



**2009 - 2010
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: Helena Elementary School				
STREET ADDRESS: 187 Third Street		CITY: Helena		STATE: Alabama ZIP CODE: 35080
CONTACT: Mary Cooper		TELEPHONE: 205-682-5412		E-MAIL: mcooper@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, 2009.				
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, 2009.				
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 checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. This plan will be approved by the board and posted on the Shelby County Schools website. It will also be posted on the Helena Elementary School web site.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/>		Board approval received on _____, 2009.		Board Signature: _____
Superintendent Signature: _____			Date: _____	
LEA Representative Signature: <small>(responsible for monitoring plan)</small>			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 2009):

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: Teachers serve on CIP Action Plan Committees; at least one parent representative also serves on each committee. Student results from DIBELS and school-wide assessments administered in 2008-2009, as well as 2008-2009 SAT-10, ARMT and ADAW results from Helena Intermediate School impact Action Plans for the current year. Developmental issues and our knowledge of what primary-aged boys and girls need are also considered in this process. Other student data, such as the number and type of office referrals are also considered. These results drove revisions to our current CIP Action Plans. Teachers will review DIBELS results and school-wide assessment results that are tied to our CIP Action Plans on a regular basis throughout the year during Data Meetings as well as during Reflect on Results sessions that will be part of faculty meetings that follow each round of school-wide assessments. Student results of school-wide assessments are kept in an Assessment Portfolio that is passed on from one grade to the next. Teachers debrief with students after each assessment is administered. Students are involved in reflecting on their previous results and setting personal goals before each round of assessments. Teachers will also address individual student concerns during professional learning communities called HELP Teams (Helping Each other Learn Professionally). One role of the PLC/HELP Team will be to serve as a front-line triage team or pre-BBSST to provide assistance to struggling students. Parents are informed about our Action Plans through written communication. A copy of the CIP will be available in the Media Center and it will be posted on our school’s web site. Student learning results of school-wide assessments will be included in the 2009-2010 Helena Elementary School Parent Handbook.

<p 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 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 align="center">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
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Cheryl Bell	Media Specialist	
Cynthia Brast	Science Chair/2 nd Grade	
Julie Britt	1 st Grade Co-Chair	
Andrea Burk	Math Chair/ Kindergarten	
Brent Byars	Assistant Principal	
Pam Clay	2 nd Grade Co-Chair	
Joseph Cochran	Technology Coordinator/ Special Education	
Mary Cooper	Principal	
Ann Esslinger	1 st Grade Co-Chair	
Mandie Gibbs	Special Education	
Brian Hayes	Community Representative	
Shelly Johnson	Guidance Counselor, Grades 1 and 2	
Emily Lewis	Guidance Counselor, Kindergarten	
Anne Moreland	Reading Chair/Reading Coach	
Alyson Ogles	1 st Grade	
Debbie Patterson	2 nd Grade	
Sarah Poorian	Kindergarten Co-Chair	
Patti Sisk	Kindergarten Co-Chair	
Amy Sullivan	Wellness Chair/Physical Education	
Katie Terry	ESL Chair/ESL	
Leslie Weidler	Parent Representative	
Lisa Winter	2 nd Grade Co-Chair	

Part I – SUMMARY
COMPREHENSIVE

059 Shelby County - 0050 Helena Elementary School (0053 Helena Intermediate School)

2009-2010 AYP Status	This school met 19 goals out of 19 (100%).			
	Made AYP			
	Not in School Improvement			

OF NEEDS BASED ON A
REVIEW OF DATA

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	17.83	Yes
Special Education	98	Yes	-4.63	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	99	Yes	13.19	Yes
Hispanic	100	N/A	16.31	N/A
White	100	Yes	18.55	Yes
Limited English Proficient	100	N/A	11.48	N/A
Free / Reduced Meals	99	Yes	15.14	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	100	Yes	21.19	Yes
Special Education	98	Yes	-7.84	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	Yes	8.48	Yes
Hispanic	100	N/A	17.74	N/A
White	100	Yes	23.04	Yes
Limited English Proficient	100	N/A	13.97	N/A
Free / Reduced Meals	99	Yes	13.30	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP	Attendance Rate Goal = 95%	Met Additional Academic Indicator
Not in School Improvement		
All Students	97%	Yes

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
A core group of the School Leadership Team (SLT) reviewed and analyzed data from a variety of sources (see the description of the process of page 2 of this document), looking for patterns of strengths and weaknesses. Based on that analysis, we revised our Action Plans accordingly; they were also revised to reflect new guidelines for their development.	
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.	
Teaching positions are not offered to teachers who have not completed all requirements to become Highly Qualified.	
Number and percentage of Non-HQT: 100% of our teachers are Highly Qualified.	Number and percentage of Classes Taught by Non-HQT: Zero
Alabama High School Graduation Exam (AHSGE):	
Strengths: NA	Weaknesses: NA
Alabama Reading and Mathematics Test (ARMT):	
<p>READING Strengths: % of students scoring in the proficient range (Levels 3 and 4) 3rd = 97%; 4th = 95%; 5th = 94%</p> <p>Reading Content Standards: % correct 3rd: Demonstrate reading vocabulary knowledge = 84% 4th: Demonstrate reading vocabulary knowledge = 89% (an increase of 5% for these students as 3rd graders) 5th: Demonstrate reading vocabulary knowledge = 89%</p> <p>Student subgroups scoring the highest in the proficient range (Levels 3 and 4) in Reading: 3rd: 99.3% General Education; 98.6% Female; 98.3% White; 97.5% Non-Poverty 4th: 97.2% Non-Poverty; 97.2% White; 97.2% General Education; 96.9% Female 5th: 98.2% Female; 97.2% Free Lunch; 96% White; 95.8% Poverty</p> <p>MATH Strengths: % of students scoring in the proficient range (Levels 3 and 4) 3rd = 90%; 4th = 85%; 5th = 91%</p> <p>Math Content Standards: % correct 3rd: Numbers & Operations: Compare, order and expand whole numbers = 93% 4th: Numbers & Operations: Write money amounts in words and dollars and cents notation = 90% 5th: Numbers & Operations: Identify numbers less than zero = 90%</p> <p>Student subgroups scoring the highest in the proficient range (Levels 3 and 4) in Math: 3rd: 93.2% White; 93% General Education; 91.9% All Students & Non-migrant; 91.8% Non-Poverty 4th: 90.1% Non-Poverty; 87.6% White; 86.9% General Education; 85.6% Non-migrant</p>	<p>READING Weaknesses: % of students scoring in the nonproficient range (Levels 1 and 2) 3rd = 3%; 4th = 5%; 5th = 5%</p> <p>Reading Content Standards: % correct 3rd: Uses strategies to comprehend literary/recreational materials = 67% 4th: Uses strategies to comprehend functional and textual/informational materials = 66% 5th: Uses strategies to comprehend literary/recreational materials = 71%; Recognize literary elements and devices from various text formats = 72%; Demonstrates reading vocabulary knowledge remained static for this group of students as 4th graders)</p> <p>Student subgroups scoring the most in the nonproficient range (Levels 1 and 2) in Reading: 3rd: 46.7% Special Education; 10% Black; 9% Hispanic; 8.3% Free Lunch 4th: 35.7% Special Education; 23.1% Reduced Lunch; 13.8% Black; 13.3% Hispanic; 13% Poverty 5th: 20.8% Black; 8.3% Reduced Lunch; 8.2% Male; 5.5% Non-Poverty</p> <p>MATH Weaknesses: % of students scoring in the nonproficient range (Levels 1 and 2) 3rd = 10%; 4th = 15%; 5th = 9%</p> <p>Math Content Standards: % correct 3rd: Data Analysis & Probability: Recognize data as categorical or numerical = 57% 4th: Numbers & Operations: Recognize equivalent forms of fractions & decimals = 50% 5th: Measurement: Convert units of measurement with the same system (customary or metric) = 58%</p> <p>Student subgroups scoring the most in the nonproficient range (Levels 1 and 2) in Math: 3rd: 66.7% Special Education; 36.7% Black; 22.2% Female; 20.9% Poverty 4th: 57% Special Education; 42.4% Free Lunch; 41.3% Poverty; 38.5% Reduced Lunch</p>

