



**2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**

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



NAME OF SCHOOL: Jeter Primary School				
STREET ADDRESS: 700 Jeter Avenue		CITY: Opelika		STATE: Alabama ZIP CODE: 36801
CONTACT: William E. James		TELEPHONE: (334) 745-9723		E-MAIL: bill.james@opelikaschools.org
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> 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"/> N/A <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 all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and 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. Information pertaining to the Continuous Improvement Plan will be shared during the Open House/Title 1 Meeting scheduled for September 3, 2009. In addition, the Continuous Improvement Plan will be posted on the school system's website at www.opelikaschools.org . Information about the plan will be made available at PTO officers meeting. The Continuous Improvement Plan for Jeter Primary School will be available in the Media Center and in the school office.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2009.				
Board Signature:				
Superintendent Signature:			Date:	
Federal Programs Coordinator Signature:			Date:	
Principal Signature:			Date:	

System: Opelika City Schools

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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 (Title I, Section 1116(b)(A)(viii):

The faculty reviewed the test data. After meetings with the Instructional Leadership Committee, the data was analyzed, goals were established and the Continuous Improvement Plan was developed.

<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;"> Bill James Jolene Clark Cassandra Long Gina Grouby Amber Harris Priscilla Strickland Rebecca Etheridge Martha Leigh Butz Amy Bass Lori Rogers Amy Parker Rev. Clifford Jones </p>	<p style="text-align: center;"> Principal Lead Teacher Counselor Pre-K Teacher Kindergarten Teacher First Grade Teacher Second Grade Teacher Music Teacher Reading Coach Parent Parent Community Member </p>	

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

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.alsde.edu:

- **Click on Accountability Reporting.**
- **Choose 2008-2009.**
- **Select Annual Accountability Results Report.**
- **Select your system and school.**
- **Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend.)**
- **Then, right click and select COPY.**
- **Return to this document and CLICK IN THIS BOX.**
- **Then, right click to PASTE the chart.**
- **Adjust the size of the text box to display your test results.**

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Part I - continued – DIRECTIONS: NEEDS ASSESSMENT- 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.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
The faculty reviewed test data. After meetings with the Instructional Leadership Committee, the data was analyzed and the CIP was developed.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
As outlined in federal legislation, no teachers are hired unless highly qualified. All special area teachers are trained in their area of specialty.	
Number and percentage of teachers Non-HQT:	Number and percentage of Classes Taught by Non-HQT:
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: N/A	Weaknesses: N/A
Alabama Science Assessment:	
Strengths: N/A	Weaknesses: N/A
Stanford 10	
Strengths: N/A	Weaknesses: Reasoning and Problem Solving in 2 nd Grade.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Relative strength in Nonsense Word Fluency in Second Grade (92% Benchmarked in August 2009.)	Weaknesses: Retell Fluency is 30.7% in 2 nd Grade.

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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: Alabama Direct Assessment of Writing is not administered in Grades K-2. It is important that the writing process begins in the primary grades. Therefore, teachers will assess writing skills by standards established by the Writing Committee for each grade level.	Weaknesses: Writing complete sentences and developing the writing process.
ACCESS for English Language Learners (ELLs):	
Strengths: Student scored Reaching Level 6 – on ACCESS	Weaknesses: None
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: N/A	Weaknesses: N/A
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: Access of 4 computers in every classroom (K-2). Access of 3 computers in both Pre-K classrooms. Promethean Boards in all classrooms. A variety of programs and resources.	Weaknesses: Continue to become familiar with Harcourt Reading program.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: Parents are well informed in regards to student's progress and are comfortable initiating parent conferences. Very active PTO who solicit the community to support the schools educational programs. Parents are provided useful information by teachers. Parents feel that they can talk with teachers and have easy access to the principal.	Weaknesses: Parent workshops were requested in improving reading, improving study skills, improving math skills, and improving student's self esteem.
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses: N/A

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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, or student attendance).	
Strengths: A high percentage of students exhibit good behavior by following school rules.	Weaknesses: There were 46 incidences of disruptive behavior. 21 of the incidences occurred in school and 25 of the incidences occurred on the bus. Reduce office referrals.
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: A full time counselor was hired. All new teachers are experienced teachers.	Weaknesses: Several new teachers were employed this year with some teachers in new positions.
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: Average Daily Attendance was 96%. Attendance letters reinforce the importance of regular school attendance.	Weaknesses: Problems still remain with student absences and with a few who are chronically tardy.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Strong PTO and overall good parental involvement.	Weaknesses: Difficulty in reaching some parents when needed.
School Perception Information related to student PRIDE data.	
Strengths: N/A in K-2 school	Weaknesses: N/A
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 academic objectives (AMAOs)	
Strengths: Full time ELL instructors are employed by the school system. Translators are made available through contract work.	Weaknesses: Some problems with student attendance in isolated cases.
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 academic objectives (AMAOs)	
Strengths: ELL resource teacher to work with ELL students three days a week.	Weaknesses: Full time ELL teacher would be helpful.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: Data Meetings and Walk Through - Audits	Weaknesses: Time constraints for Contracted Service Teachers to provide Reading Instruction.

