



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

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



<b>NAME OF SCHOOL: RAY THOMPSON ELEMENTARY SCHOOL</b>			
<b>STREET ADDRESS: 236 GOLDENROD AVENUE</b>		<b>CITY: GADSDEN</b>	<b>STATE: Alabama ZIP CODE: 35901</b>
<b>CONTACT: MRS. YOLANDO WHITE</b>		<b>TELEPHONE: 256-546-7011</b>	<b>E-MAIL: YWHITE@GCS.K12.AL.US</b>
<b>Identified for School Improvement? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Delay Status <input type="checkbox"/></b> <b>Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/></b> *Submit to LEA for Board approval. Retain the original plan in the LEA. <b>Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.</b>			
<b>Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/></b> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. <b>Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.</b>			
<b>Made AYP?</b> <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/> <input type="checkbox"/>	<b>Made AMAOs (ELL)?</b> <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>	<b>Career Tech Made AYP?</b> <b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input checked="" type="checkbox"/>	<b>Are all federal resources</b> (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? <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites.</b> <b>NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents.</b> <b>PARENT ADVISORY MEETING</b> <b>SCHOOL WEBSITE</b> <b>OFFICE</b> <b>LIBRARY</b> <b>PARENT RESOURCE ROOM</b>			
<b>*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/></b> <b>Board approval received on _____, 2009.</b>			
<b>Board Signature:</b>			
<b>Superintendent Signature:</b>		<b>Date:</b>	
<b>Federal Programs Coordinator Signature:</b>		<b>Date:</b>	
<b>Principal Signature:</b>		<b>Date:</b>	

System: GADSDEN CITY  
School: RAY THOMPSON

SEPTEMBER 18, 2009

## 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): All teachers are involved in the decision making process of developing the CIP plan in various ways. They are all given a copy of test scores during the first in school in service day. The test scores are discussed and the teachers take their scores and develop strategies based on strengths and weaknesses. They are given a copy of the plan and asked to make suggestions and turn them back in to the CIP team. Teachers and parents are also given surveys and the results are used in many areas of the plan. Parents are asked to give input during spring parent meetings and from surveys. After the CIP team meets to finalize the plan, it is passed to the budget team who uses suggestions to budget the funds based on the needs assessments. After the budget is finalized, it is voted on by the faculty and parents.**

Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	Signatures (Indicates participation in the development of the CIP)
*Mrs. Yolando White *Mrs. Susan Davidson Ms. Keisha Hunt Ms. Adrienne Edwards Mrs. Emily Ford Ms. Latera Woods Mrs. Beth Cameron Mrs. Michelle Monk Mrs. Cindy Echols *Mrs. Susie Adams Mr. Chance Goodwin Mrs. Beth Wilson Mr. Adrian Ragland Mrs. Doris Watkins Mrs. Connie Parkerson Ms. Georgia Henley Mrs. Nancy Nix Ms. Karen Miller Mrs. Crystal Wright	Principal Reading Coach Kindergarten teacher Kindergarten teacher 1 <sup>st</sup> grade teacher 1st grade teacher 2nd grade teacher 2nd grade teacher 3rd grade teacher 3rd grade teacher 4th grade teacher 5 <sup>th</sup> grade teacher P.E. teacher Special Education teacher Pre-K teacher Pre-K Headstart teacher Library Media Specialist Counselor Instructional Aide Parent	

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

**Alabama AYP Accountability Reports**

**School Status Report**

Alabama Department of Education  
 Adequate Yearly Progress Status for 2009-2010  
 Based on School Year 2008-2009 Data

144 Gadsden City - 0210 Thompson Elementary School

<b>2009-2010 AYP Status</b>	This school met 13 goals out of 13 (100%).			
	<b>Made AYP</b>			
	Not in School Improvement			

<b>Reading</b>				
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	7.21	Yes
Special Education	100	N/A	-19.00	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	6.50	Yes
Hispanic	~	N/A	~	N/A
White	100	N/A	6.00	N/A
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	6.79	Yes

<b>Mathematics</b>				
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	-5.15	Yes(CI)
Special Education	100	N/A	-42.70	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	-7.07	Yes(CI)
Hispanic	~	N/A	~	N/A
White	100	N/A	-7.40	N/A
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	-5.70	Yes(CI)