<p>5th: 92.6% White; 92.5% Non-Poverty; 91.7% Non-Limited English Proficient 91.7% General Education and Hispanic</p>	<p>5th: 22.2% Free Lunch; 22% Black; 16.7% Poverty</p>
<p>Alabama Science Assessment:</p>	
<p>Strengths: 92% of the 5th Graders scored in the proficient range (Levels 3 and 4). Earth and Space Science: Compare distances from the sun to planets in our solar system = 80% Earth and Space Science = 79% Earth and Space Science: Compare effects of gravitational force on Earth, on the moon, and within space.= 77% Physical Science: Identify spheres of Earth, including the geosphere, atmosphere and hydrosphere.</p> <p>Student subgroups scoring the highest in the proficient range (Levels 3 and 4) in Science: 95.4% Female; 92.8% Non-Poverty; 92.7% General Education; 92,3% White</p>	<p>Weaknesses: 8% of the 5th Graders scored in the nonproficient range (Levels 1 and 2) Physical Science: Contrast ways in which light rays are bent by concave and convex lenses = 45% Physical Science: Use everyday indicators to identify common acids and bases = 48% Life Science: Describe the relationship of populations within a habitat to various communities and ecosystems = 60%</p> <p>Student subgroups scoring the most in the nonproficient range (Levels 1 and 2) in Science: 17.4% Black; 14.7% Free Lunch; 13% Poverty; 11.5% Male</p>
<p>Stanford 10:</p>	
<p>Strengths: National Percentile Rankings 3rd: Reading Comprehension = 73%-ile; Math Procedures = 71%-ile; Language = 71%-ile 3rd Greatest % in the Above Average Clusters: Language - Capitalization = 57%; Language Thinking Skills = 54%; Language- Punctuation = 50%; Math Connections = 50% Otis-Lennon Total = 63 suggesting that students are achieving beyond their predicted ability</p> <p>4th: Language = 81%-ile; Language Mechanics = 80%-ile; Language Expression = 77%-ile 4th Greatest % in the Above Average Clusters: Reading Thinking Skills = 72%; Math Problem Solving-Data, Stati Probability = 68%; Language Mechanics- Usage = 66% Otis-Lennon Total = 60, suggesting that students are achieving well beyond their predicted ability</p> <p>5th: Science = 82%-ile; Reading Comprehension = 78%-ile; Total Reading = 77%-ile 5th Greatest % in the Above Average Clusters: Punctuation = 65%; Reading Comprehension-Initial Understanding = 64%; Math Procedures – Computation/Symbolic Notation = 60%; Science = 60% Otis-Lennon Total = 72, suggesting that students are achieving somewhat beyond their predicted ability</p>	<p>Weaknesses: National Percentile Rankings 3rd: Reading- Word Study Skills = 58%-ile; Reading Vocabulary = 62%-ile; Math Problem-Solving = 64%-ile 3rd Greatest % in the Below Average Clusters: Structural Analysis = 27%; Math Procedures- Computation with decimals = 17%; Language- Punctuation = 17%</p> <p>4th: 68%-ile Math Problem Solving; 70%-ile Total Math; 70%-ile = Math Procedures 4th Greatest % in the Below Average Clusters: Math Procedures – Computation with Decimals = 18%; Math Problem Solving- Patterns/Relationships/Algebra = 15%; Math Problem Solving – Estimation – 15%</p> <p>5th: Math Problem Solving = 70%-ile; Reading Vocabulary = 72%-ile; Total Math = 73%-ile 5th Greatest % in the Below Average Clusters: Math Problem Solving-Number Sense and Operations = 16%; Math Problem Solving-Reasoning and Problem Solving = 12%; Math Problem Solving- Thinking Skills = 11%; Math Procedures- Computation with Whole Numbers = 11%</p>
<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</p>	
<p>Strengths: Kindergarten: Phonemic Segmentation Fluency – 96% Established; Letter Naming Fluency – 91% Established; Non Word Fluency – 91% Established</p> <p>1st Grade: Phonemic Segmentation Fluency – 99% Established; Oral Reading Fluency 86% Established</p>	<p>Weaknesses: 1st Grade: Nonsense Word Fluency – 81% Established 2nd Grade: Oral Reading Fluency – 65% Established (our scores were the 5th best in the Shelby County Schools)</p>

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

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: Students scoring in the proficient range (Levels 3 and 4)-- Narrative = 87% (an increase of 16 % from last year); Total = 74%; Expository = 71%	Weaknesses: Students scoring in the nonproficient range (Levels 1 and 2)—Descriptive = 34%; Expository = 29% Analytic Scores —Writing Mechanics = 38%; Sentence Formation = 38%; Grammar and Usage = 34% <i>Despite these lower scores, they are all improvements from last year's scores</i>
ACCESS for English Language Learners (ELLs):	
Strengths: % of students scoring in combined levels 4 – 6 follow: K = Reading 60%; 1 st = Listening 82%; 2 nd = Speaking 100%; Reading 100%; Listening 93%	Weaknesses: % of students scoring in combined levels 4 – 6 follow: K = Writing 33% and Speaking 34%; 1 st = Writing 0%; Speaking 54%; 2 nd = Writing 14%
Professional Education Personnel Evaluation (PEPE) School /EDUCATE-AL Profile Information:	
Strengths: Mean scores are reported 7.2 Takes a Leadership Role in Improving Education = 3.6 3.2 Measures Student Progress Systematically = 3.5 7.1 Improves Professional Knowledge and Skills = 3.5 3.4 Uses Assessment Results = 3.4 7.0 Professional Development & Leadership = 3.4	Weaknesses: 2.5 Demonstrates Knowledge of Subject Matter and Pedagogy = 2.9 All other mean scores were 3.0 or above which do not suggest deficiency in those areas.
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: NA	Weaknesses: NA
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	

**Summary of Helena Elementary School
2008-2009 Literacy Assessment Results**

Grade	Dictation	Writing Vocabulary	Word List	Text Level/Comprehension	On-Demand Writing
K: Average Student Improvement Per Class	100%	99.6%	100%	100%	100%
K: Classrooms Reflecting 95% or More Improvement	100%	100%	100%	100%	100%
1st: Average Student Improvement Per Class	99.6%	99.6%	99.6%	100%	100%
1st: Classrooms Reflecting 95% or More Improvement	100%	100%	100%	100%	100%
2nd: Average Student Improvement Per Class	97%	98%	100%	99%	98%
2nd: Classrooms Reflecting 95% or More Improvement	87%	87%	100%	93%	93%

**Summary of Helena Elementary School
2008-2009 Math Assessment Results**

Grade	Patterning	Patterning/EXEMPLARS	EXEMPLARS Problem Solving
K: Average Student Improvement Per Class	100%	---	99.6%
K: Classrooms Reflecting 95% or More Improvement	100%	---	100%
1st: Average Student Improvement Per Class	100%	---	99.6%
1st: Classrooms Reflecting 95% or More Improvement	100%	---	93%
2nd: Average Student Improvement Per Class	---	98%	97%
2nd: Classrooms Reflecting 95% or More Improvement	---	80%	73%

Career and Technical Education Program Improvement Plan:

Strengths: NA	Weaknesses: NA
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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: We had 241 office referrals. Although that is 3 more than the 2007-2008 school year, it is still considerably less than the 304 referrals we had in 2006-2007. We reduced the number of office referrals for Minor Bus Conduct from 7% to 4%. Although the number of office referrals for Threat, Harassment and Intimidating increased from 3% to 5%, it is considerably fewer than the 36.2% we had in 2006-2007. There was only one, one-day suspension.	Weaknesses: 28% of the office referrals were for Intentionally Touching/Striking. 16% of the referrals were for Defiance, an increase of 6.5%. Combining Defiance, Disobedience and Disrespect resulted in 24% of all office referrals.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: NA	Weaknesses: NA
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: <u>Teacher Attendance:</u> Most teachers are in attendance most of the time. We had 63.5 fewer absences than in 2007-2008. Two teachers took the year off to stay home with their new babies. <u>Teacher Turnover:</u> The vast majority of our teachers remain at HES. To support new teachers, we have the SCS Mentoring Program. In addition, we provide at least one buddy teacher for teachers who are new to HES but do not qualify for the Mentoring Program. Administration meets monthly with nontenured teachers during Nontenured Debriefings which provide support as well as needed professional development.	Weaknesses: <u>Teacher Attendance:</u> During the 2008-2009 school year there were 1245.5 absences. 65% of the absences were for sick leave (1% more than in 2007-2008). 22% were for personal leave (4% more than in 2007-2008). 7% were for professional development (identical to 2007-2008). <u>Teacher Turnover:</u> One 2 nd Grade teacher unit was lost due to funding and enrollment. The ECLIPSE program was discontinued, resulting in one teacher remaining here to teach Special Education; the other teacher remains with the District, providing services to preschoolers in their natural settings. Due to a year-long leave request, resignations and transfers, 5 new teachers are on our faculty.
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: Student Attendance: Average monthly attendance ranged from 94.9 – 97.2%; average yearly attendance was 95.9% a 0.3 increase from 2007-2008. Student Enrollment: Our student population is fairly stable but gradually increasing over time (May 2007 = 825; May 2008 = 835; September 2009 = 823).	Weaknesses: Student Attendance: We had a total of 5802 absences in 2008-09; this is 481 less than the previous year. We had 3444 tardies, which are 149 more than the previous year. Parents have a tendency to check their children out early the day before a holiday, when the weather is threatening or when there is an event that the parent attends at school. Student Enrollment: We concluded the 2008-09 school year with 835 students. Our current student enrollment is 823. This is only 12 students less and we have one less teacher, resulting in larger class sizes. In addition, we have outgrown our building so we have 2 classrooms housed in portable classrooms.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Parents perceive HES to be a safe place for their children to learn. They love to send their children to our school! Survey results indicate that parents believe HES is safe, orderly, organized and well-managed. They are pleased with the level of communication with the school. Parents are actively involved as volunteers. The HES PTO is active and strives to do good things for children, their families and for our staff. Parents express satisfaction with the HES faculty and	Weaknesses: There are some areas of the school business about which parents/community members do not feel informed enough about to comment. They would like more formal opportunities to provide input. Parents express frustration with limited parking and traffic flow/safety issues. NSSE survey results provided by parents of students throughout the Shelby County Schools reflect concerns in the

<p>for their caring, competence, commitment, communication, enthusiasm, high expectations for student learning and for the engaging classroom learning experiences that they provide for our boys and girls. NSSE survey results provided by parents of students throughout the Shelby County Schools express support for student learning, positive parent/school relationships, effective resource management and a school climate/environment that supports student learning.</p>	<p>following areas: bullying, teaching foreign languages, teaching career/vocational courses, having their opinions considered when important school decisions are made and teachers' willingness to give students individual help outside of class time.</p>
<p>School Perception Information related to student PRIDE data.</p>	
<p>Strengths: NA</p>	<p>Weaknesses: NA</p>
<p>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).</p>	
<p>Strengths: We use On Our Way to English, Harcourt Reading Extra Support for ELLs, numerous leveled books and other resources.</p>	<p>Weaknesses: Due to proration, we are unable to purchase additional resources that would allow us to further differentiate instruction for our Ells in order to meet their needs. On Our Way to English does not incorporate enough writing experiences.</p>
<p>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).</p>	
<p>Strengths: We have one full-time, certified ESL teacher. Our ESL teacher and classroom teachers work collaboratively as a team for their ELLs. The ESL teacher has a manageable case load of 35. We have excellent, reliable District support when interpreters or ESL consultants are needed.</p>	<p>Weaknesses: We are in proration. Although our ESL teacher is certified, she is not fluent in Spanish, the first language for most of our ELLs; however, she is working to become fluent. Our ESL teacher is new to the school. Finding adequate time to collaborate with classroom teachers during the school day is a challenge.</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</p>	
<p>Strengths: Numerous resources are available. Student success in reading suggests effective alignment of curriculum, resources and instructional strategies. Students are clustered in several classrooms at each grade level to allow for maximum instructional time with the ESL teacher, through a combination of inclusion and pull-out support services. Each K-2 teacher provides instruction in the process-conference approach to writing instruction.</p>	<p>Weaknesses: We need additional professional development to teach the writing process. We need additional time for collaboration.</p>

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL #1 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): 90% of the students will score a 3 on the following standards at each grade level—K, 5.0; 1st, 4.0; 2nd, 4.0. In addition, 95% of K-2 students will demonstrate improvement on school-wide literacy assessments.

Data Results on which goal is based: 1) Observation and knowledge of K-2 student developmental needs. 2) 2008-09 School Improvement Literacy results. 3)2008-09 DIBELS results 4) 2008-09 HIS SAT-10 results 5) 2008-09 HIS ARMT results

ACTION TEAM MEMBERS: Vicki Barton, Cynthia Brast, Julie Britt, LeShaun Brown, Pam Clay, Angela Duke, Ann Esslinger, Misty Floyd, Jenifer Harper, Megan Lewis, Kathryn Moore, Anne Moreland (Chair), Alyson Ogles, Haven O’Quinn, Patti Sisk, Amy Sullivan, Katie Terry, Meredith Washburn, Nanci Weideman, Lisa Winter

TARGET GRADE LEVEL(S): K-2	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S): Special Education, Black, Free/Reduced Lunch, Tier II intervention
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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)
<p>K: 5.0- Demonstrates listening comprehension through “text talk” to explain, develop, and expand upon story ideas</p> <p>1st: 4.0- Uses a variety of strategies to comprehend at standard benchmark levels.</p> <p>2nd: 4.0- Uses a variety of strategies to comprehend at standard benchmark levels.</p>	<p>STRATEGY 1 : Implement intensive, explicit instruction through whole and small groups in Tier I. instruction.</p> <p>ACTION STEPS: S1-A1. Implement CORE Reading Maps S1-A2. Implement Primary Comprehension Toolkit lessons using nonfiction text where applicable S1-A3. Implement the Harcourt Phonics Progression</p>	<p>S1-B1. 100% of teachers document in lesson plans. S1-B2. 100% of teachers document in lesson plans. S1-B3.100% of teachers document in lesson plans.</p>	<p>Add Tier II. Instruction in small groups and/or one-on-one.</p>	<p>-Alabama Course of Study for English/Language Arts -Shelby County Reading CORE Plan -Shelby County Tier II. Intervention Plans -NCTE/IRA Standards -<u>Best Practice</u> -<u>Primary Comprehension Toolkits</u> -Professional development for <u>Primary Comprehension Toolkit</u> implementation -Rigby Benchmark kits -professional development for Rigby Benchmark implementation -paper/pencil supplies -Harcourt Reading Program materials including the Strategic Intervention lessons -Word lists for K-2 -School-wide literacy assessments</p>

