 1, 2, 3, 4, 5	STRATEGY: Teachers will share strategies and ideas they implement when teaching basic math facts (addition, subtraction, multiplication, & division). ACTION STEPs: 1. Use grade level planning time to view AMSTI podcasts, discuss Math Investigations lessons, and share teaching strategies. 2. Utilize AMSTI specialists to provide training and strategies. 3. Incorporate FastMath Program into lesson plans.	Use Common Formative Assessments A+ Learning Link for 2nd & 3rd Grade FastMath Reports	Tier II & III Math Groups –Students will receive additional instructional time with the teacher focusing on grade level and previous grade level content taught in small groups. Parental Contact PST Referral	

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND Rtl CONSIDERATIONS, should be related to the weaknesses identified in the data summary.

<p>CONTINUOUS IMPROVEMENT GOAL #2 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): At Risk students (Level I and II) will increase their proficiency in math by improving their scores to Level III or above. The students will move from 23% at-risk to 11% at-risk</p>
<p>Data Results on which goal is based: ARMT scores for at-risk students (Level I and II) for the 2010-2011 testing year are 23%. Students with Level III and IV is 77%. ACTION TEAM MEMBERS: Ashley Williamson, Donna Brown, Sally Perkins, Kathy Oliver, Hayley Ramires, Donna Martin</p>

TARGET GRADE LEVEL(S): K-3	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): All Students with a focus on at-risk students including Free/Reduced Population
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
ACOS Math K - #'s 1, 2 1 - #'s 1, 2, 3 2 - #'s 1, 2, 3, 4 3 - #'s 1, 2, 3, 4, 5	STRATEGY: To continue Math Investigations and implement Number Talks for students to improve mental math and computation strategies ACTION STEPS: 1. Utilize AMSTI specialists to provide training and strategies to meet individual students needs. 2 Teachers implement math fact quizzes for students throughout the school day. 3. Use manipulatives for teaching math concepts. 4. Incorporate Math Journals and Daily Math Review into lesson plans	A+ Learning Link for 2 nd & 3 rd Grade Have students participate in yearly Math pre and posttests. FasttMath Reports	Tier II & III Math Groups Parental Contact PST Referral	Cost of Additional Math Investigation Books and Materials \$1500.00 Cost of A+ Learning Link Program for 2 nd Grade \$2500.00
ACOS Math K - #'s 1, 2 1 - #'s 1, 2, 3 2 - #'s 1, 2, 3, 4 3 - #'s 1, 2, 3, 4, 5	STRATEGY: To provide intensive Math remediation for “at-risk” students. ACTION STEPS: 1. Identify “at-risk” students who are struggling in Math. 2. Implement Tier II & III Math lessons and document in lesson plans. –Teachers will record student groups and skills taught noting with a + or – to show understanding. 3. Monitor “at-risk” students’ math progress through benchmarks and revise groups accordingly. 4. Incorporate FasttMath Program into lesson plans.	Use Common Formative Assessments A+ Learning Link for 2 nd & 3 rd Grade FasttMath Reports	Kids First After-School Tutoring Program	

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND Rtl CONSIDERATIONS, should be related to the weaknesses identified in the data summary.

CONTINUOUS IMPROVEMENT GOAL #3 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 Students will meet or exceed baseline proficiency by using strategies to comprehend functional and textual/informational materials. Students will move from 86% total proficiency (Level III and IV) to 92% total proficiency.

Data Results on which goal is based: Data Results on the ARMT show an increase on Open-Ended Responses in this category, however multiple choice response points decreased. Open Ended response increased from 2.2. to 2.7 points earned. Multiple Choice response points decreased from 14.6 to 13.7.