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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 TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): 80% of the K-2 students will benchmark on DIBELS by May 2010
Data Results on which goal is based: <p style="text-align: center;">DIBELS</p>

TARGET GRADE LEVEL(S): <p style="text-align: center;">K-2</p>	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): <p style="text-align: center;">All Primary Students (K-2)</p>
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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)
	STRATEGY: Implement explicit intensive instruction through the use of small groups in every classroom for 30 minutes or more 5 days a week to focus on reading. ACTION STEP: Conduct lessons for identified students in Harcourt intervention station Tier 2 and Tier 3.	Progress Monitoring Timed Readings DIBELS Quarterly Data Meetings	Flexible grouping Additional Instruction with teacher and Intervention teacher.	1. Harcourt Reading Program 2. Accelerated Reader Program 3. Classroom Libraries \$800
	STRATEGY: Target fluency with at-risk students. ACTION STEP: Increase the volume of reading by repeated independent reading, partner reading and guided reading with feedback.	Progress Monitoring Timed Readings DIBELS Quarterly Data Meetings	Flexible grouping Additional Instruction with teacher and Intervention teacher.	1. Harcourt Reading Program 2. Classroom Libraries
	STRATEGY: ACTION STEP:			

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): 85% of the K-2 students will master all sections of the Quarterly benchmark assessments during 2009-2010.
Data Results on which goal is based: <p style="text-align: center;">Quarterly assessments developed by the OCS Math Committee.</p>

TARGET GRADE LEVEL(S): <p style="text-align: center;">K-2</p>	TARGET CONTENT AREA(S): Circle One Reading <input type="radio"/> Math <input type="radio"/> Science <input type="radio"/> Other <input type="radio"/>	AHSGE: Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/>	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): <p style="text-align: center;">(K-2) Students</p>
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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)
Demonstrate ability to solve mathematical problems.	STRATEGY: 1. Integrate problem solving throughout the curriculum. ACTION STEP: TEAM-Math Investigations Daily Data Graphs-Word problems Venn diagrams in large and small group activities	Quarterly Benchmark Test Unit Math Test Math Journals Direct & Indirect Assessments	Additional Instruction with Teacher Intervention with Special Teachers	Additional Manipulatives Computer Math Games Supplemental Text - \$600
	STRATEGY: 2. Provide students with hands on math instruction and practice. ACTION STEP: Increase use of math manipulatives in cooperative learning groups. Enhance instruction through whole group, small group, and math centers	Unit Math Test Math Journals Direct & Indirect Assessments	Additional Instruction with Teacher Intervention with Special Teachers	Additional Manipulatives Computer Math Games Supplemental Text - \$600

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.

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ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
To improve writing skills of ELL students in Grades K-2.

Data on which goal is based:
Access for ELLS

TARGET GRADE LEVEL(S):
K-2

TARGET ELP LANGUAGE DOMAIN(S):
 Circle all that apply.

Reading Writing Listening Speaking Comprehension

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)
Increase writing proficiency in all grades.	STRATEGY: Journal Writing Reports Creative writing assignments ACTION STEP: Increase time for instruction in writing. Teachers will follow guidelines for writing established by the Writing Curriculum Committee.	Writing Samples Harcourt Writing Assessment Student should score Level 3 on Writing rubric Test, which is given 3 times a year.	Classroom Teachers working in Language Arts ELL Teacher working with students in writing	Writing prompts Textbook Grammar & Writing
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			

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

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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.

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)
Alabama Teacher Mentoring Program (ATM)	STRATEGY: ACTION STEP: Mentee will be provided with release time to observe other classes, meet with their mentor, the principal and the reading coach.			Release time for meetings between mentor and new teacher. Substitutes to allow for mentee observations.
TEAM Math Fun Night September 3, 2009	STRATEGY: ACTION STEP: Hands-on instruction in mathematical problem solving and critical thinking will be provided to both students and parents.			<ul style="list-style-type: none"> • Manipulatives • Follow-up training • Quarterly Meetings • Grade Level Meetings
Crisis Response Plan Dates to be determined	STRATEGY: ACTION STEP Students will be instructed in procedures to be followed during a crisis situation. Coordination to be planned with faculty and with Reverend Clifford Jones at Greater Peace Baptist Church.			Evacuate the building with all students and faculty reporting to Family Life Center at Greater Peace Baptist Church.

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Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)
New teachers attend a New Teachers Workshop at the beginning of the year. New teachers are assigned a mentor. The mentor helps the new teacher with all aspects of her teaching assignments and duties.
2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.
N/A Title II allocation is <u>\$677</u> for Professional Development for 2010 Fiscal Year.
3. Transition: Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.
Second grade students preparing to advance to third grade go on a field trip to Morris Avenue Intermediate School where third grade teachers and students do a presentation about their school and the differences in primary and intermediate school. Orientation for Head Start students and new Kindergarten students is done in the Spring each year.
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.
All teachers are highly qualified and teaching in their chosen field.
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.
Teachers attend grade level meetings where they plan collaboratively. Audits, Data Meetings, and Walk Throughs provide information on student progress.
6. Special Populations: Describe procedures used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.
ELL teacher works with students in all areas of Language Arts. Special Education students are mainstreamed and work with the Special Education teachers.
7. 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.
Jeter and Morris Avenue students can attend the Summer Venture program. A tutoring program is also available at Greater Peace Baptist Church and through volunteers in the community. The Extended Day program is available and provides further instruction in academic areas. Many programs are available through the Opelika Parks and Recreation Department. Some students participate in the Big Brother/Big Sister program.