	<p>STRATEGY 2: Implement intensive, explicit instruction through Tier II. Intervention lessons for nonproficient students.</p> <p>ACTION STEPS: S2-A1: All teachers implement a daily, uninterrupted 30-minute reading intervention time. S2-A2: Implement anecdotal notes to document response to intervention lessons.</p>	<p>S2-B1: 100% of teachers document in lesson plans. S2-B2: 100% of teachers will document anecdotal notes as needed.</p>	<p>S2-I1: Based on individual student needs, implement Harcourt Strategic Intervention lessons and/or Shelby County Tier II. Intervention lessons.</p> <p>S2-I2: Implement intensive, explicit Tier III instruction intervention lessons for students who have been identified through BBSST as needing this level of support.</p>	<p>Alabama Course of Study for English/Language Arts -Shelby County Reading CORE Plan -Shelby County Tier II. Intervention Plans -NCTE/IRA Standards -<u>Best Practice</u> -<u>Primary Comprehension Toolkits</u> -Professional development for <u>Primary Comprehension Toolkit</u> implementation -Rigby Benchmark kits -professional development for Rigby Benchmark implementation -paper/pencil supplies -Harcourt Reading Program materials including Strategic Intervention Lessons -Word lists for K-2 -School-wide literacy assessments</p>
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL #2 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): 90% of the K-1st Grade students will score a 2 on the following standards at each grade level: K--1, 2, 5 and 10; 1st ---1.2.3and 13. 80% of the 2nd graders will demonstrate proficiency of 80% or above on Priority Standards 1 and 2. In addition, 95% of all K-2 students will demonstrate improvement on school-wide math assessments.

Data Results on which goal is based: 1). Observation and knowledge of K-2 Student developmental needs 2). 2008-09 Continuous School Improvement Math assessment results. 3). 2008-09 HIS ARMT results. 4). 2008—09 HIS SAT-10 results

ACTION TEAM MEMBERS: Betty Ansley, Wendy Brobst, Andrea Burk (Chair), Jessica D’Amico, Allison Festavan, Terri Harris, Jan Hughey, Clarendra Jackson, Alice Lobell, Kim McCown, Susanne Napp, Sarah Poorian, Jenni Shackelford, Sherry Sumners, Katie Terry

TARGET GRADE LEVEL(S): K-2	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): Special Education, Black, Free/Reduced Lunch, Tier II Intervention
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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)
<p>K: Priority Standards 1.0- Demonstrates concepts of number sense...2.0-Demonstrate addition by using numbers totaling 5 or less and subtraction by using numbers less than or equal to 5. 5.0- Replicate patterns using concrete objects. 10.0-Complete data displays such as single-loop Venn diagrams...</p> <p>1st Grade: Priority Standards 1.0- Demonstrate concepts of number sense... 2.0-Demonstrate conceptual understanding of addition and subtraction by...3.0- Demonstrate computational fluency of basic addition and subtraction facts by...13.0- Organize objects or information into predetermined and labeled data displays...</p> <p>2nd: Priority Standards 1.0- Demonstrate concepts of number</p>	<p>STRATEGY 1: Implement intensive, explicit instruction through whole and small groups in Tier I. instruction.</p> <p>ACTION STEP: S1-A1: Implement Shelby County Math P acing Guides S1-A2: Implement the use of journals to explain mathematical thinking S1-A3: Implement daily problem solving activities that require the use of numbers, pictures and/or words.</p>	<p>S1-B1: 100% of teachers will document in lesson plans. S1-B2: 100% of teachers will document in lesson plans. S1-B3: 100% of teachers will document in lesson plans.</p>	<ul style="list-style-type: none"> Add Tier II. instruction in small groups and/or one-on-one. Confer with colleagues about effective, instructional strategies during PLC meetings. 	<p>Alabama Course of Study for Mathematics, SCS Math Pacing Guides, NCTM process and content standards, patterning section from <u>Math Their Way, Best Practice</u>, EXEMPLARS overview section, EXEMPLARS lesson plans, McGraw-Hill basal math program materials, Investigations program materials, manipulatives, paper/pencil supplies, administration and scoring guidelines for school-wide assessments</p>

<p>sense by using ...2.0-Apply the operations of addition and subtraction to solve problems involving two-digit numerals, using multiple strategies with and without regrouping.</p>				
	<p>STRATEGY 2: Implement intensive, explicit instruction through Tier II. Instruction for nonproficient students.</p> <p>ACTION STEPS: S2-A1: Implement daily Tier II. Instruction. S2-A2: Implement anecdotal notes to document response to intervention lessons.</p>	<p>S2-B1: 100% of teachers will document in lesson plans. S2-B2: 100% of teachers will record anecdotal notes as needed.</p>	<p>Implement Tier III instruction using a scientifically research-based program.</p>	<p>Alabama Course of Study for Mathematics, SCS Math Pacing Guides, NCTM process and content standards, patterning section from <u>Math Their Way</u>, <u>Best Practice</u>, EXEMPLARS overview section, EXEMPLARS lesson plans, McGraw-Hill program materials, Investigations program materials, manipulatives, paper/pencil supplies, administration and scoring guidelines for school-wide assessments</p>

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL #3 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): 90% of K-2 students will demonstrate proficiency in science.

Data Results on which goal is based: 1) Observation and knowledge of K-2 student developmental needs. 2) We are preparing our students for State-wide science tests in the upper grades. 3) 2008-2009 HIS SAT-10 results 4) 2008-09 HIS Alabama Science Assessment results

ACTION TEAM MEMBERS: Cynthia Brast (Chair) Shelly Daley, Jan Hughey, Leah Jordan, Kim McCown, Laura Sokol, Meredith Washburn

TARGET GRADE LEVEL(S): K-2	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): Black, Free Lunch, Poverty
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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-2 all Alabama Course of Study Science Standards	<p>STRATEGY 1: Provide daily science instruction for at least 30 minutes.</p> <p>ACTION STEPS: S1-A1: Implement Helena Elementary Science Curriculum Maps. S1-A2: Integrate science content learning into the reading block. S1-A3: Provide opportunities for students to write/draw about science.</p>	<p>S1-B1: 100% of teachers will document in lesson plans. S1-B2: 100% of teachers will document in lesson plans. S1-B3: Student science writing on file.</p>	Implement Tier II. Reading intervention for science concepts.	<ul style="list-style-type: none"> -Alabama Course of Study for Science -HES Science Curriculum Maps -NSTA Standards -<u>Best Practice</u> -Scott Foresman science series materials -science supplies -paper/pencil supplies -<u>Primary Comprehension Toolkits</u>
	<p>STRATEGY 2: Provide reteaching for students who do not demonstrate proficiency.</p> <p>ACTION STEP 2: Teachers will meet in Professional Learning Communities to brainstorm interventions for nonproficient students.</p>	S2-B1: PLC agenda and minutes on file.	Provide additional, related resources related to science content; consult with Media Specialist for other resources.	<ul style="list-style-type: none"> -Alabama Course of Study for Science -HES Science Curriculum Maps -NSTA Standards -<u>Best Practice</u> -Scott Foresman science series materials -science supplies -paper/pencil supplies -<u>Primary Comprehension Toolkits</u>

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

<p>ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): The percent of students meeting APLA will increase by 2% to 58.5%. In addition, 95% of English Language Learners will demonstrate improvement on school-wide writing assessment.</p>
<p>Data on which goal is based: 1) Observation and knowledge of K-2 student developmental needs. 2)2008-09 ACCESS for ELLs results</p> <p>ACTION TEAM MEMBERS: Julie Britt, Brent Byars, Pam Clay, Mary Cooper, Melissa Jarrell, Shelly Johnson, Leah Jordan, Emily Lewis, Kim McCown, Debbie Patterson, Jenni Shackelford, Patti Sisk, Katie Terry (Chair)</p>

