

Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

- Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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 administrative staff and teachers reviewed the 2010-2011 CIP to determine what strategies were implemented and their outcomes. This information was shared with faculty, staff, and interested parents. The Instructional Leadership Team met in August and September 2011 to determine the areas for improvement. The faculty provided suggestions for strategies, professional development, and budgetary items for the CIP plan. A draft was constructed and brought before the stakeholders for modifications and approval. A copy of the 2011-2012 CIP was submitted to the Opelika Board of Education.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Joe L. Ross, Principal
 Joyce Kelly, Title I Teacher
 Cheryl Hilyer, Kindergarten Teacher
 Wanda Smith, First Grade Teacher
 Judy Bein, Second Grade Teacher
 Gwen Ingram, Special Education Teacher
 Teresa Manley, Media Specialist
 Linda Boyd, Reading Coach
 Shonta Lowe, Counselor
 Shellie Flenniken, ELL Teacher
 Cicely Moore, Parent
 Heidi Goertzen, Federal Programs Coordinator

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

The principal met with each grade level during data meetings, grade level meetings, and quarterly teacher audits to discuss the strengths and weaknesses of DIBELS data, reading theme tests, student writing samples, and quarterly math tests. The results to the analysis is used to determine school improvement goals and strategies.

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.

Opelika City Schools seeks to recruit and hire teachers possessing the highest professional credentials and training. Only teachers that have met and/or exceeded the highly qualified guidelines are considered for employment. When making hiring decisions, the strengths and weaknesses of candidates are considered to ensure that teachers are assigned to meet specific academic needs.

Number and percentage of teachers Non-HQT:

Zero, 0%

Number and percentage of Classes Taught by Non-HQT:

Zero, 0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Although the ARMT is not administered at Carver Primary School, the data for West Forest Intermediate School was analyzed to identify areas of focus for Carver Primary School teachers and students. On the Reading portion of the ARMT, 92% of third graders scored at Level III and IV and 0% scored at Level I. On the math portion, 89% of third graders scored at Level III and IV.

Weaknesses:

On the reading portion of the ARMT, students performance was lowest in the area of comprehension of fuctional and textual informational material. On the math portion of the ARMT student performance on the math section was lowest in geometry and statistics and probability.

Alabama Science Assessment:

Strengths:

N/A

Weaknesses:

N/A

Stanford 10:**Strengths:**

Although the SAT 10 is not administered at Carver Primary School, the data for West Forest Intermediate School was analyzed to identify areas of focus for Carver Primary School teachers and students. Third grade performed at 50th percentile 5th stanine in Total Math, 60th percentile 5th stanine on math procedures and 50th percentile 5 stanine.

Weaknesses:

In reading, third grade students performed at the 37 percentile 4th stanine in word study skills and 38th percentile 4th stanine in reading vocabulary. In math, third grade students performed at the 42 percentile 5 stanine in mathematics problem solving.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**Strengths:**

From Spring 2009 through Spring 2011, the overall student performance on DIBELS has improved significantly, especially among 1st and 2nd grade students. In Spring 2009 the percent of first grade achieving benchmark was 78% with 9% at-risk compared to 90% benchmark with 1% at-risk in 2011. In Spring 2009 53% of second grade achieved benchmark in ORF with 18% at-risk compared to 84% benchmark and 8% at-risk in 2011. Kindergarten student performance was similar to previous years, approximately 90% benchmark.

Weaknesses:

Although end of year DIBELS performance has improved from 2009, the percentage of second grade students achieving benchmark during fall administration of DIBELS remains below 60%.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Alabama Direct Assessment of Writing (ADAW):****Strengths:**

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):**Strengths:**

The school continues to make progress with EL's as demonstrated by 57.9% of students making adequate progress in language acquisition, 13.9% above the goal of 44% needed to meet AMAO-A.

Weaknesses:

The school did not meet the yearly goal of 13% of EL's attaining language proficiency. The school had 12.5% of EL's achieving language proficiency, a difference of .5% needed to meet AMAO-B. Overall EL student performance in writing is an area for improvement.