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

<b>Legend</b>	
~ Fewer than 10 students	CI Confidence Interval
N2 Small school size for participation	IM Improvement
* Small school size for proficiency	N/A Not applicable (for subgroups), fewer than 40 students
UA Uniform Averaging	2% Proficiency adjustment made for students with disabilities - the 2% rule only applies to the Special Education subgroup
SH Safe Harbor	

System: GADSDEN CITY  
 School: RAY THOMPSON

SEPTEMBER 18, 2009

**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.

<b>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).</b>	
The following assessments were used to generate data analysis: Dibels, Thinklink, progress monitoring data, SAT10, ARMT, Monthly Test, Surveys, Technology plan, discipline data, program chapter & unit test term grades, and six weeks progress grades.	
<b>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.</b>	
. Recruit HQ teachers, mentor them, provided job-embedded professional development, provide side by side coaching, monitor them, ensure they are allowed to participate in workshops and conferences, allow classroom visits, conduct book studies, grade level meetings, and data meetings as well as question and answer sessions during faculty meetings.	
Number and percentage of teachers Non-HQT: 0/0%	Number and percentage of Classes Taught by Non-HQT: 0/0%
<b>Alabama High School Graduation Exam (AHSGE):</b>	
Strengths: Gadsden City School system aligns the (AHSGE) standards each year after adopting new textbooks that are aligned with ALCOS.	Weaknesses: More emphasis needs to be placed on the graduation exam in the lower level.
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
Strengths: 3 <sup>rd</sup> grade reading 91%, math 79%: 4 <sup>th</sup> grade reading 81% , 5 <sup>th</sup> grade reading 85%	Weaknesses: 4 <sup>th</sup> grade math 50%, 5 <sup>th</sup> grade math 64%
<b>Alabama Science Assessment:</b>	
Strengths:	Weaknesses: 5 <sup>th</sup> grade scored in the 39 <sup>th</sup> percentile and the 4 <sup>th</sup> stanine
<b>Stanford 10</b>	
Strengths: 3 <sup>rd</sup> grade 65% = 4-9 stanine in reading & 76% = 4-9 stanines in math: 4 <sup>th</sup> grade 52% = 4-9 stanine in reading & 60% = 4-9 stanines in math: 5 <sup>th</sup> grade 73% = 4-9 stanine in reading & 59% = 4-9 stanine	Weaknesses: 3 <sup>rd</sup> grade reading 35% in 1-3 stanine & math 24% in 1-3 stanines: 4 <sup>th</sup> grade Reading 48% in 1-3 stanines & math 40% in 1-3 stanines: 5 <sup>th</sup> grade reading 27% in 1-3 Stanines & math 41% in 1-3 stanines
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b>	
Strengths: Kindergarten =94%PSF , First grade 73= ORF, Second grade = 63%	Weaknesses: First and Second grade fell short of their goal of at least 80% in ORF.