TARGET GRADE LEVEL(S): K-2	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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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)
<p>Standard: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Domain: Writing</p>	<p>STRATEGY 1: Implement intensive, explicit instruction through whole and small groups in Tier I instruction.</p> <p>ACTION STEP: S1-A1: Implement Writing Workshop (a process-conference approach to writing). S1-A2: Provide opportunities to write across the curriculum.</p>	<p>S1-B1: 100% of K-2 teachers with ESL students document in lesson plans; student writing on file. S1-B2: 100% of K-2 teachers with ESL students document in lesson plans; student writing on file.</p>	<p>Increase the frequency of student-teacher conferences individually or in small groups.</p>	<p>-Alabama Language Course of Study -NCTE/IRA Standards -<u>Best Practice</u> -<u>Writing Workshop</u> by Fletcher and Portalupi -paper/pencil supplies -professional development on implementation of a process-conference approach to writing -prompts -scoring rubrics -administration and scoring guidelines.</p>
	<p>STRATEGY 2: Implement intensive, explicit instruction through student- teacher conferences (individual and small group) with the ESL teacher</p> <p>ACTION STEP: S2-A1: Confer more frequently during Writing Workshop S2-A2: Implement anecdotal notes to document response to intervention.</p>	<p>S2-B1: 100% of K-2 teachers with ESL students document in lesson plans and anecdotal notes; student writing on file. S2-B2: 100% of K-2 teachers with ESL students and the ESL teacher document in anecdotal notes; student writing on file.</p>	<ul style="list-style-type: none"> Provide additional student-teacher conferences and explicit instruction in the writing process, providing instructive feedback. Confer with PLC about additional instructional strategies. Regular ELL committee meetings to review performance 	<p>-Alabama Language Course of Study -NCTE/IRA Standards -<u>Best Practice</u> -<u>Writing Workshop</u> by Fletcher and Portalupi -paper/pencil supplies -professional development on implementation of a process-conference approach to writing -prompts -scoring rubrics -administration and scoring guidelines.</p>

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

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

Action Team Members:

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	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.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
<p>AT-RISK GOAL: To improve academic performance for at-risk students.</p> <p>RATIONALE: 48 students were referred to and served through BBSST in 2008-2009</p>	<p>STRATEGY: Implement differentiated math/reading/writing/science instruction through small groups for at-risk students.</p> <p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. First provide Tier II. instruction and then refer to BBSST for possible Tier III. Instruction. 2. Implement HELP (Helping Each other Learn Professionally) Teams/PLCs to serve in a pre-BBSST role (front-line triage) for at-risk students. 	<ol style="list-style-type: none"> 1. Running records, student work samples, anecdotal notes of student performance. 2. HELP Team/PLC agendas and minutes. 	<ol style="list-style-type: none"> 1. Confer with HELP/PLC team twice a month. 2. Monthly BBSST monitoring. 	<p>Harcourt reading materials including Strategic Intervention lessons, SCS CORE Tier II. Intervention lessons, Voyager Passport, Language for Learning, Edmark, Touch Math, tutoring funded by Student Management funds, manipulatives</p>
<p>PARENTING GOAL: To involve parents and inform them about their child's education.</p> <p>RATIONALE: Active parental involvement positively impacts student achievement. Developing partnerships with parents fosters a positive learning culture.</p>	<p>STRATEGY: Provide opportunities for parents to be involved in their child's education.</p> <p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Provide K-2 Parent Academies in August to inform parents about: curriculum; Vision, Mission and Beliefs; developmentally appropriate practice; Continuous School Improvement Plans; Continuous School Improvement school-wide assessments; Best Practice; DIBELS; Habits of Mind; behavior management strategies and so on. 2. Provide Open House in January 2010. 3. Provide regular home-school communications. 	<ol style="list-style-type: none"> 1. Parent Academy documents on file; parent attendance on file. 2. Open House documents on file; parent attendance on file. 3. Teacher newsletters on file. 	<ol style="list-style-type: none"> 1. Schedule parent –teacher conferences. 2. Phone calls to parents. 	<p>Planning time, documentation of parent attendance at designated events, paper supplies.</p>

<p>CHARACTER EDUCATION GOAL: To decrease the number of office referrals for bullying behaviors.</p> <p>RATIONALE: Although the number of office referrals for Threat, Harassment, Intimidating increased from 3% to 5%, it is still considerably fewer than the 36.2% we had in 2006-2007. 68 office referrals (28%) for Intentionally Touching or Striking are unacceptable. On NSSE survey results, parents' greatest concern was about bullying.</p>	<p>STRATEGY: Teach the Boys Town 7 Critical Social Skills school-wide.</p> <p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Explicitly teach the Boys Town social skills. 2. Inform parents about school-wide social skills instruction, including the specific steps for explicitly taught social skills. 3. Provide review and practice of the Boys Town Toolbox strategies and the corrective teaching strategy during faculty meetings and Nontenured Debriefings. 4. Report discipline data during Faculty Meetings. 	<ol style="list-style-type: none"> 1. 100% of teachers complete the Verification form indicating that the 7 Critical Social Skills have been explicitly taught; 100% of K-2 teachers document in lesson plans. 2. Include the steps for each of the 7 Critical Social Skills in the Helena Elementary Parent handbook. 3. Document review of Boys Town social skills and strategies in meeting agendas. 4. Discipline data documented on Faculty Meeting agendas and minutes. 	<ol style="list-style-type: none"> 1. Provide direct instruction of specific social skills with students who need it. 2. Use corrective teaching with students who earn office referrals. 3. Contact parents regarding office referrals. 	<p>Existing Boys Town resources: <u>The Well-Managed Classroom</u> (copies available); Boys Town Toolbox strategies handouts on file; Boys Town social skills black line drawings available; Boys Town related literature for teaching and reinforcing the social skills on file</p>
<p>SURVEY GOAL:</p> <ol style="list-style-type: none"> To improve Learning-to-Learn strategies To decrease the number of office referrals for bullying behaviors. <p>RATIONALE:</p> <ol style="list-style-type: none"> Desired Results for Student Learning survey results, including input from parents and teachers, suggested that more attention should be devoted to learning-to-learn skills. 2008-2009 office referrals and SCS parent responses on the NSSE survey 	<p>STRATEGY: Provide explicit and implicit instruction in learning-to-learn strategies; decrease the number of office referrals for bullying behaviors.</p> <p>Goal A ACTION STEPS:</p> <ul style="list-style-type: none"> -Introduce the Habits of Mind (HOM) vocabulary and display it and correlating icons on the school word wall. -Incorporate HOM into daily instruction. -Teach selected Learning-to-Learn strategies from <u>Tactics for Thinking</u>. -Engage students in self-assessment. <p>Goal B ACTION STEPS: Implement Character Education Action Plan strategies and Action Steps</p>	<p>Goal A:</p> <ol style="list-style-type: none"> 1. 100% of teachers complete the Verification form indicating that Learning-to-Learn strategies and Habits of Mind have been explicitly taught; 100% of K-2 teachers document in lesson plans. 2. Include information about Learning-to-Learn strategies and Habits of Mind in the Helena Elementary Parent handbook. 3. Document review of Learning-to-Learn Strategies and Habits of Mind in meeting agendas and minutes. 4. Math and Literacy Profiles will be completed twice yearly and filed in Assessment Portfolios. <p>Goal B: Implement Character Education Action Plan Benchmarks</p>	<p>Goal A:</p> <ol style="list-style-type: none"> 1. Provide more explicit instruction and practice with students who need it. 2. During PLC meetings, collaborate with colleagues to develop additional strategies. 3. Communicate with parents to describe needs and strengths in this area. <p>Goal B: Implement Character Education Interventions.</p>	<p>Goal A: <u>Habits of Mind</u> and <u>Activating and Engaging Habits of Mind</u> for all teachers, HOM labels and icons, HOM book lists, lesson plans for <u>Tactics for Thinking</u> identified strategies, professional development for new teachers, paper/pencil supplies</p> <p>Goal B: Utilize Character Education Action Plan resources.</p>