EducateAL or other Professional Evaluation Profile Information:**Strengths:**

N/A

Weaknesses:

N/A

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)

Strengths:

N/A

Weaknesses:

N/A

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):

Strengths:

The school district has implemented quarterly assessments in math and writing in addition to theme assessments in reading. These assessments will be used to aid in aligning curriculum, instruction and student academic progress.

Weaknesses:

Although implemented, these assessments and rubrics continue to be refined. The collected data has been utilized to monitor individual student and/or class academic progress. Additional analysis is needed to identify grade level areas for improvement.

Career and Technical Education Program Data Reports:

Strengths:

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF 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:

131 discipline infractions were reported for the 2010-2011 school year. Of the 131 infractions there were 28 incidences of harassments, 34 incidences of defiance, and 40 incidences of disruptive behavior for a total 102. The resulting dispositions were 21 Out of school suspension (16 in kindergarten), 60 ISS (29 in kindergarten) and 2 Tier II (2 in Kindergarten)

Weaknesses:

The overwhelming majority of serious discipline infractions occurred in kindergarten for school year 2010-2011. In kindergarten 73% (46 of 63) of all discipline infractions were committed by black males, 84% (27 of 32) of all discipline infractions in first grade were committed by black males and 41% (15 of 36) in 2nd grade.

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:**

Greater than 60% of teachers have taught at Carver for 4 or more years. Approximately 85% have taught for 6 or more years and approximately 30% have taught for 10 or more years. Additionally nearly 15% have worked 25 years or more and 60% have earned at least a masters degree.

Weaknesses:

Although the faculty is experienced educators, many have taught at Carver Primary for less than 5 years and may be still becoming familiar with the culture of the school and community.

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:**

The school district has taken steps to address excessive absenteeism and tardies. They include updating, developing and communicating the attendance policies and guidelines to parents, securing a phone messaging system to notify parents when students are absent, and supporting strategies to improve absenteeism and tardies.

Weaknesses:

For the 2010-2011 school year, 535 unexcused absences and 1,727 excused absences were reported. Additionally, 2,561 unexcused tardies and 535 excused tardies were reported.

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.**Strengths:**

N/A

Weaknesses:

N/A

School Perception Information related to student PRIDE data.**Strengths:**

N/A

Weaknesses:

N/A

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

Utilizes a SBRR program with whole group, small group, and individualized instruction. Also included in curriculum specifically designed for ELL students. Classroom instruction also

incorporates instructional practices and strategies identified as effective with ELL students. Students work to improve also develop writing skills with the classroom and ELL teacher.

Weaknesses:

Many students enter Carver Primary School with limited proficiency in English. As our population increases additional resources will be needed including materials and technologies.

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

Currently one ELL teacher is assigned to Carver Primary four days each week providing small group instruction to students. The teacher also serves as a liaison between the school and the families of our ELL students.

Weaknesses:

As the ELL student population increases, additional specialized staff will be required.

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

Strengths:

Curriculum resources and materials are available and utilized by the instructional staff. With guidance and support from central office, staff are provided learning opportunities to increase knowledge and improve practice. Additional learning opportunities are provided through extended day, before school review/acceleration and Saturday tutorial.

Weaknesses:

Limited across grade-level planning and discussions about curriculum alignment, instruction, and evaluation.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

1. Increase Reading Performance

Description:

To increase the percentage on K-2 achieving benchmark in ORF, NWF, LNF, and PSF to 80% in Spring 2012 as measured by DIBELS.

Data Results on which goal is based:

K-2 2009-2011 longitudinal DIBELS data, Fall 2011 DIBELS data. West Forest Intermediate ARMT and SAT results.

Target Grade Level(s): K-2

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

All Students

Courses of Study:

Kindergarten English standards 1-5, 1st grade English standards 1-7, 2nd grade English standards 1-7.

Strategies:

S1.1 Tiered Reading Instruction

Description:

Teachers will provide tiered reading instruction each day. Students will experience large volumes of reading, phonics instruction, and vocabulary instruction.