<b>Part I - Continued:</b>	
<b>Alabama Direct Assessment of Writing (ADAW):</b>	
<b>Strengths: 67% scored level III &amp; IV.</b>	<b>Weaknesses: 27% scored level I &amp; II.</b>
<b>ACCESS for English Language Learners (ELLs):</b>	
<p><b>Strengths:</b> We had no strengths at the K-2 or 3-5 grade spans.</p> <p><b>Grade span (K-2 = 0/6 or 0% on Listening, 0/6 or 0% on Speaking, 1/6 or 17% on Reading, 0/6 or 0% on Writing)</b> scored between <b>Level 4</b> - (Expanding – Knows and uses social English and some academic language) and <b>Level 5</b> – (Bridging – Knows and uses social English and academic language working with grade level material).</p> <p><b>Grade span (3-5 = 0/2 or 0% on Listening, 0/2 or 0% on Speaking, 1/2 or 50% on Reading, 0/2 or 0% on Writing)</b> scored between <b>Level 4</b> - (Expanding – Knows and uses social English and some academic language) and <b>Level 5</b> – (Bridging – Knows and uses social English and academic language working with grade level material).</p>	<p><b>Weaknesses:</b></p> <p><b>Grade spans (K-2 = 6/6 or 100% on Listening, and 6/6 or 100% on Speaking, 5/6 or 83% on Reading, 6/6 or 100% on Writing)</b> scored between <b>Level 1-</b> (Entering- Knows and uses minimal social language and minimal academic language with visual and graphic support. <b>Level 2–</b> (Beginning- knows and uses some social English and general academic language). <b>Level 3-</b> (Developing – Knows and uses social English and some specific academic language with visual and graphic support).</p> <p><b>Grade spans (3-5 = 2/2 or 100% on Listening, 2/2 or 100% on Speaking, 1/2 or 50% on Reading, and 2/2 or 100% on Writing )</b> scored between <b>Level 1-</b> (Entering- Knows and uses minimal social language and minimal academic language with visual and graphic support.) <b>Level 2–</b>(Beginning- knows and uses some social English and general academic language). <b>Level 3-</b> (Developing – Knows and uses social English and some specific academic language with visual and graphic support).</p>
<b>Professional Education Personnel Evaluation (PEPE) School Profile Information:</b>	
<b>Strengths: Teachers do a great job in securing the attention of the students and most items on the evaluation are Followed and observed.</b>	<b>Weaknesses: : More technology could be used by the teachers during instructions in all the clas to enhance the lesson.</b>
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</b>	
<p><b>Strengths:</b> AAA is not administered here at Ray Thompson. It is administered at other schools in the district where there are Greater numbers of students who fall into that area of ability. Technology survey indicates a need for more technology Usage in the instruction.</p>	<b>Weaknesses: Many teachers continue to need help or training in the area of implementing Technology to enhance the instructions.</b>
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</b>	
<b>Strengths: Parent surveys were well received and most were very positive.</b>	<b>Weaknesses: Many did not understand what Title I was.</b>
<b>Career and Technical Education Program Improvement Plan:</b>	
<b>Strengths: We will use data from the high school.</b>	<b>Weaknesses: The high school plan will be improved.</b>

<b>Part I – Continued (CULTURE RELATED DATA):</b>	
<b>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).</b>	
<b>Strengths:</b> Most of the discipline is in the area of disobedience or defiance. There are only a few serious incidents.	<b>Weaknesses:</b> Students continue to need placement in alternative settings . Many of the students have underlying problems that contribute to what appears to be behavior problems. We presently have a full time counselor and a social worker on staff now.
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths:</b> The graduation rate has improved district wide. There are alternative programs available to the Students (i.e., C.I.T.Y., G.E.D., Occupational diplomas.	<b>Weaknesses:</b> There are still students that continue to drop out.
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths:</b> A great deal of the teacher absences were due to professional development training.	<b>Weaknesses:</b> Job-embedded professional development training takes away from instructional time.
<b>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 applica</b>	
<b>Strengths:</b> A very small percentage of the students have attendance problems. Only 1 warrant was filed against a parent last year.	<b>Weaknesses:</b> Tardies continue to be a problem that interfer with student instructional time in the Reading block.
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
Many of our parents have at least a high school diploma.	<b>Weaknesses:</b> There are still a few parents who are illiterate
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b>
<b>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 (AM</b>	
<b>Strengths:</b> The ELL translator provided by the Gadsden City Board is very knowledgeable about ESL 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 up dated 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.	<b>Weaknesses:</b> 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.
<b>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 (AM</b>	
<b>Strengths:</b> Assistance by part-time district personnel for ELL students in regular classroom or pull-out sessions teach language skills, provide examples of accommodations to the general education teacher and train staff on ACCESS data and WIDA standards.	<b>Weaknesses:</b> The District only has 1 certified ELL teacher, 2 certified staff teachers, and 1 para-Professional/translator to cover the entire district.
<b>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</b>	
<b>Strengths:</b> Teachers, administrators, central office, and SDE are all working together to eliminate problems in Areas of curriculum alignment, instructional materials, instructional strategies, and reform strategies. Extended Learning opportunities are afforded through a partnership with Darden Rehab and a 21 <sup>st</sup> Century grant.	<b>Weaknesses:</b> For some students there continue to be transportation problem. Therefore, they are not able to remain for extra help. Many students do not have computers with internet access and cannot get homework help on-line.