ACTION TEAM MEMBERS: Kim Bice, Paige Pearson, Susie Turner, Robbin McKinney, Kathy Hutchison, Jackie Killingsworth, Leslie Butler

TARGET GRADE LEVEL(S): K-3	TARGET CONTENT AREA(S): Circle One <u>Reading</u> Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): All Students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
ALCOS Language Arts K - #7, 9, 10 1 st - #4, 6, 7, 8, 12 2 nd - #4, 6, 7, 8 3 rd - #4, 8, 9, 12	STRATEGY: Provide scientifically-based Tier 1 reading instruction, 90 minutes per day. ACTION STEPS: 1. <u>All</u> students will participate <u>daily</u> in CORE reading instruction, following the progression of the Shelby County Curriculum map. 2. Utilize theme assessments in 2-3 rd grade to expose students to ARMT-style practice and testing language. Students will learn the genre of tests. 3. Special Education students will receive <u>Harcourt Tier II and research based program for Tier III instruction to ensure success in reading skills taught.</u>	<u>Documentation will include:</u> <ul style="list-style-type: none"> Whole group and small group lesson plans Student data showing growth in reading levels (running records) and skills (phonics inventories, DIBELS, Learning Link /A+ reports) 	<ul style="list-style-type: none"> Tier 2 interventions will begin as soon as non-proficiency is noticed in Tier 1 If students do not gain mastery, they will be brought to the Intervention Team to decide placement on the PST agenda and add Tier III instruction for Reading. 	Cost of A+ Learning Link Program for 2 nd Grade Students \$2500.00
	STRATEGY: Provide additional reading instruction/intervention for students deemed at risk. ACTION STEPS: 1. <u>Non-proficient</u> students will have an <u>additional</u> individual or small group lesson beyond Tier I. This lesson will target prescriptive needs to support	<ul style="list-style-type: none"> Tier 2 lesson plans Anecdotal notes of program adjustments to Harcourt Tier 2, facilitating success Intervention team and PST agendas will provide evidence of timely intervention <u>A+ data</u>, if used prescriptively for Tier 2 	<ul style="list-style-type: none"> Special Education students not mastering concepts will have an IEP meeting to amend the goals in place. If students are successful with Tier 2 support, they will continue with that 	

	<p>CORE instruction. 2. Most intensive students, 5 days per week. Less intensive students, 2-3 days per week, minimum. 2. Tier 2 instruction will be documented and data will be collected. (Ex: progress monitoring)</p>	<p>instruction</p> <ul style="list-style-type: none"> Anecdotal notes of student learning or other student data (progress monitoring) 	<p>level of support until it is no longer necessary</p> <ul style="list-style-type: none"> If students are not successful with Tier 2 support, program adjustments will be reevaluated and RTI procedures will be followed 	
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND Rtl CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL #4 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 Students will use strategies to comprehend functional and textual/informational materials by demonstration of understanding and applying knowledge in science.

Data Results on which goal is based: Data Results on the ARMT show an increase on Open-Ended Responses in this category, however multiple choice response points decreased. Open Ended response increased from 2.2. to 2.7 points earned. Multiple Choice response points decreased from 14.6 to 13.7.

ACTION TEAM MEMBERS: Jenny Edmonds, Heather Martin, Susan Vines, Scott Byrne, Susan Workman, Lisa Radcliff

TARGET GRADE LEVEL(S): K-3	TARGET CONTENT AREA(S): Circle One Reading Math <u>Science</u> Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): All Students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
K- #'s 1-10 1- #'s 1-11 2- #'s 1-11 3- #'s 1-14	STRATEGY: S1 Provide students with the opportunity to participate in a school wide science fair/ expo based on our CSI goal. This event is returning from last year. S2: The faculty will use the Comprehension Toolkit and non-fiction text as support for at-risk students. ACTION STEPS: All students, faculty, administration, GRC, and ELL will be involved. Science committee will choose five common units across grade levels as a school-wide focus, including properties of matter, space, weather, life science, and forces. Each class will be responsible for creating a science display based on any of the 4 common units. The science fair will be held once during the spring. The science fair will be conducted annually Classroom Teachers will utilize Science Suitcases for hands-on materials and lessons	1. Progress towards each action step will be based on 100% participation. 2. Documentation will consist of photographs, graphic organizers, reports, and PowerPoint presentations.	Students who do not master the skill can have peer helpers, graphic organizers, etc.	\$0