<p>WELLNESS: Engage students, parents and employees in promoting a healthy environment and lifestyle.</p> <p>RATIONALE: Childhood and adult obesity is a serious problem that we face in Alabama and nationwide (Alabama ranks #1). Most people are not properly educated about health, wellness and nutrition.</p>	<p>STRATEGY: Provide programs and information that promote a healthy environment and a healthy lifestyle.</p> <p>ACTION STEPS: -Implement health education lessons in Physical Education. -Host BodyTrek, sponsored by Blue Cross/BlueShield of Alabama -Integrate Risk Watch (injury prevention) lessons into the Physical Education curriculum -Include health professions during Career Day/Week. -Integrate Jump Rope for Heart during Physical Education class every other year. -Participate in the Boosterthon Fun Run. -Provide nutritious snacks for purchase in the Cafeteria. -All employees view the Universal Precautions video.</p>	<ol style="list-style-type: none"> 1. Physical Education teachers will document health education and Risk Watch lessons in lesson plans. 2. Body Trek schedule on file. 3. Career Day professional volunteer speakers' names on file. 4. Jump Rope for Heart documented in Physical Education teachers' lesson plans; total funds raised documented and on file. 5. Boosterthon Fun Run documented on school calendar; total funds raised on file. 6. List of available snacks for purchase on file in the CNP office. 7. Meeting agenda on file; sign-in sheet of those who viewed the Universal Precautions video on file. 	<ul style="list-style-type: none"> • Physical Education classes incorporate health and nutrition information for students...healthy choices. • Wellness Committee will make decisions and plans to assist all of HES in making healthier lifestyle choices. • During PLC meetings, collaborate with colleagues to develop strategies for individual student intervention. • Confer with the school nurse about specific student situations. 	<p>Physical Education and Health Course of Study, Body Trek mobile unit and lesson materials, Risk Watch lessons and resources, Jump Rope for Heart materials</p>
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Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:

<p>1. Highly Qualified Teachers: Describe the 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 Resources 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 summer trainings, hold New Teacher Orientation to familiarize the teachers with Shelby County Guidelines and provide transitioning into the district. At Helena Elementary, the following strategies are also used: Regularly host pres-service teachers (interns and student teachers) from local universities; provide monthly meetings for nontenured teachers; implement PLC/HELP (Helping Everyone Learn Professionally) teams that meet at least twice each month; arrange for classroom observations; provide professional development that addresses needs; provide a variety of professional books and articles that support exemplary instruction and effective classroom management; the principal speaks to UAB elementary education students each semester about interviewing for a job.</p>
<p>2. 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. Mentor coordinators plan and provide professional development that is "just in time" for mentors and mentees. Reciprocal classroom visits are scheduled and mentor/mentee pairs reflect on classroom practices and discuss ways to improve student learning. All new teachers to Shelby County have the opportunity to participate in Classroom Organization and Management Procedures and are provided resources for classrooms. At Helena Elementary School, the following strategies are also used: Provide monthly meetings for nontenured teachers; implement PLC/HELP teams that meet at least twice each month; arrange for classroom observations; provide professional development that addresses needs; provide a variety of professional books and articles that support exemplary instruction and effective classroom management..</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>HES: Distribute information about entering Kindergarten to parents at Kindergarten enrollment in the spring; New Kindergarten Parent meeting held in May; 2nd graders visit Helena Intermediate School in May; K – 1st grade students with special needs are introduced to their next year’s teacher and spend time in that classroom in the spring; typical K – 1st graders tour 1st and 2nd grade areas in the school; teachers of students who are retained or who were strongly considered for retention provide a list of summer activities to the child’s parents as well as a list of effective strategies for the next year’s teacher.</p>
<p>4. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.</p>
<p>Homeless – McKinney Vento Funds to provide 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 provides 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. Every ELL student is provided the opportunity to participate in summer camp. Continuous professional development is provided for ELL teachers. Translators are provided, as needed, for meetings and conferences. In addition to providing tutoring through Homeless and Student Services funds, at HES we are also working with volunteers to provide reinforcement/tutoring for at-risk students.</p>
<p>5. Extended Learning Opportunities: Describe how the school provides opportunities for students to receive support and reinforcement of academic skills beyond the regular school day.</p>
<p>Shelby County Schools offer the following opportunities: After school tutoring, Summer School, 21st Century Grant activities, Pyramid of Intervention strategies, High Hopes Tutoring, Credit Recovery Opportunities, Summer Camps. The Shelby County Schools also provide after-school enrichment opportunities through the Community Education Department.</p>

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

<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>Our 2009-2010 Continuous Improvement Plan will be posted on our school’s web site. We also include links to curriculum pacing guides on our web site. During Parent Academies held in August, teachers describe our curriculum, our school-wide assessments, classroom assessments, expectations for student achievement and ways that parents can support learning at home. Parents are encouraged to schedule conferences with teachers During Parent Orientations and Parent Academies held in August, parents are encouraged to develop positive relationships with their child’s teacher and to schedule a parent-teacher conference. Translators are available within the District to assist with conferences as well as to translate documents for parents whose first language is not English.</p>
<p>B. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.</p> <p>Improving student learning is the chief priority of our school. This belief is stated in our school’s Beliefs (“It is the shared responsibility of the school, parents and community to educate and support each other.”) and is reflected in our Vision and Mission. School faculty and administration work closely with parents to develop positive relationships that foster mutual respect and understanding, developing a sense of team among these key stakeholders. One of our school rules is, “I will accept responsibility for my actions” which teachers teach and reinforce in the classroom. We strongly encourage students to develop independence and to accept responsibility for their actions, consistently holding them accountable. Some examples of how these beliefs and relationships translate into practice follow: Parents are informed about curriculum and behavior expectations as well as school-wide assessments during Parent Academies; results of the previous year’s school-wide assessments are included in the current Parent Handbook which is posted on the school’s web site; teachers communicate frequently with all parents via weekly newsletters and emails; parents are considered key members of BBSST, REM and ELL meetings and are not only invited but encouraged to attend and participate; students are actively engaged in reflecting on their learning and in setting new goals for the learning with each round of school-wide assessments in reading, writing and mathematics; teachers reflect on student performance during Data Meetings and PLC meetings as well as during Reflect on Results workshops that follow each round of school-wide assessments; teachers recommend strategies for extending learning into the home for all students but they also refine those suggestions for students, based on individual student needs.</p>
<p>C. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.</p> <p>Informal parent surveys are randomly distributed several times each year to solicit input on school issues. More formal surveys such as the survey used for the administrators’ PEPE evaluations and NSSE surveys are also distributed. All surveys are anonymously completed. Survey results are analyzed and translated into action steps that respond to parent concerns. During Parent Orientations in August, the principal encourages parents to share concerns and ask questions of both teachers and administrators. Evidence suggests that parents feel comfortable contacting teachers and/or administration when they have questions or concerns about school issues.</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>Encouraging parental involvement is a priority at this school and begins long before the school year starts. During a variety of parent meetings, parents are informed about curriculum, expectations for behavior and academic performance and ways that they can be involved in the school. During each of these meetings, parents are encouraged to become partners with their child’s teacher and with administration in order to provide the best learning experience possible for the child and his/her parents. Formal meetings include: New Kindergarten Parent Meeting in May; New Kindergarten Parent Orientation and 1st and 2nd Grade Parent Orientations in August; Parent Academies in August. Administration strongly encourages teachers to communicate frequently with parents, using a variety of avenues such as weekly parent letters and emails, individual notes, phone calls, parent-teacher conferences and blogs.</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>This school values parents and celebrates diversity. Translators are frequently called on to assist with parent-teacher conferences. The school district provides key parent letters and reports in Spanish. The ESL Department also provides translation services for other documents that local schools need to share with parents whose first language is not English. Our school is accessible for anyone with disabilities; all parents are valued and welcomed with open arms at Helena Elementary School. If there are needs that we have difficulty meeting, we will adjust our routines and procedures to provide for them.</p>

