

ALABAMA STATE DEPARTMENT OF EDUCATION

Joseph B. Morton, State Superintendent of Education

2008 - 2009

CONTINUOUS IMPROVEMENT PLAN

Non - Title I Schoolwide Programs



Note: Blank copy is available on www.alsde.edu , Sections, Accountability Roundtable, Publications and e-GAP Document Library

Submit plans to your system's e-GAP Document Library

NAME OF SCHOOL: R.A. Mitchell Elementary School				
STREET ADDRESS: 1501 Nocalula		CITY: Gadsden	STATE: Alabama	ZIP CODE: 35904
CONTACT: Dr. Charlotte Berry		TELEPHONE: 256.546.2711	E-MAIL:	
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 7, 2008. Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan electronically to your system's e-GAP Document Library by November 7, 2008.				
Made AYP?	Made AMAOs (ELL)?	Career Tech Made AYP?	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?	Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites):
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	This plan will be made available to our parents and stakeholders through our school and teacher websites.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2008.				
Board Signature: _____				
Superintendent Signature: _____			Date: _____	
Federal Programs Coordinator Signature: _____			Date: _____	
Principal Signature: _____			Date: _____	

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

System:

Submit plans electronically to your system's e-GAP Document Library by November 7, 2008.

School:

July 2008

This plan was developed/or revised during the following time period (e.g. April, May – September 2008_):

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 CIP Leadership Team met in September 2008 to review data and insert data into graphs and charts. The team reviewed the strengths and weaknesses. Stakeholders were provided the opportunity to contribute ideas and concerns with the CIP plan. In August and September members of the leadership team met to suggest strategies, professional development, and the budget for the CIP. The plan will be reviewed in October by the district roundtable. All suggestions made by the district roundtable will be reviewed by the CIP team and the stakeholders. Any corrections and additions will be made to the final document. The finalized CIP will be presented to the Gadsden City Board of Education for approvals and signatures.

<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>
<p>Dr. Charlotte Berry Vanessa Roberts Lynn Rogers Wendy Goodwin Sharon Lancaster Pat Bradley Kim Haynes Jacqueline Tiller Amber Buchanan Melanie Nelson</p>	<p>Principal Third Grade Teacher Reading Coach Computer Teacher First Grade Teacher Kindergarten Teacher Special Education Teacher Fourth Grade Teacher Parent Parent</p>	

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School:

July 2008

Part I - SUMMARY OF
COMPREHENSIVE

144 Gadsden City - 0190 Mitchell Elementary School

2008-2009 AYP Status	This school met 17 goals out of 17 (100%).			
	Made AYP			
	Not in School Improvement			

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	17.41	Yes
Special Education	100	N/A	0.50	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	13.38	Yes
Hispanic	~	N/A	~	N/A
White	100	Yes	19.27	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	13.00	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	21.44	Yes
Special Education	100	N/A	-4.90	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	7.65	Yes
Hispanic	~	N/A	~	N/A
White	100	Yes	27.03	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	13.18	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP	Attendance Rate Goal = 95%	Met Additional Academic Indicator
Not in School Improvement		
All Students	98%	Yes

by November 7, 2008.

System:

School:

July 2008

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).	
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.	
Number and percentage of teachers Non-HQT: 0%	Number and percentage of Classes Taught by Non-HQT: 0%
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses:
Alabama Reading and Mathematics Test (ARMT):	
Strengths: Third grade students scored above average in comparing, ordering, and expanding whole numbers in math, and in the knowledge of compound words in reading vocabulary.	Weaknesses: In reading, fifth grade students scored consistently lower in recognizing literary elements and devices from various text formats. In third grade, students consistently scored lower in finding locations on a grid using horizontal and vertical lines.
Alabama Science Assessment:	
Strengths: N/A	Weaknesses:
Stanford 10:	
Strengths: The greater percentage of students in grades 3-5 scored in the stanine 5 and above in Reading Comprehension and Mathematical Procedures in the years 2004-2006/	Weaknesses: The percentage of students in grades 3-5 scoring in stanines 1-3 has been inconsistent over the past 4 years in Mathematical Problem Solving and Reading Vocabulary.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Spring 08 DIBELS data indicated that there were 100% students in PSF in First Grade; There were no students in the At-Risk category in NWF-CLS in First Grade.	Weaknesses: The Third Grade in Spring 08' showed 11% of students were still scoring in the At-Risk category in ORF.