	<p>STRATEGY: S1 Provide the students with the opportunity to display current science work on a bulletin board in the hallway based on our CSI goal. S2: The faculty will use the Comprehension Toolkit and non-fiction text as support for at-risk students. S3: A science question will be given on the news once a week. The question will be correlated to the CSI goal. Teachers will help develop questions for their grade level. ACTION STEPS: All students, faculty, GRC, and ELL will be involved. Grade levels will contribute to one bulletin board per 9 weeks showing the stages of in-depth science knowledge of a common unit of study. The boards will be changed at least once per 9 weeks. The bulletin boards will be kept up all year long. Hands-on science experiments correlated with the five common units will be done within classrooms. Lesson Plans will be evidence of hands-on experiments planned for the lessons Classroom teachers will utilize Science Suitcases for hands-on materials and lessons</p>	<ol style="list-style-type: none"> 1. Progress towards each action step will be based on 100% participation. 2. Documentation will consist of photographs, graphic organizers, reports, and PowerPoint presentations. 	<p>Students who do not master the skill can have peer helpers, graphic organizers, etc.</p>	<p>\$0</p>
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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals. If any ELL student did not make AMAOs complete this page.

<p>ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): At the end of 2011-2012 school year, the percentage of students making Adequate Yearly Progress in Language Acquisition (APLA) will be maintained above the benchmark at 46 %.</p>
<p>Data on which goal is based: AMAO Report and ACCESS results disaggregated and percentage of students making APLA ACTION TEAM MEMBERS: Rebekah Parr, Stephanie Cochran, Jennie Tindell, Ashley Tilley, Janet McKay, Karen Hill, Mandy Wesson</p>

TARGET GRADE LEVEL(S): K-3	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply. <p style="text-align: center;"> <u>Reading</u> <u>Writing</u> <u>Listening</u> <u>Speaking</u> <u>Comprehension</u> </p>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Writing Grades K-3	STRATEGY: Implementation of small group writing with On Our Way to English materials. ACTION STEP: 1) Classroom teachers will provide whole group and small group instruction of writing. 3) ELL Teacher will support writing through the use of the On Our Way to English program.	Writing rubrics, school frequency and AMAO Reports Rigby ELL Assessment Kit	ELL teacher will support small group writing using Shelby County Curriculum Map and incorporate additional resource materials designed for ELL students such as graphic organizers. ELL Committee will review the LEP plan and add more language support if needed	School and District Resource Programs provided
Reading K-3	STRATEGY: Implementation of On Our Way to English program to support language acquisition. ACTION STEP: 1) The classroom teacher will provide CORE Program and small group instruction during school, implementing accommodations according to student LEP plans. 2) The ELL Teacher will support the CORE reading program and improve language acquisition through a pull-out model using On	Progress Monitoring, School Frequency, and AMAO Reports Rigby ELL Assessment Kit	ELL Committee will review LEP and add more language support if necessary. Referral to the Problem Solving Team (PST) Tier III Reading Intervention will be provided in addition to Tier II instruction	School and District Resource Programs provided