**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.

<b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> Students will continue to benchmark at greater than 80% on the DIBELS assessment which is used as an indicator during the 2009-2010 school year.
<b>Data Results on which goal is based: DIBELS</b>

<b>TARGET GRADE LEVEL(S):</b> <b>KINDERGARTEN</b>	<b>TARGET CONTENT AREA(S):</b> Circle One <b>Reading</b> Math    Science    Other	<b>AHSGE:</b> Reading    Math    Science    Social Studies    Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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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)
<b>K: 1</b> Phonemic Awareness	STRATEGY: K: 1 Phonemic Awareness Center activities Implement during whole group time Teach during LFL ACTION STEP: Explicit and systematic instruction activities	ISF- PSF, LNF DIBELS Teacher observation Program data Work sheets Progress monitoring	Intervention, Learning Stations, Teacher Explicit Instruction, small groups My Sidewalks Intervention Kits	Core Reading program Phonemic awareness book for children corrections, poems, charts, computer programs, charts, copier, paper, graphs, white boards, markers, erasers, sentence strips, laminating film \$1200.00 My sidewalk intervention kit \$1600.00

**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.

<b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> Students will obtain at least 80% master on their monthly tests and End of Year Math test by spring of 2010.
<b>Data Results on which goal is based:</b> Chapter Tests, Unit Test, & EOY tests

<b>TARGET GRADE LEVEL(S):</b> <b>KINDERGARTEN</b>	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <b>Math</b> Science    Other	<b>AHSGE:</b> Reading    Math    Science    Social Studies    Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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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)
<b>K: 1</b> MA 1 & MA 5	STRATEGY: K: Teacher will describe relative location using positional terms and replicating patterns using concrete objects ACTION STEP: Explicit and systematic instruction activities give examples of : inside, outside, up, down. Sort & classify	Teacher observation Program data Work sheets Progress monitoring	Intervention, Learning Stations, Teacher Explicit Instruction, small groups Provide manipulatives	Dry erase boards, manipulatives, charts, computer programs, charts, copier, paper, graphs, white boards, markers, erasers, sentence strips, laminating film \$1200.00

**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):** First grade students will increase from 73% to 80% in ORF on the DIBELS assessment.

**Data Results on which goal is based: : DIBELS, Group placement test, Monthly Test, Unit Test, Freshreads, Baseline tests, progress monitoring**

<b>TARGET GRADE LEVEL(S):</b> <b>FIRST (1<sup>ST</sup>)</b>	<b>TARGET CONTENT AREA(S):</b> Circle <b>One</b> <b>Reading</b> <b>Math</b> <b>Science</b> <b>Other</b>	<b>AHSGE:</b> <b>Reading</b> <b>Math</b> <b>Science</b> <b>Social Studies</b> <b>Language</b>	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
ALOC 1.6	STRATEGY: Instruct in Comprehension & Retelling  ACTION STEP: Direct instruction – modeling Think aloud activities Graphic organizers Provide ample time to read	Progress monitoring weekly Dibels Test Graphic Organizers Fluency test Connections Read Naturally Leveled readers Success Maker	Small group instruction Intervention TIER I,II,III after viewing data after each six weeks unit test adjustments will be made	Retelling frames \$150 Charts, graphs, sentence strips, computer software programs, chart paper, copier paper, white boards & markers, erasers, classroom libraries \$1,000.00

**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):** Students will master math skills and objectives with 80% accuracy in their Harcourt math series during the 2009-2010 school year.

**Data Results on which goal is based: Monthly test, chapter test, and unit test.**

<b>TARGET GRADE LEVEL(S):</b> <b>FIRST (1<sup>ST</sup>)</b>	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <b>Math</b> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
ALCOS 1.16	STRATEGY: Instruct students in basic facts  ACTION STEP: Funbrain - math baseball Timed test, flashcards Manipulatives – beans, sticks Question of the Day Fact Bingo Playing card Using dominos Conducting drill test 3 times per week	End of chapter test Monthly test End of year Daily Workbook Pages Progress monitoring	Small group instruction Intervention Pair them up Provide manipulatives BBSST strategies	Computers programs \$200.00 Number dice \$ 25.00 Success Maker program \$1200.00

**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):** Students will increase their math procedure and problem solving from the 4 stanine to the 5<sup>th</sup> stanine and obtain mastery of 80% on monthly test.