Action Steps:

AS1.1.1 Elements of Tiered Reading Instruction

Description:

Tier I will consist of whole group and small group instruction for approximately 120 minutes. Tier II will consist of an additional 30 minutes of instruction for students requiring additional support. Teachers will utilize flexible grouping as needed.

Benchmarks:

The daily instructional schedule will be posted near the entrance to each classroom. Through regular data meetings, walkthroughs, and informal observations the tiered reading program will be monitored.

AS1.1.2 Implementation of Tiered Reading Instruction

Description:

Teachers will use available program planning materials, web resources, and other materials to plan instructional lessons.

Benchmarks:

Review of long term plans, regular data meeting, grade level meeting notes, walkthroughs, informal observations.

Interventions:

Students not making gains in performance will receive an additional 30 minutes of skill specific instruction to advance student learning. Additionally, students may be referred to the Problem Solving Team if gains in student performance are not evident.

Resources:

Harcourt Resources and Materials - Title I, Voyager Student Materials - Title I, Contract Teachers - Title I, Starfall - Title I, Books - Title I, Software - Title I.

S1.2 Expand Literacy Strategies

Description:

Teachers will incorporate reading management strategies, comprehension skills, and writing organizers into reading instruction.

Action Steps:

AS1.2.1 Reading Management Strategies

Description:

Teachers will incorporate the Daily Five (read to self, read to someone, listen to reading, work on writing, word work) into their reading instruction.

Benchmarks:

Informal observations, progress monitoring, walkthroughs.

AS1.2.2 Reading Comprehension**Description:**

Teachers will integrate lessons from the Comprehension Toolkit into their reading instruction.

Benchmarks:

Data Meetings, informal observations, walkthroughs, review of long range lesson plans, quarterly theme assessments.

AS1.2.3 Developing Students Writing**Description:**

Teachers will use writing organizational tools during student writing/journaling to develop student ability to organize thoughts/facts and sentence structure.

Benchmarks:

Informal observations, walkthroughs, progress monitoring, quarterly writing assessment.

Interventions:

Students will receive small group and individualized instruction if improvements in student performance are not evident.

Resources:

Comprehension Toolkit - Title I, The Daily Five - Title I, paper and supplies - Title I, Contract Teachers - Title I

G2. Increase Math Performance**Description:**

Increase student performance in Number Sense, Geometry, Data Analysis and Probability.

Data Results on which goal is based:

West Forest Intermediate School 2011 ARMT results Carver Primary School quarterly math assessments, and weekly assessments.

Target Grade Level(s): K-2

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

All Students

Courses of Study:

Alabama Course of Study, Kindergarten Math Standards 1 - 11, First Grade Math Standards 1 - 13, and Second Grade Math Standards 1 - 14.

Strategies:**§2.1 Math Instruction****Description:**

Teachers will provide one hour math instruction daily. Students will have multiple opportunities to reinforce math concepts through math centers, manipulatives, journals, and differentiated instruction.

Action Steps:**AS2.1.1 Whole and Small Group Instruction****Description:**

Student will receive 60 minutes of math instruction daily. Whole group and/or small group instruction will occur during math instruction with emphasis on developing problem solving skills, vocabulary development and communicating mathematically. Additional small group and/or individual instruction will be provided for students requiring additional support.

Benchmarks:

The daily instructional schedule will be posted near the entrance to each classroom. Through regular meetings, walkthroughs, and informal observations the math instruction will be monitored.

Interventions:

Students not making gains in performance will receive an additional skill specific instruction to advance student learning. Additionally, students may be referred to the Problem Solving Team if gains in student performance are not evident.

Resources:

Contract Teachers - Title I, Math Progress Monitoring Software - Title I, Scott Foresman-Addison Wesley Math Resources - Title I, Additional Math Resources - Title I

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

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.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Adequate Progress in Language Proficiency**Description:**

By the end of the 2011-2012 school year, Carver Primary School will increase the number of students attaining language proficiency school-wide from 12.5% to 14%.