	Our Way to English materials during school hours.			
Oral Language K-3	<p>STRATEGY: Implementation of On Our Way to English program for English language learners</p> <p>ACTION STEP: 1) Oral interactive techniques will be utilized by classroom teachers who serve ESL students. 2) The ELL teachers will support the development of speaking and listening skills through implementation of On Our Way to English during school. 3) Implementation of Spanish and English vocabulary will be presented school wide</p>	School Frequency and AMAO Reports Rigby ELL Assessment Kit	ELL Committee will review LEP and add more language support if necessary	School and District Resource Programs provided
Math Grade K-3	<p>STRATEGY: Implementation of instruction guided by research-based ESL strategies to increase the math proficiency of ESL students.</p> <p>ACTION STEP: 1) Classroom teacher will provide instruction of Math Investigations and Tier II support 2) ELL Teacher will support math instruction through inclusion. 3) Interactive oral techniques and manipulatives will be utilized by classroom teachers.</p>	A+ Learning Link Assessment	<p>ELL teachers will support math by front loading math vocabulary and implementing the A+ Program for ELL students.</p> <p>ELL Committee will review LEP and add more language support if necessary</p> <p>Referral to the Problem Solving Team (PST)</p> <p>Tier III Math Intervention will be provided in addition to Tier II Instruction</p>	School and District Resource Programs provided

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rti FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

ACTION TEAM MEMBERS: At-Risk -Judy Roberson, Amber Wood, Tami McCarver, Missy Roberson, Beverly Savage, Melinda Rusk, Sandra Liddell

Culture – Joyce Dixon, Susan Stamps, Sarah Young, Kristy Ellis, Lindsey Hitt, Misty Grillo, Lynn Wyatt, Michelle McGraw

Wellness – Robert Barnes, Ginger Austin, Jo Vermeer, Joanne Bailey, Catherine Mohon, Greg Dickinson

Safety – Holly Jackson, Karri Allen, Cathy Cunningham, Janell Clark, Lauren Poticny, Laura Hamm

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<p>WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rti FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?</p>	<p>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</p>	<p>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</p>	<p>HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?</p>	<p>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)</p>
<p>AT-RISK RATIONALE: Based on needs of our at-risk students, the need develops early on and should have intervention to ensure student success. We need to develop an outreach to our preschool population of students.</p>	<p>STRATEGY - (GOAL): To implement a Pre-K outreach program for early intervention and preparation for kindergarten</p> <p>ACTION STEPS: School counselors and administration will visit local daycare facilities, offer Kindergarten camp, and a Kindergarten Tour to provide information for students who will attend kindergarten in the upcoming school year.</p>	<p>Enrollment population Sign-In Sheets Surveys</p>	<p>Open contact with daycare facilities to provide information for academic growth of preschool students. Early intervention with students who could be identified at-risk Follow-up with parents</p>	<p>\$0</p>
<p>CHARACTER EDUCATION RATIONALE: Based on the data collected and research students need motivation and praise when an accomplishment is made. This program will ensure every child is praised and rewarded throughout the school year.</p>	<p>STRATEGY - (GOAL): Implement the “Goal Getters” program in each classroom based on obtainable goals which will be identified by students/teachers. Goals will be reviewed monthly and students will be rewarded for achieving the set goals</p> <p>ACTION STEPS: All students will meet and discuss goals with their teacher and counselor. Each month, classroom teachers</p>	<p>Present “Goal Getters” program to teachers and staff. Guidance Counselors and teachers will assist students in setting obtainable goals. “Goal Getters” chart will be monitored monthly by counselors and students will receive rewards each semester based on goals that were met.</p>	<p>Follow-ups on individual/classroom monthly goals will be made. Peer Helper, P.A.L.S, and communication with parents will be implemented as needed.</p>	<p>Supplies for copies and rewards approximately \$25</p>