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School:

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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: 82% of 5 th grade students scored proficient in ADAW. The ADAW scores have improved gradually from 2004-2006.	Weaknesses: Writing mechanics was the lowest score with 31% of students scoring at Level II and 8% scoring at Level I.
ACCESS for English Language Learners (ELLs):	
Strengths: Grade spans (k-2:1/1 or 100% and 3-5 1/1 100%) scored between Level 4 (Expanding- knows and uses social English and some technical academic language), Level 5 (Bridging – knows and uses social English and academic language working grade level material), in the Listening Domain. Grade spans (k-2:1/1 or 100% and 3-5 1/1 100%) scored between Level 4 (Expanding- knows and uses social English and some technical academic language), Level 5 (Bridging – knows and uses social English and academic language working grade level material), in the Speaking Domain. Grade spans (k-2:1/1 or 100% and 3-5 1/1 100%) scored between Level 4 (Expanding- knows and uses social English and some technical academic language), Level 5 (Bridging – knows and uses social English and academic language working grade level material), in the Reading Domain.	Weaknesses: Grade Level span (k-2:1/1 or 100% and 3-5 1/1 or 100%) scored between Level 1 (Entering – knows and uses minimal social language and minimal academic language with visual and graphic support) Level 2 (Beginning – knows and uses some social English and general academic language with visual and graphic support). Level 3 (Developing – knows and uses some social English and some specific English and some specific academic language with visual and graphic support in the Writing Domain. Grade Level span (k-2:1/1 or 100% and 3-5 1/1 or 100%) scored between Level 1 (Entering – knows and uses minimal social language and minimal academic language with visual and graphic support) Level 2 (Beginning – knows and uses some social English and general academic language with visual and graphic support). Level 3 (Developing – knows and uses some social English and some specific English and some specific academic language with visual and graphic support in the Reading Domain.
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: *1.3 Prepares Resources *4.2 Manages Student Behavior	Weaknesses: *2.3 Develops the Lesson *2.4 Provides Practice/Summarization
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: See attached School Technology Plan	Weaknesses:

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Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: The faculty follows the school system's curriculum pacing guides and conducts the school system's monthly assessments were designed by grade level teachers. Students performing below 70% in these assessments are provided with explicit intensive instruction through the use of small groups/cooperative learning.	Weaknesses: Difficulty following time-line to administer monthly tests, etc.
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses:

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Part I - Continued:	
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: For the 2007-2008 school year there was a slight decline in total office referrals. There was a total enrollment of 41 total of 95 referrals or 23% office referrals.	Weaknesses: Although, there was a decline in office referrals Mitchell would like to see a bigger decline in total office referrals.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: N/A	Weaknesses:
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: Mitchell has a strong mentoring program as well as a strong grade level support system. Weekly grade level meetings held for collaboration and planning.	Weaknesses: 19% of the classroom teachers are new or with little previous classroom experience.
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 student attendance rate is 97%, and there has been a decrease in tardies and early checkouts as a result of a policy being established and enforced.	Weaknesses: The student attendance rate is 97%, and there has been a decrease in tardies and early checkouts as a result of school policy being established and enforced.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Mitchell has strong communication between parents and faculty. All students have a purple communication/home folder that goes home daily with school information. Teachers/parents schedule conferences to keep parents informed of student's progress.	Weaknesses: Some parents are difficult to maintain contact due to work schedules, etc.
School Perception Information related to student PRIDE data.	
Strengths: N/A	Weaknesses:
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: The ELL translator provided by the City Board is very knowledgeable about ELL instruction and assessment. This translator works with the students and parents to provide for their needs. The district ELL resource staff provide the school staff with updated guidance from the State and Federal level concerning interpretation of the ACCESS test data and how to incorporate and accommodate the WIDA standards into the core curriculum.	Weaknesses: There needs to be more collaboration time between the content teachers and the ELL resource staff so that each staff member understands how to interpret the ACCESS test data and incorporate the WIDA standards in the curriculum.
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: The ELL translator provided by the Gadsden City Board of Education is very knowledgeable about ESL instruction and assessment. The translator relates to the student, parents, and teacher to help establish the student's independent educational program.	Weaknesses: The district only has 1 certified ELL teacher, 2 certified staff teachers, and 1 paraprofessional/translator to cover the entire district.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths:	Weaknesses:

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 SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal format:
 The goal is to increase the percentage of students meeting or exceeding baseline proficiency on the mathematics portion of the SAT.

Data Results on which goal is based:
 Third grade students scored 68%; 4th grade students scored 75%, and 5th grade students scored 47% on the math portion of the SAT.

TARGET GRADE LEVEL(S): 3-5	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):
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STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	(+, -, N/A)
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 THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)		
Alabama Course of Study Objective #2 Mathematics Problem Solving	STRATEGY: Implement explicit intensive instruction in the classroom using instructional tools: Thinklink Learning, SuccessMaker ACTION STEP: Classroom teachers will meet together to discuss and implements strategies in lesson plans during shared planning time.	Thinklink administered 3 times a year. Use practice probes to help guide instruction	Students should show a 2% growth in standards at each checkpoint.	Diagnose deficiencies and provide intensive instruction in identified areas.	Thinklink Learning Math Facts in a Flash	Each semester	
	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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July 2008

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 SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS and be written in SMART Goal format:
 The goal is to increase the percentage of students meeting or exceeding baseline proficiency on the science portion of the science portion of the SAT.

Data Results on which goal is based:
 Fifth grade students scored 60% on the science portion of the SAT.

TARGET GRADE LEVEL(S): 3-5	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):
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STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	(+, -, N/A)
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 THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)		
Alabama Course of Study Alabama Science Course of Study, Standards--- Grade 5 Content Standards	STRATEGY: Teachers will present instruction through the use of small groups/cooperative learning and hands on activities. ACTION STEP: Science concepts will be integrated through the science and reading block. Teachers will meet during planning time to discuss how to integrate science across the curriculum.	Monthly tests Thinlink Quick Reads Read Naturally	A 2% increase at each monthly checkpoint.	*Small group, explicit instruction *Review the End of the Month Tests.	*Thinklink Learning *ALAHASP – Alabama Hands-ON Activity Science Program *Quick Reads *Read Naturally *Time for Kids	Once a semester	
	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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July 2008

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):
 The goal is to increase the percentage of students scoring in the proficiency on the Reading section of the ARMT

Data Results on which goal is based:
 Fourteen percent of the 5th grade students scored on Level II on the reading section of the ARMT.

TARGET GRADE LEVEL(S): 5	TARGET CONTENT AREA(S): Circle One <u>Reading</u> Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	+, -. N/A
Alabama Course of Study Objective 7-Comprehension/Reading/Listening/Viewing	<p>STRATEGY: Implement explicit, intensive instruction in the classroom and through further implementation of instructional tools such as: Read NaturallySE, Thinklink Learning, SuccessMaker, Renaissance Place, Literary Skills Assessment.</p> <p>ACTION STEP: Grade level teachers will use planning time to develop lesson plans that incorporate reading objectives. *Teachers will meet with Reading Coach to help diagnose reading difficulties.</p>	<p>*Thinklink administered 3 times a year *Use data from Thinklink Practice Probes to reteach nonproficjent skills. *AR Student Diagnostic Report *Lesson Plans (Detailed reading plan) *DIBELS – assessed quarterly</p>	Students should exhibit a 2% increase in proficiency at each checkpoint.	<p>*Diagnose deficiencies and provide intensive small group instruction (see lesson plans for specifics). *Work with resource teachers to help diagnose deficiencies.</p>	<p>*Thinklink Learning *Reading Renaissance *Read Naturally SE *Scott Foresman Intervention Program</p>	*Once a semester	
	<p>STRATEGY:</p> <p>ACTION STEP:</p>						
	<p>STRATEGY:</p> <p>ACTION STEP:</p>						

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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT

OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals.