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS:

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES X NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES X 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: Cheryl Bell, Cynthia Brast, Julie Britt, Andrea Burk, Brent Byars, Pam Clay, Joseph Cochran, Mary Cooper, Ann Esslinger, Mandie Gibbs, Brian Hayes, Shelly Johnson, Emily Lewis, Anne Moreland, Alyson Ogles, Debbie Patterson, Sarah Poorian, Patti Sisk, Amy Sullivan, Katie Terry, Leslie Weidler and Lisa Winter

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?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
<p>Although the number of office referrals for Threat, Harassment, Intimidating increased from 3% to 5%, it is still considerably fewer than the 36.2% we had in 2006-2007. 68 office referrals (28%) for Intentionally Touching or Striking are unacceptable. On NSSE survey results, parents’ greatest concern was about bullying.</p>	<p>-Continued training in the Boys Town Educational Model</p> <p>-<u>The Well-Managed Classroom</u> was purchased for all new teachers and is available for check-out.</p> <p>-Discussion/sharing during Nontenured Debriefings</p> <p>-PLC’s (HELP –Helping Each other Learn Professionally) meet twice/month.</p>	<p>-September faculty meeting with monthly follow-up debriefing during faculty meetings</p> <p>-Beginning in Sept. and during mutually agreed upon times throughout the year</p> <p>-Monthly Nontenured Debriefing meetings, August 2009- May 2010</p> <p>-Bi-monthly PLC meetings</p>	<p>The number of office referrals for bullying behaviors will decrease and more time will be devoted to learning.</p> <p>More respectful, well-behaved students.</p> <p>More informed, effective teachers.</p> <p>More time will be devoted to learning and less to discipline.</p> <p>Foster a top-notch learning culture.</p>	<p>-Meeting documents will be kept on file</p> <p>-Completion of Professional Development evaluation forms</p> <p>-Explicitly teach identified Boys Town social skills (documented in lesson plans and on verification sheet, indicating that each skill has been taught).</p> <p>-Teachers will complete a verification form indicating that they have explicitly taught the Boys Town social skills.</p> <p>-PLC will maintain minutes or a team log of their meetings.</p> <p>-Discipline data (the number and type of office referrals) will be analyzed and reported on a monthly basis.</p>	<p>No school funds are available at this time due to proration. PTO is our only possible funding source.</p> <p>Mary Cooper will review the Boys Town Educational Model (no cost) and provide reviews of the Boys Town Toolbox strategies and corrective teaching</p> <p>Copies of <u>The Well-Managed Classroom</u> will be available for check-out.</p> <p><u>Boys Town Social Skills and Procedures</u> CD and hard copy resources are available for check-out.</p> <p><u>Teaching Social Skills to Youth</u> resources are available for check-out.</p> <p>Existing Boys Town</p>	

					social skills posters will be displayed in hallways and classrooms.	
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Action Team Members: Vicki Barton, Cynthia Brast, Julie Britt, LeShaun Brown, Pam Clay, Angela Duke, Ann Esslinger, Misty Floyd, Jenifer Harper, Megan Lewis, Kathryn Moore, Anne Moreland (Chair), Alyson Ogles, Haven O’Quinn, Patti Sisk, Amy Sullivan, Katie Terry, Meredith Washburn, Nanci Weideman and Lisa Winter

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?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Student reading achievement results: HES school-wide literacy assessment results, DIBELS, HIS ARMT Reading and SAT-10 results	ARI Year 2 Implementation professional development Anecdotal notes professional development Active participation/engagement professional development Response to Intervention professional development Reflect on Results Workshops Share professional reading Bi-monthly PLC meetings	Initially in September 2009 with follow-up discussions throughout the school year Initial training during September Data Meetings with follow-up throughout the school year November Data Meetings with follow-up throughout the school year August Faculty meeting with follow-up throughout the school year Following each round of school-wide assessments: October 2009, January 2010, March 2010 and May 2010 August 2009-May 2010	-Improved student learning results in the area of reading -Deepened knowledge of the reading process and more effective reading instruction (Best Practice instruction) -Deeper knowledge about how to use assessment results to drive instruction - Foster a top-notch learning culture	K-2 teachers will provide daily reading instruction in a 90-minute, uninterrupted block; they will provide a separate, 30-minute reading intervention time; they will implement the First 20-Days of instruction from the SCS CORE reading program; they will implement literacy centers/stations that reflect the 5 big ideas about reading (phonemic awareness, phonics, comprehension, vocabulary and fluency) Evidence: lesson plans, small group plans, Tier 2 reading intervention plans, posted anchor charts that reflect implementation of the First 20-Days, EDUCATE Alabama observation results, walk-through results, participation in monthly Data Meetings. K will record text levels 3 times during the year, 1 st -2 nd Grades will record each child’s text level on their SCS Assessment card 4 times during the year, DIBELS results, meeting documents will be kept on file, Professional Development evaluations will be kept on file. School-wide literacy assessments will be administered and scored 4 times throughout the school year and will be kept on file in Assessment Portfolios. Professional reading attached to the weekly Bulletin will be kept on file. Meeting documents and completed Professional Development evaluations will be kept on file.	No school funds are available at this time due to proration. PTO is our only funding source. Anne Moreland, Reading Coach Mary Cooper, Principal Vicki Dill, ARI Reading Coach	

Action Team Members: Betty Ansley, Wendy Brobst, Andrea Burk (Chair), Jessica D’Amico, Allison Festavan, Terri Harris, Jan Hughey, Clarenda Jackson, Alice Lobell, Kim McCown, Susanne Napp, Sarah Poorian, Jenni Shackelford, Sherry Sumners and Katie Terry

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?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
2008-2009 HES School-wide Math Assessment Results 2008-2009 HIS ARMT math results 2008-2009 HIS SAT-10 math results	Common Formative Assessment professional development for 2 nd grade teachers Math Instructional Model professional development Math Journals professional development Share professional reading Reflect on Results Workshops Bi-monthly PLC meetings	October 12, 2009 October 12, 2009 with follow-up sessions to ensure successful implementation October 12, 2009 with follow-up sessions to ensure successful implementation August 2009- May 2010 Following each round of school-wide assessments: October 2009, January 2010, March 2010 and May 2010 August 2009 – May 2010	-Improved student learning results in the area of mathematics -Deepened teacher understanding about how children best learn mathematics (Best Practice instruction) -Increased teacher efficacy -Deepened knowledge about effectively using assessment results to drive instruction -Foster a top-notch learning culture	K-2 teachers will provide daily math instruction for 60 minutes on a daily basis. In addition, they will provide a separate time for math intervention. Evidence: lesson plans; Tier II intervention plans; anecdotal notes; posted data charts; EDUCATE Alabama observation results; walk-through visits; administer and score school-wide math assessments four times throughout the school year and; quarterly report cards; student math assessment results filed in Assessment Portfolios. Professional reading attached to the weekly Bulletin will be kept on file. Meeting documents and completed Professional Development evaluations will be kept on file.	No school funds are available due to proration. PTO is our only funding source. Tracy Champion will present information about Common formative Assessments Andre Burk, Kindergarten teacher and AMSTI trainer AMSTI trainers	