	will communicate students who met set goals to the counselor. Student names will be displayed on grade level bulletin boards. Whole class progress documentation will also be posted outside each classroom to show growth throughout the year.			
SURVEY RATIONALE: The School Culture and Climate Survey results revealed teachers need more Pats on the Back for going the extra mile.	<p>STRATEGY - (GOAL): Continue to provide a weekly communication tool which will allow administration to collaborate and convey important information, reminders and events to faculty and staff. Administration will also recognize teacher successes by leaving sticky notes in teachers' boxes or classrooms. Rotational duty free lunches/lunch dates will also be available. Faculty and Staff members will also receive Warrior Cards from peers for a job well done.</p> <p>ACTION STEPS: Administration will send out a weekly memo to faculty and staff. Teachers will be given lunch breaks with assistance from administration, After visiting classrooms, administration will leave sticky notes for praise in teachers' mailbox or classroom. Faculty and Staff will receive Warrior Cards from peers for a job well done. Names will be drawn weekly for rewards/certificates.</p>	Feedback from teachers using surveys and communication	Administration will collaborate with concerning teachers through Leadership Team and Grade Level Meetings or individually as needed.	\$100 for copies and rewards
WELLNESS RATIONALE: Provide a school environment that promotes and protects children's health, well being, and ability to learn by supporting healthy eating habits and physical activity.	<p>STRATEGY - (GOAL): Teachers will monitor food choices made by students through CNP, Host events to promote physical activity, Promote healthy food choices at school parties.</p> <p>ACTION STEPS: Track Attack – Thon Participate in Jump Rope for Heart, Mercedes Run, and Race for the Cure Fitness/PE Blog w/links Nutrition Nugget Newsletter Healthy Snacks during PE and in the classroom Faculty Work-out after school Basketball Camp Learn to ride a bike/Awesome Authors Day Fitness Lab</p>	Involvement by students, faculty, and staff. Student/Parent response to events sponsored.	Physical Fitness Test Food Guidelines Place activity, nutrition tips in the school newsletter/newscast Community Education Programs for students (Karate, Soccer, gymnastics, baton, dance, etc...) Basketball Camp Fundraiser participation Implementation of Healthy Gold Award Grant funding that supplied materials to support nutrition and health to the PE lab and Library for check-out	\$0

<p>MARKETING RATIONALE: As public education continues to face challenges such as charter schools, schools of choice, home schools, attacks from special interest groups, threats of vouchers, etc., effective communication tools must be utilized to sell our schools. Just as other business arenas develop effective marketing plans, this strategy becomes increasingly important if our public schools are going to continue to remain at the forefront of the American society.</p>	<p>STRATEGY – (GOAL): To conduct a thorough self-analysis of the school, research and collect data, target specific marketing groups, and create formal marketing plan to promote the school’s climate, academic excellence, and successes.</p> <p>ACTION STEPS: Develop Marketing Action Team Gather Research Create a Marketing Plan</p>			<p>\$0</p>
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Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:

<p>1. Teacher Mentoring: Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?</p>
<p>All first year teachers have mentors who help them with instructional, professional, and personal needs. All new Shelby County teachers have an opportunity to participate in Classroom Organization and Management Procedures and are provided academic resources for the classroom.</p>
<p>2. Budget: Describe the coordination of all federal, state, and local programs, including career and technical education.</p>
<p>Career and Technical Education programs are federally funded by Carl D. Perkins funds. The funds are administered through the state and the annual LEA allotment is based on the total number of students in Career/Tech programs the previous year. Carl D. Perkins federal funds may only be spent on Career/Tech programs and can be used to purchase equipment, to include computer hardware and software that will provide innovative programs that prepare students for future careers; to provide funds for professional travel and development; to offer leadership opportunities to students through Career/Tech Student Organizations; to encourage transition to post-secondary education and training programs; and to recruit “non-traditional” students for Career/Tech programs. Career and Technical Education also receives some state funds through the Foundation program and this money is used primarily for professional development and travel to include payment of classroom substitutes. Local Maintenance of Effort money is provided by the LEA in the form of support funds for individual Career/Tech teachers and is based on a \$300 + \$3 per student formula. The Career and Technical Education Supervisor coordinates with local middle and high schools to determine which programs best fit students’ needs. The centralized School of Technology services students from all six high schools and offers 14 Career Tech programs. Collaboration between the Career/Tech Department, the Federal Programs Supervisor, English Language Learner Department, and Special Education ensures that expenditures are used on programs that serve the widest number of students in the Shelby County System.</p>
<p>3. Transition: Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.</p>
<p>Open House, Vertical Teams, Community Meetings, Students enrolled during the school year have the opportunity to walk to their classroom with their parents on their first day. Meet the Teacher Night, First of School registration and orientation, Parent Night is another opportunity parents have to visit classrooms and see what their child is doing. Our 3rd grade students have an opportunity to meet with their feeder school Thompson Intermediate counselors in the Spring before transitioning the following school year.</p>
<p>4. Highly Qualified Teachers: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers</p>
<p>Shelby County Schools along with the Human Resource Department, continuously seek and work to retain highly qualified teachers through some of the following activities: Attend job fairs to attract HQ teachers, offer various curriculum trainings during the summer, provide a mentoring program at each local school, pay stipends for various trainings, hold New Teacher Orientation to familiarize the teacher with Shelby County Guidelines and provide information to help in transitioning into our school district.</p>
<p>5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.</p>
<p>Teachers have grade level and data meetings monthly to collaborate on academic concerns, address questions, discuss strategies, and work together on professional opportunities,</p>
<p>6. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.</p>
<p>Homeless – Funds are provided for school supplies, tutoring, clothing, and payment of dues and fees. Shelby County Needy Schools Children’s Fund from United Way to assist homeless and free/reduced lunch students with medical, dental, and vision services – It also provided clothing and school supplies as needed. ELL – Shelby County offers tutoring for elementary students and high school students who did not pass the AHSGE, local teacher units are provided for core instruction, summer camp for every ELL student is provided the opportunity to participate, continuous professional development is provided for ELL teachers, translators, provided for meetings and conferences as needed. For schools with high ELL population tutoring after the school day is also offered. Migrant students are identified via the Employment Survey and an interview with the family. These students are assured equal access to all resources, programs, and activities in the school. School personnel will review student records and performance. In the event that the student is failing or at risk of failing, the student will receive all necessary interventions and additional academic supports to assist in addressing the student’s academic, social, and physical needs.</p>
<p>7. Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3): Describe procedures used for each group of individuals with disabilities; individuals from economically</p>

disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency (NA for Elementary Schools).

Shelby County Career and Technical Education works diligently to recruit and engage students in special populations. Individuals with disabilities are a part of Career/Tech programs throughout the system and no discrimination based upon disability is practiced. Students' with Individual Learning Plans are accommodated as necessary in all Career/Tech classes. However, some students with IEP's perform in Career/Tech programs without accommodation due to project-based and hands-on instruction. Career/Tech teachers actively recruit students from all populations for their programs and the aim is to have students become completers – having successfully passed 3 sequenced courses in a Career/Tech program – by the time they graduate. The centralized School of Technology offers 14 Career/Tech programs to students in each of the system's high schools so various socio-economic backgrounds and student demographics are served. Summer learning opportunities such as a Girls' Construction Camp, Culinary Explorers, and Police and Fire Explorer programs introduce non-traditional students to Career/Tech program offerings and serve as recruitment tools. Materials for Recruitment Open Houses and other Career/Tech activities are printed in multiple languages and are mailed to parents throughout the county. Special joint programs with the English Language Learner Department ensure that ELL students and their families have all the information necessary to enroll in programs that will provide the knowledge and skills needed for future success.

8. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Students who need academic support have the opportunity to receive help from ASCP if they are enrolled from 3:00-6:00p.m.. Kids First Community Center offers tutoring to students who live in their community and our local school assists with this. During the summer break ELL students can participate in ESL Summer Camp offered at a local school within our zone. Teachers offer support to at-risk students by hosting extracurricular activities to engage students and foster positive attitudes toward school.

Part VI continued - Additional Components, That When Addressed, Positively Impact Student Achievement:

This section of the 2010-2011 CIP will replace the Parenting Goal, Rationale, and Action Steps previously from Part IV (culture section).