<p>ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percentage of K-2 ELL students scoring 50% or higher on Level 4 Expanding on the Reading Domain. To increase the percentage of K-2 ELL students scoring 50% or higher on Level 3 on the Writing Domain. To increase the percentage of 3-5 ELL students scoring 50% or higher on Level 4 Expanding on the Writing Domain.</p>
<p>Data on which goal is based: 2008 ACCESS for ELL’s English Language Proficiency Test</p>

TARGET GRADE EL(S): K-5	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	<u>Reading</u>	<u>Writing</u>	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? (List specific strategies, not programs or program names.)	WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW? MO/QUARTERLY	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?	WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?	DATE +, -, N/A
WIDA Standards and language domains to both strategies and respective action steps listed in second column. Language Domain: Reading Language Domain: Writing	<p>STRATEGY: ELL teacher Using WIDA Model Indicators (Can dos) as guidance for developing language objectives that focus on, but are not limited to, the language domains of reading and writing. ACTION STEP: School Administrators facilitate planning and collaboration time:</p> <p>a.) ELL teacher to coach grade level teachers on how to integrate language objectives with content objectives (e.g. provide lesson demonstrations and team teaching).</p> <p>b.) ELL and classroom teachers to use planning time to develop lesson plans that integrate language objectives.</p>	<p>*Recorded Teacher Observations *DIBELS Test administered quarterly with students not meeting standards having weekly progress reports *Writing Portfolio checked weekly *EOM tests administered monthly *Standard Based portfolio assessments using formative framework of WIDA ELP standards *3 week progress reports *6 weeks progress reports *Thinklink – 3 times per year *ARMT practice test administered as per pacing guides.</p>	<p>Student should show a 2% increase in proficiency in said area. *ELLs will increase their language proficiency by .2 or more units each 6 weeks. By making these benchmarks, ELLs should progress one proficiency level which will move them from one cohort to another making APLA</p>	<p>*General Education Teacher will provide instruction (whole/small group) intervention and accommodations for ELL students to ensure the meeting of AMAOS *ELL teachers will provide additional assistance to ELL students not meeting adequate academic standards *Planning time will be provided for collaboration between the content teacher and ELL teachers to focus on academic needs of ELL students.</p>	<p>*Title II funding * Professional development for content teachers in ELL literary and coaching by ELL resource teachers *Flexible scheduling for collaboration with ELL teachers</p>	Each semester

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July 2008

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.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PRECEPTION, AND PROCESS DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW IN SUPPORT OF PLAN
Of a faculty of 30 teachers, 7 are nontenured.	*Non-tenured teachers are provided with a mentor teacher to guide first year teachers. *Grade level meetings are scheduled weekly to provide feedback and discuss curriculum issues. Teachers will meet to complete lesson plans, etc. *Teachers will meet with Reading Coach to discuss DIBELS progress monitoring data and discuss student difficulties.	State funded mentoring program	
Teacher attendance	Principal will conference with teachers who have excessive absences.	N/A	
Parent communication in relation to school events.	Communication/homework folder is sent home daily and will be signed by a parent/guardian Monthly school calendar affords parents the opportunity to know what is happening daily at school. Important dates, etc. are posted on the school marquee.	Parent volunteer lists will be used to allow parents to participate in daily school activities.	