Data Results on which goal is based:

School Status Report (Title III AMAO's). ACCESS for ELL ELP Test/disaggregated scores of ELs who did not meet APLA.

Target Grade Level(s): K-2

Target ELP Language Domain(s): Writing

WIDA Standards: Language of Science, Language of Language Arts

Strategies:

S1.1 Writing Methods

Description:

Students will be instructed to use specific writing processes to effectively address the different writing modes.

Action Steps:

AS1.1.1 Four Square Writing Method

Description:

Students will learn the basic prewriting and organizational skills that are applicable across grade levels and curriculum areas through the use of the Four Square Writing Method's use of graphic organizers.

Benchmarks:

Unit Tests, Daily Assignments, Writing Journals

Interventions:

Pullout Services with ELL teacher 2 days a week, Translator as needed through contracted services, Small group instruction, frequent parent communication, tutoring as needed with contract tutor

Resources:

ELL Teacher

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

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.

G1. Student Absences and Tardies

Description:

There were over 2,000 student absences and over 3,000 student tardies for the 2010-2011 school year. Absenteeism and tardies negatively impact student learning and performance and develops poor school habits.

Strategies:

S1.1 Student Attendance

Description:

Develop a profile of student attendance history, academic performance and factors impacting school attendance. Establish incentives and consequences to address student attendance concerns.

Action Steps:**AS1.1.1 Regularly Monitor Student Attendance****Description:**

Review student absences and tardies weekly/bi-weekly targeting students with previous attendance problems. Contact guardian to determine factors impacting attendance.

Benchmarks:

Attendance reports.

Interventions:

Identify additional school and/or community resources that may assist with identified areas of concern.

Resources:

Attendance Incentives - Title I, Guidance Materials - Title I.

G2. Behavior of Male Students**Description:**

In 2010-2011, the overwhelming majority of the discipline infractions were committed by Black male students.

Strategies:**S2.1 Positive School Experiences****Description:**

Provide opportunities for male students to have positive academic and social experiences in the school setting.

Action Steps:**AS2.1.1 Role Models****Description:**

Create opportunities for students to interact with positive role models in the school setting.

Benchmarks:

Student disciplinary referrals, student attendance.

Interventions:

Identify additional school and community resources that may address identified areas of concern.

Resources:

All Pro Dad - Title I, Guidance Materials - Title I, Materials and supplies - Title I.

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

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)

Carver Primary has an established formal teacher mentoring program with the support of the Central Office. A mentor is assigned to each new teacher and the principal monitors this relationship closely. The goal of the mentoring program is to improve teaching practices. Also, any teacher who is struggling in the area of language arts is provided support from the school's reading coach.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

Budget needs were considered after a review of data both annually and longitudinally. Materials/supplies, professional development, travel and training, and all other funds available for instruction are focused on the targeted areas of need in reading and math as outlined on previous pages of this plan.

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.

A kindergarten transition program is designed for smooth transition into public school kindergarten setting. A parent orientation is held for parents as well to acclimate them to the expectations of the kindergarten program. Second grade students go on a field trip in May to West Forest Intermediate School. They participate in an orientation which explains expectations in third grade. Parents are encouraged to attend.

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. Opelika City Schools seeks to recruit and employ teachers of the highest professional credentials. Opelika City Schools participates in college recruitment days, and recruits both locally and throughout the staff to identify suitable candidates. In addition to offering competitive employee benefits, Opelika City Schools work with building level administrators to provide teachers with needed resources, professional growth opportunities and a school culture that is attractive to current and potential employees.

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 meet in various formats with colleagues and the administration to assess the school curriculum and student achievement. Teacher's work collaboratively during faculty meetings, curriculum audits, data meetings, grade level meetings, system wide meetings, and vertical team meetings.

Special Populations:

Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students are provided the same learning opportunities as other groups of students.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children;

individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

Applies Only to Secondary Schools

The school district identifies special populations; individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency, based on guidelines and policies established by the Opelika Board of Education as required by the Alabama State Department of Education or other governing agencies.