<p>A. Parental Involvement: Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.</p>
<p>The parental involvement plan is part of each school's Continuous Improvement Plan (CIP). This document may be viewed by the public at any time, and the school plan is posted on the local website. If parents do not speak English, a translator can be provided during review of plan. An Open House is available every year for parents to meet their child's teacher. During this time, they are able to discuss curriculum and yearly expectations. Teachers also use classroom newsletters and/or blogs as a communication tool. School assessment results are shared with parents and are also included on the ALSDE website. Parents may request a conference at any time with their child's teacher.</p>
<p>B. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.</p>
<p>Each school has a school leadership team that provides the framework for the Continuous Improvement Plan (CIP). This committee is comprised of teachers, administrators, counselors, and parents. Training is provided three times a year from the district leadership team to each school leadership team. The framework is then taken back to all constituents in the school action teams. These action teams develop strategies, benchmarks, and interventions to achieve the goal set for each section of the CIP. Students are expected to participate fully in the educational process. Parental involvement is encouraged in all school related events/activities when student confidentiality is not at risk.</p>
<p>C. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.</p>
<p>Our school follows the district Parent Involvement Policy (Policy IJ). Parents may provide comments of dissatisfaction for any section of the CIP through emails, conferences, phone calls, etc. to the local school. If they are not settled, concerns will be forwarded in the following order to the Elementary Coordinator, School Improvement Specialist, and then the Superintendent.</p>
<p>D. Parental Involvement: 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.</p>
<p>The school publicizes important events through the school newsletter, marquee, e-mail, flyers, and website. Parents are encouraged to prepare their child for school by attending registration and orientation for each school year and become involved with school activities through our Parent Teacher Organization (PTO). A Parent Night is hosted at the beginning of the year for parents to meet with the classroom teacher and be informed of important details that pertain to the grade level and curriculum. At Open House each year, expectations for students, parents, and teachers are outlined. Parents are encouraged to play an active part in their child's education. Most teachers have websites/blogs or assignment books that detail homework assignments. In October, parents are invited to attend Parenting Day. This day is dedicated to educating parents about topics such as helping their child with homework, importance of school attendance, and other seminars and workshops that will be of interest to parents. Parents will also be invited to Math Night. This will be an opportunity for parents to participate and inquire about Math Investigations. Schools encourage parents to volunteer and provide opportunities for them to do so. For struggling students, parents are invited to all Referral Eligibility Meetings (REM). Problem Solving Team (PST) meetings are also conducted monthly for other struggling students, and parents are notified of the meeting, invited to attend, and parents receive a copy of the plan that is created for the student. A plan specific for their child is formulated and then monitored monthly. Parent/teacher conferences are held at parent and/or teacher request.</p>
<p>E. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand</p>
<p>All parents are encouraged to participate fully in their child's education. If a translator is needed, our system will provide one. All schools comply with the ADA and are handicap accessible. Forms and other correspondence are translated to the extent possible in a language that parents can understand.</p>

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, RtI FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? **YES** **NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **YES** **NO**
- Does the plan include required district-wide training for English language acquisition? **YES** **NO**

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

ACTION TEAM MEMBERS: Mandy Wesson, Amy Thames, Maggie Galamore, June Winslett, Marcia Allen, Tonia Jones

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS? RATIONALE	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?) GOAL	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES? ACCOUNTABILITY	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode RESOURCES	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS MONITORING
A+ Training in Math and Reading for teachers to integrate individualized student support with use of the program.	A+ Training in Reading and Math and Learning Link Assessment	August 11 and October 10	Implementation of Learning Path for individual students as an intervention	Teachers will have training on A+ and Learning Link program for implementation of program to students within the classroom and in the computer lab. A+ and Learning Link Reports to determine if students are making progress in the areas of concern.	\$0	
Reading Make and Take for teachers to prepare materials to enhance their student lessons.	Reading Make and Take for teachers to prepare materials to support the reading goal supporting comprehension of textual/informational materials	After School Professional Development opportunities offered one time each grading period.	Teacher materials prepared to enhance the reading curriculum and presented to students to support lesson plans.	Teachers will have Reading Make and Take Professional Opportunities throughout each grading period. The materials will be displayed in classrooms to show support for lessons presented to students. The materials will be used for student reference throughout the year.	\$5 per teacher	
Number Talk Helping Children Build Mental Math Computation and Strategies Professional Learning	Number Talk Discussion and sharing of strategies for grade level teachers to support math facts and	After School Professional Development opportunities offered in the Fall semester	Teachers will enhance their knowledge of teaching numbers and ensuring students apply numbers to daily	Teachers will attend a professional learning opportunity to build on mental math and computational strategies for their students. The knowledge gained will be implemented during math instruction and data collection time to give students	\$0	