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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)
Mitchell Elementary participates in the mentoring program that is offered by Gadsden City Schools System. The program affords on-going support for experienced teachers, transferring teachers, as well as for new inexperienced teachers. The system mentoring program offers training for both mentors and new teachers. Weekly meetings are required between mentors and new teachers, and mentors are responsible for maintaining documents that state the dates, focus, and length of each meeting. The mentor conducts observations of the new teacher to provide helpful suggestions of good educational practices. Also, the new teacher observes the mentor to view how various classroom tasks are performed, how to maintain classroom order and discipline and how to implement effective instructional practices.
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.
Mitchell Elementary school budget has allocated a total of \$1023.74 to provide professional development opportunities for the faculty and staff.
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.
Mitchell Elementary recognizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from elementary school to middle school. The following transition services are offered: An interview with a kindergarten teacher is conducted with all kindergarten students when registering. A short interview is held with the student and parents. A kindergarten “experience” is also offered in the spring. Fifth grade students are taken to tour Emma Sansom Middle School.
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.
Grade level teachers meet together weekly to plan and go over assessment data. There are also meeting s with the reading coach to interpret DIBELS data along with the reading assessment information.
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 meet in grade levels to use assessment data to guide instruction. Teachers meet with grade level teachers in the grade level above and below their grade level to provide instructional information.
6. Special Populations: Describe programs used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.
N/A
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.
Students not scoring proficient in reading and math will have the opportunity for free after school tutoring.

System:

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Part VI - Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement:

<p>A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.</p>
<p>N/A</p>
<p>B. 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.</p>
<p>*Grade level meetings *Purple Homework/Communication Folder *Monthly calendar *School/teacher website/s *Midterm/Report cards</p>
<p>C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).</p>
<p>Each grade level meets at the beginning of each school year with parents and policies/grading procedures are explained to parents. Parents sign the policy acknowledging their understanding and agreement to support school policies.</p>
<p>D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.</p>
<p>Parents have the ability to call, send e-mail, notes, etc. to provide feedback about the school's CIP.</p>
<p>E. 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.)</p>
<p>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:</p> <p>(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.</u> (Describe) Teachers will provide parents with a copy of their child's test scores. Teachers will provide parents with information on how to read and interpret the data.</p> <p>(2) <u>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.</u> (Describe)</p> <p>Parents will be provided information about resources available through the Parent Resource Center.</p>

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

F. 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/classroom teacher will provide materials to help improve the child's academic achievement.

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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? (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).

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 WILL 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
A weakness was identified that showed the need for more intensive, explicit, and differentiated instruction.	Teachers will participate in professional development for the new Scott Foresman Reading Series.	2007-2008	Students will show an increase in academic achievement across the curriculum due to teacher’s skills gained through professional development.	*Observation by school administrator *Lesson plans * Benchmark Data * PEPE	Funds provided through: *State allocation *Title II *Local School Budget	

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	
Teacher Assigned Units:	29.86	classroom teachers:	27.36	TOTAL OF ALL SALARIES \$1,439,511
Administrator Units:	1.00			
Assistant Principal:				
Counselor:	.50			
Librarian:	1.00			
Instructional Supplies				\$11,944.00
Library Enhancement				\$ 5,226.00
Technology				\$ 7,465.00
Professional Development				\$ 1045.00
State ELL Funds				
II. Federal Funds:				
Title I: Part A: Improving the Academic Achievement of the Disadvantaged			TOTAL	
<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>				N/A
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>				
Title II: Professional Development Activities			TOTAL	\$496,790.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>				
*Class Size reduction and Professional Supervisor (partial salary)				374,676.00
*Staff Development				113,568.00
*Private School (St. James and Episcopal)				3870.00
*Administrative				4675.00

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Title III: For English Language Learners	TOTAL	\$53,268.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
*75% of Certified ELL teachers' salaries *Materials and supplies		
Title IV: For Safe and Drug-free Schools	TOTAL	\$35,256.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
*Professional Development Salaries		
Title V: For 26 different uses; Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc.	TOTAL	N/A
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For Rural and Low-income Schools	TOTAL	NA
Other:	TOTAL	\$1,589,851.00
Reading First		\$ 106,723.00
Early Reading First		\$ 733,128.00
Even Start		\$ 150,000.00
21 st Century		\$ 550,000.00
Learn and Serve		\$ 20,000.00
McKinney-Vento Homeless		\$ 30,000.00
III. Local Funds (if applicable)		
Local Funds	TOTAL	
PTO for copier		5,000.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

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School:

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Part IX – MONITORING/REVIEW DOCUMENTATION

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date <u>August 26, 2008</u></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 <u>September 4, 2008</u></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>

System:

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School:

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