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.

Through the Opelika City Schools Extended Day Program "CARES" Children's Adventures in Recreation Enrichment, and Study, students are provided the opportunity to receive assistance with homework and small group tutoring. Students also participate in multi-subject enrichment programs in Art and Music that further enhance classroom instruction. Close collaboration with grade-level teachers and parents is encouraged. A Saturday tutorial program for students whose parents seek extra help for their students.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

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 I meetings are held at the beginning of the school year. One meeting is held at 10:30am and another meeting is held at 6:00pm to provide multiple opportunities for parents to attend. Parent breakfasts and luncheons are held throughout the year to allow parents with different work schedules to attend. Parents are included and have an opportunity for input in the development of the Title I plan. Title I funds are used for parent involvement activities and to update the parent involvement center.

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 all 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.

Teachers Monthly Newsletters
 PTO Meeting
 Paw Prints Newsletters
 Progress Reports
 9- weeks Reports
 Conferences
 Handbooks
 E-mail
 STI-OCS website
 Interpreters available for any ELL parent
 Reading
 All Pro Dads
 Kindling Kindergarten
 Monthly Parent Involvement Meeting
 Phone Messenger

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.

Website, monthly calendars, memorandum, quarterly PTO programs, 1st quarter report card conferences, PST meetings as needed, mid-quarter reports, and quarterly report cards.

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).

A School-Parent Compact is included in the registration packet. The parent reviews and signs it, then returns it to the school. It is kept in the teacher's student files.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

The lines of communication are kept open at all times between school and home. Parents are encouraged to make comments/ suggestions through telephone calls, emails, PTO, Title I meetings, and parent/teacher conferences. Parents may also submit their concerns in writing to the school. The concerns if any are addressed in a timely manner.

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) 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)

DIBELS home reports are reviewed with parents annually during the 1st quarter report card conferences. In addition, a Title I meeting is held annually to inform parents of Title I plans and instructional programs. To accommodate busy schedules, the meeting is held at night and repeated in a daytime session. Parents are encouraged to stay in close communication with teachers through notes, calls, and conferences as well as tracking of grades through STI home.

(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)

A Family Parenting Center with books, pamphlets, videos, games, and other resources to support positive interactions between parents and children is provided. Regular parent meetings are also conducted to improve the capacity of parents to help their child succeed in school.

(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)

Examples include open enrollment for PTO, Family Parenting Center, Parenting Workshops, Quarterly PTO programs, and TEAM Math Night.

(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)

When parents and school work as partners, student achievement increases and students develop positive attitudes about school, self, and life. A Parent Advisory Committee is involved in the decision making process and is responsible for PTO meetings and other various functions throughout the school year. There is a parenting center located in the school and contains resources to assist parents in strengthening their parenting skills. Parents receive compacts, report cards, mid-quarter reports, grade-level benchmarks, a monthly calendar, lunch menu, paw prints newsletter, and a parent-student handbook. Parents are encouraged to have conferences throughout the year. Awards ceremonies are held four times a year and parents enjoy seeing their students recognized.

(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)

With the assistance of the EL teacher and volunteers, notices regarding programs, meetings, and other activities are sent home to parents in a language they can understand. Additionally, when available, translators are also present at school activities to assist parents as needed.

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

Open communication is encouraged by the administration between all parents and teachers; parents are invited to visit classrooms, serve as volunteers, join PTO, and coordinate other special events that align with the educational program.

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.

All parents are encouraged and invited to participate in the education of their child. The school system provides tutors to address multiple languages. Transact and other translations software are used to format academic/behavioral supports in a language that parents can understand.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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? (If LEA receives Title III funds)

- 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).

Learning Activities:

EL Classroom Instruction

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Did not meet the AMAO-B goal of 14% of students attaining language proficiency missing the goal by only 0.5%. Students area of greatest need is writing.

What types of professional learning will be offered?