<p>Spanish vocabulary will be introduced to faculty, staff, and students to support communication throughout the school.</p>	<p>Math Investigations</p> <p>Spanish vocabulary will be presented to teachers for reference in communicating with the Spanish ELL population.</p>	<p>Vocabulary word of the day presented to faculty in a handout and shared on the newscast for all faculty, staff, and students.</p>	<p>activities</p> <p>Faculty, staff, and students will increase knowledge of culture and language.</p>	<p>the opportunity to share how they correlate number use in their daily lives.</p> <p>Teachers will implement Spanish vocabulary daily within the classroom and in lessons presented to students. A Cinco de Mayo celebration will reiterate the vocabulary presented and student work samples will be displayed throughout the building.</p>	<p>\$25 for copies of vocabulary handouts</p>	
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DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

I. State Foundation Funds:				TOTAL
State Foundation Funds Earned Units	Enter # FTE's Earned by the school	Enter # of Units Placed at the school		TOTAL OF ALL SALARIES
FTE Teacher Units:		63.30		\$2,989,953.64
Administrator Units:		1		\$81,870.24
Assistant Principal:		2		\$123,911.64
Counselor:		1.5		\$100,678.92
Librarian:		1		\$53,101.44
Career and Technical Education Administrator:				0
Career and Technical Education Counselor:				0
Enter the amount allocated for use at the school for the following:				
Technology				0
Professional Development				0
State ELL Funds				0
Instructional Supplies				\$10,006.00
Library Enhancement				0
II. Federal Funds:				
Title I: Part A: Improving the Academic Achievement of the Disadvantaged			TOTAL	
<p>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.) <u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p> <p>N/A</p>				
ARRA FUNDS			TOTAL	
<u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>				
N/A				

Title II: Professional Development Activities	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> N/A		
Title III: For English Language Learners	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> N/A		
Title IV: For Safe and Drug-free Schools	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> N/A		
Title VI: For Rural and Low-income Schools	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> N/A		
Career and Technical Education-Perkins IV: Basic Grant (Title I)	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i> N/A		
Career and Technical Education-Perkins IV: Tech Prep (Title II)	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i> N/A		
Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Local		
(Teachers and Paraprofessionals) ESL		\$136,942.00
(Behavior Management and At-Risk Intervention) Student Management		\$2,506.98

Part IX – MONITORING/REVIEW DOCUMENTATION TO SUPPORT THE CSI PROCESS: Please use this section to document your monthly CSI reviews through leadership team meetings, action team meetings, walkthroughs, data meetings, etc. During your reviews, your action teams and /or SLT can use these reviews to discuss the implementation of strategies, effectiveness, concerns, and any other areas that need to be addressed. This page must be completed and turned in at Principals’ Checkout in June 2011.

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____ August 25, 2011 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Required Met as Leadership Team to analyze data and create school goals.</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____ September 15, 2011 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Required The Leadership Team met to share goals needed based on data and scheduled meetings with Action Team members to incorporate strategies into the plan.</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____ October 10, 2011 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Required Shared Completed CIP Plan with faculty and staff members, put on website, and presented at Parenting Day for parents.</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS* Required</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Required</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Required</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Required</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Required</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>