ACTION TEAM MEMBERS: Julie Britt, Brent Byars, Pam Clay, Mary Cooper, Melissa Jarrell, Shelly Johnson, Leah Jordan, Emily Lewis, Kim McCown, Debbie Patterson, Jenni Shackelford, Patti Sisk, Katie Terry (Chair)

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?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
2008-2009 ACCESS Writing results 2008-2009 HIS ADAW results 2008-2009 HIS SAT-10 results	Writing Workshop training during Nontenured Debriefings. Provide <u>Writing Workshop</u> by Portalupi and Fletcher for all teachers. Writing across the curriculum professional development. Share professional reading. Reflect on Results Workshops Bi-monthly PLC meetings	Nontenured Debriefings held once per month, August 2009 – May 2010 Selected faculty meetings, September 2009 – May 2010 Data Meetings October 2009 – May 2010	-Improved student learning results in the area of written expression -Deepened knowledge about the writing process and more effective writing instruction (Best Practice instruction) -Deeper knowledge about how to use assessment results to drive instruction. -Increased teacher efficacy -Foster a top-notch learning culture.	K-2 teachers will provide 60 minutes of Language Arts instruction with the majority of that time devoted to implementation of Writing Workshop, a process-conference approach to writing. K-2 teachers will engage students in opportunities to write across the curriculum. Evidence: lesson plans, anecdotal notes, writing process charts, EDUCATE Alabama observation results, walk-through results, student writing samples kept on file in Assessment Portfolios, school-wide writing assessments administered and scored 4 times each school year and kept on file. Meeting documents and completed Professional Development evaluations will be kept on file. Professional reading attached to the weekly Bulletin will be kept on file.	No school funds are available due to proration. PTO is our only funding source. Mary Cooper, Principal HES K-2 Teachers	

Part VIII - Coordination of Resources/Comprehensive Budget [OPTIONAL IF NOT USING ANY FEDERAL FUNDS]

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

Example:

I. State Foundation Funds:		
State Foundation Funds	TOTAL	59.94
Teacher Assigned Units:	TOTAL OF ALL	53.60
SALARIES		
Administrator Units:		1
Assistant Principal:		1
Counselor:		1.5
Librarian:		1
Instructional Supplies		0
Library Enhancement		0
Technology		0
Professional Development		0
State ELL Funds		0
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	\$2,968,346 – District Allotment
Title I: NA		
Title II: Professional Development Activities	TOTAL	\$854,907 – District Allotment
Title II funds are used throughout the county for class size reduction units in the elementary grades, system-wide professional development activities, and reimbursement for the PRAXIS exam to assist teachers in becoming highly qualified. Participating private schools also receive an equitable amount of Title II funds.		

Title III: For students who don't speak English as their first language....	TOTAL	\$318,722 – District allotment
<p>Title III funds are not distributed to individual schools, but are used to benefit all English language learners in the school district. All programs that are funded by Title III are supplemental. Programs include after school tutoring for K-12 schools, a summer program for ELLs from entering Kindergarten through 12th grade, and summer school stipends for students who need assistance in attaining credits to graduate in a timely manner. Funds not utilized for direct supplemental instruction for students are used to purchase supplemental instructional materials, to provide professional development, and to implement parenting activities. The Family Literacy Program, which is housed at Valley Elementary, Meadow View Elementary, and Inverness Elementary, is funded through Title III funds also. Transportation for the summer program and for after-school tutoring is also funded by Title III funds.</p>		
Title IV: For safe and drug-free schools	TOTAL	\$69,478 – District allotment
<p>Title IV provides professional development for middle and high schools in Shelby County. Each year, personnel from each middle and high school attend the CAPS (Chemical Awareness Program) conference to learn current trends and prevention methods of substance abuse. These funds are also used for random drug testing in all middle and high schools, Pride Surveys, and counseling and instructional materials for substance abuse. Contract work with an intervention counselor for substance abuse will be provided through September 2009.</p>		
Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc.	TOTAL	NA
NA		
Title VI: For rural and low-income schools	TOTAL	NA
NA		
Other: 21st Century, Learn and Serve, Even Start	TOTAL	NA
NA		
III. Local Funds (if applicable)		
Local Funds	TOTAL	0
<u>Local Units = 0</u> <u>ESL Units = 1</u> <u>Counseling/Testing Budget</u> Local funds are used at each school to purchase materials on topics such as bullying, grief, drugs, etc. for all schools, national speakers, professional development state requirements, central library of books, DVDs, resources, etc. that can		

be checked out, PLAN tests for 10th graders, EXPLORE for 5th graders, travel for test coordinators to pick up test materials, career portfolio for each 8th grader, and technology equipment for counselors.

Library Media/Fine Arts Budget

Local library media funds are used for substitutes for professional development, Battle of the Books supplies and substitutes, and hardware and software for library media centers.

At the elementary level, art and music units are staffed with local funds. The local budget includes substitutes for professional development, materials and supplies for new art and choral units, and funds for the choral festivals and art shows.

Professional Development

Shelby County Schools annually designates a budget with local funds to support professional development for all system employees. The ARRA funds will supplement the local funds that were designated for PD (spending is based on federal regulations). Selected professional learning opportunities are determined by reviewing the results of a state needs assessment, local system needs assessment, and student achievement data.

All new teachers are supported with an instructional orientation. A substitute is provided for new teachers to attend classroom management training.

Professional development opportunities are provided for all teachers after school. This year these sessions will be held in the local school zones.

Principals and assistant principals participate in leadership development monthly at administrative meetings. In addition, they join their leadership team for training three times per year.

Technology Budget

In regards to technology, local funds are used for 3 Resource Teachers and 1 Program Area Specialist to assist teachers with implementing the technology curriculum. Monies are also used to update equipment and purchase instructional software to meet curriculum goals.

Curriculum Budget

A local budget is provided for elementary, middle, and high schools to provide limited professional development substitutes and stipends, curriculum materials and supplies, and other instructional materials needed to enhance the curriculum.

Advanced Programs Budget

The advanced program budgets include Advanced Placement, the Literary Magazine, debate, and vertical teaming. Advanced placement funds are used for resources and materials, professional development, practice exams, consultants, substitutes and a membership fee for the College Board. Substitutes for committee members, as well as the cost of printing the magazine are how funds are expended for the Literary Magazine. Each high school is allocated funds for tournament registration and materials and supplies for debate. The vertical teaming budget includes money for substitutes, materials, and professional development, such as the College Board Vertical Team workshop.

Nurses/LPN Budget

The state provides funds for nurses, but in order to accommodate the needs of our students, local funds are budgeted for 21 LPNs, 7 LPNs that are paid as RNs, and .08 of a registered nurse for our system. With proration issues, the numbers and amounts of funds may be revised throughout the year. The remainder of the budget is spent on equipment and supplies for health rooms, travel, and professional development.

District Accreditation Budget

Local funds are utilized to fund the district accreditation process, as well as yearly dues for each school. Due to proration, the budget for district accreditation was cut and is limited to fund this year's visiting team (10-12 people) fees, travel, and meals, as well as local school dues.

Part IX – REVIEW/SUPPORT DOCUMENTATION: Please use this section to document your monthly CSI leadership team meetings and/or action team meetings. Your reviews can vary, and CSI partners can be invited to participate in this review. During the review, your action teams and/or school leadership team can use these reviews to discuss the implementation of strategies, effectiveness, concerns, and any other areas that need to be addressed. These reviews support the CSI process.

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</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 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</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*</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*</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*</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*</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*</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>