Off-site all day training will be provide by SDE for the ELL resource teacher and classroom teachers (SAMUEL I & II). Turn around training will be provided on site for school teachers and staff.

When will the session be delivered?

October 2011, and December 2011.

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?)

Teachers and administrators will gain knowledge of instructional strategies that positively impact student learning. Identified strategies will routinely be incorporated into the classroom practices of EL teachers.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective

assimilation/integration of strategies?

Participants will be responsible for turn-around training of colleagues and modeling lessons as other teachers implement strategies learned.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

Title III - \$250.00

Literacy and Justice for ALL**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Professional growth in developing student skills writing, reading comprehension and critical thinking.

What types of professional learning will be offered?

Allday training designed for team planning and content study centrally located to accomodate other participants from the region. The ALSDE will lead the training.

When will the session be delivered?

The leadership team will participate in training in October 2011, December 2011, and February 2012.

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?)**

Leadership team implementation of instructional strategies specific to questioning and generating student responses through discussion and writing, formative assessment and peer coaching.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

The leadership team will be responsible for providing training to school staff and supporting the implementation of instructional strategies.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

Mileage and Per Diem - ALSDE, Substitute Teachers.

Comprehension Toolkit**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Identified weakness in reading comprehension and writing.

What types of professional learning will be offered?

Currently in second year of implementation. On-site model lesson presentation and co-teaching opportunities for teachers on specific comprehension strategies.

When will the session be delivered?

Session will be delivered throughout 2011-2012 school year. School district curriculum guide sequences Comprehension Toolkit lessons.

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?)**

Improved implementation of Toolkit strategies while continued integration of comprehension strategies into all content areas.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

A review of student work samples, regular walkthroughs, observations, and grade level meetings.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Comprehension Toolkit Resources - Title I, Materials and Supplies - Title I, Substitute Teachers - Title I.

Daily Five Strategies

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Identified weakness in reading comprehension and writing.

What types of professional learning will be offered?

Currently in first year of implementation. On-site and off-site model lesson presentation and co-teaching opportunities for teachers.

When will the session be delivered?

Sessions will be delivered throughout 2011-2012 school year.

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?)

Implementation of Daily Five strategies during reading instruction.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

A review of student work samples, regular walkthroughs, observations, and grade level meetings.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Daily Five Resources - Title I, Materials and Supplies - Title I, Substitute Teachers - Title I.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	20.97	20.97	1,023,544.49
Administrator Units	1.00	1.00	78,577.00
Assistant Principal	0	0	0
Counselor	.50	.50	25,174.50
Librarian	1.00	1.00	50,906.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0

Instructional Supplies	3163
Library Enhancement	0
Total of All Salaries:	\$1,181,364.9

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged
Provide a brief explanation and a breakdown of expenses.

Summer Media Program Additional pay Sal/Ben: \$2,353.60
 Parenting Supplies and consultant: \$3,059.18
 Sal/Ben Teacher and Substitutes: \$68,062.06
 Materials/Supplies (Incl. Software and Non-Cap Computer Equip.): \$27,000.33
 Instructional Aide Sal/Ben: \$27,849.87
 Meeting the Challenge Award (State award for achieving AYP): \$2000.00
 Contracted Tutors Sal/Ben: \$23,215.81
 Salary - Counselor (.5 FTE) & Supplies (\$300): \$34,209.35
 Staff Dev. Stipends/Purch.Serv./Travel & Training/Supplies: \$7,853.04
 Educational Media/Other Books and Periodicals: \$1,600.00

Total : 197,203.24

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Substitutes for professional development: \$1,615.20

Total : 1,615.20

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Prevention/Intervention (Reading and Math): \$5,836.00
 (Includes summer tutoring, classroom materials, software support, and AV equipment)
 Comprehensive Family Literacy Services: \$1,483.00
 (English classes for parents of LEP students)
 Professional Development: \$4,940.00
 (Includes travel to conferences by EL teachers, substitutes for workshops, and workshop materials)

Total : 12,259.00

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Public: 60,065.74

Non-Public: 2,600.00

Total : 62,665.74