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Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

A. Parental Involvement: Describe how the school will convene an annual meeting to inform parents of the school’s participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.
Annual Title 1 Parent meeting was held Thursday, September 3, 2009 at 5:30pm. An additional meeting is scheduled for October 6, 2009 at 7:30am. An overview of Title 1 and NCLB was presented. Parents serving as members on the Continuous Improvement Plan discussed the parent’s perspectives. Title 1 Parental Involvement has \$1,470 budgeted for Parent Workshops and presentations.
B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how <u>all</u> Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.
Monthly calendars, parent letters, monthly PTO Officers meetings, quarterly PTO programs, 1 st Qtr. Report Card Conferences, BBSST meetings, & quarterly report cards.
C. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.
A School-Parent Compact is included in registration papers at the start of the school year. Parents review the School-Parent Compact with their child, sign, and date it. The compact is filed in each student’s classroom.
D. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).
Parent conferences, PTO meetings and service on system wide committees regarding parent involvement. The School-Parent Compact is reviewed each year.
E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.
Parents can read and review the Continuous Improvement Plan. Parents who are dissatisfied with any part of the CIP may voice their concerns to the principal.
F. 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. (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: (1) <u>Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child’s progress and work with teachers to improve the achievement of their children. (Describe)</u> Parents attend report card conferences at the end of the 1 st quarter where teachers review the academic goals as they relate to the state course of study. In addition, a PTO/Title 1 meeting is scheduled annually to inform parents of Title 1 Plans and the instructional program. The meeting is held at night and repeated in a morning session to accommodate busy schedules of some parents.

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

Math Fun Night was scheduled to emphasize the importance of math and encourage parents to work with their child in this subject area. Monthly parent newsletters, materials in the parent center, and media center provide parents with ideas and activities to enhance their child's learning experience.

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

PTO programs and parent workshops build ties between the parents and the school.

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

Parents are invited for special events and activities regularly. Parent Appreciation Breakfast is scheduled for Oct. 6, 2009. Parent Resource Center has educational publications and materials available for parents. A full time counselor works with parents and assist in coordinating with service providers such as Head Start, Department of Human Resources, and East Alabama Mental Health.

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

Parents are kept informed of parent programs.

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

Good communication is encouraged by the administration between parents and teachers. Parents are invited to visit classrooms, join and be an active member of PTO, and assist with special projects and school events.

G. 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.

The school system provides tutors to address multiple languages. Transact is used to explain the students academic/behavioral program in a language that parents can understand.

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Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, 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).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	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?)	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
Implementation of the Harcourt Reading/Language program.	District & School Professional Development Elem. Curriculum Meeting Technology Meeting Book study	Aug. 4, 2009 Aug. 5, 2009 (School based) Sept. 16, 2009	Curriculum Guides Pacing Charts Reading-Math-Writing INOW Technology Reading Strategies Small groups	Teachers will implement strategies and use ideas from workshops and book study. Principal walk-throughs and review of lesson plans.	Title I	
Improving math problem solving.	TEAM-Math	TEAM-Math Quarterly Saturday Meetings	Teachers will integrate problem-solving activities in total curriculum.	Teachers will implement strategies and use ideas from workshops. Principal walk-throughs and review of lesson plans.	Title II (Stipends)	

DUPLICATE PAGES AS NEEDED

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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:		
State Foundation Funds	TOTAL	1,555,574
Teacher Assigned Units: 20.61	classroom teachers: 24.22	TOTAL OF ALL SALARIES
		1,316,491
Administrator Units: 1		
Assistant Principal: 0		
Counselor: .5		
Librarian: 1		
Instructional Supplies – Site Based Funds		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	92,294
<p><i>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.)</i></p> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <p>-Summer Media Program (\$900) -Parenting Workshops/Activities (\$1,229) -Salaries/Benefits (paraprofessional, contracted tutors, ½ counselor) (\$90,165)</p>		N/A
ARRA FUNDS	TOTAL	\$26,498
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <p>-Parenting Workshops/Activities (\$773) -Salaries/Benefits for Contracted tutors (\$25,725)</p>		

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Title II: Professional Development Activities	TOTAL	\$677
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title III: For English Language Learners	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
-System-wide ELL teachers System-wide Resources		
Title IV: For Safe and Drug-free Schools	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
-System-wide Red Ribbons Resources -System-wide Character Ed.		
Title VI: For Rural and Low-income Schools	TOTAL	N/A
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
III. Local Funds (if applicable)		
Local Funds	TOTAL	\$98,440
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

Part IX – MONITORING/REVIEW DOCUMENTATION

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<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>

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