**Data Results on which goal is based: SAT/10 & Monthly Test**

<b>TARGET GRADE LEVEL(S):</b> SECOND (2 <sup>ND</sup> )	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <b>Math</b> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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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)
COS 2-12 Two digit addition and subtracting with regrouping	STRATEGY: whole group addition & subtraction regrouping  ACTION STEP: Will use work mats with ten rods and one cube. Will use Harcourt Math Alabama student books Dice, cards, dominoes, Computer programs workbooks	Monthly Test Informal Assessment Success Maker Unit & chapter test worksheets	Small group peer tutoring Side by side coaching will be put in place after each monthly test is given	Ten rods and one cube units Additional teacher resource book. \$60.00 Success Maker program \$1200.00

**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):** Students will increase their ORF from 63% to 80% on the DIBELS and improve their comprehension from the 4<sup>th</sup> stanine to the 5<sup>th</sup> stanine on the SAT/10 during the 2009-2010 school year.

**Data Results on which goal is based: DIBELS/SAT/10**

<b>TARGET GRADE LEVEL(S):</b> <b>SECOND (2<sup>ND</sup>)</b>	<b>TARGET CONTENT AREA(S):</b> Circle <b>One</b> <b>Reading</b> Math    Science    Other	<b>AHSGE:</b> Reading    Math    Science    Social Studies    Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
Comprehension COS 2-4 & 2-5	STRATEGY: Provide ample reading and modeling of a good reader  ACTION STEP: Cold Reads, AR, Graphic Organizer, Text talk, paired reading, Choral reading, listening to stories on tape, model good reading, teaching them to track, using test taking strategies, Teaching sequence, compare & contrast, main idea, details, journal writing, answering open ended questions, writing across the curriculum, taking it to the text, reading informational text	STAR Progress Monitoring DIBELS Unit test Selection test Fresh Reads Fluency Reads Baseline test EOY tests Graphic organizers	Intervention Peer tutoring Connections My Sidewalks are some strategies that will be put into place after assessments are given weekly, bi-weekly, after five weeks, monthly, during Tier II & III.	Books, Books on tape , sticky notes, chart paper, Wipe off boards, markers, erasers, copy paper \$1000.00 Text Talk \$700.00 My Sidewalk Intervention Kit \$1600.00

**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.

<b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> Students will increase reading vocabulary, comprehension or retelling from 83% to 85 % without level II's during the 2009-2010 school year.
<b>Data Results on which goal is based:</b> ARMT,

<b>TARGET GRADE LEVEL(S):</b> <b>THIRD</b> (3 <sup>RD</sup> )	<b>TARGET CONTENT AREA(S):</b> Circle One <b>Reading</b> Math    Science    Other	<b>AHSGE:</b> Reading    Math    Science    Social Studies    Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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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)
3.0 Reading Comprehension Recreational Informational Increase background 3.8	STRATEGY: reading to increase recreational, functional, literary text by modeling strategies used by good readers  ACTION STEP: Fresh reads in non-fiction Reading (informational reading) Textbook – Harcourt Knowledge – Thinklink Choral reading Echo reading Paired reading Listening to books on tape Using test taking strategies Underlining where the answers were found Writing about what was read Using graphs, charts, and webs to organize thoughts	3 times a year Think link STAR – Quarterly DIBELS – Weekly SAT / ARMT	Computer assistance Ind. Instructions Small group Aides, Tutoring sessions These strategies will be implemented after each week progress monitoring, bi- weekly, monthly or quarterly test.	Text talk , Decodable text NAEP Read naturally Conversational partner work AL, OL, BL readers \$1,000 Copier, copier paper, sentence strips, charts, chart paper, white boards, markers, erasers, cd/tape players, head phones \$2500.00 Journals, computer software, \$150.00 Tape recorders/cd players, head phones, jacks \$500.00

**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.

<b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> Third graders will increase their annual measurable objective goal to 74% to obtain proficiency with level III's and IV's.
<b>Data Results on which goal is based:</b> ARMT & SAT

<b>TARGET GRADE LEVEL(S):</b> THIRD (3 <sup>RD</sup> )	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <b>Math</b> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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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)
3.2 Mathematics Problem Solving Number sense and operation	STRATEGY: Demonstrate, and Model how to problem solve using basics from number sense and operations  ACTION STEP: Hands on manipulative math kits for each student, use authentic problems, break problems down, draw pictures, tallies, number lines, graphs, make up problems, use objects, give drill test,	Weekly and monthly test Unit assessments Quarterly tests Workbook Homework Classwork observation	EDGE (after school program) Computer assistance after school tutoring Success Maker Thinklink probes will be on going after daily, weekly, monthly, quarterly assessments are given.	FASTTRACK (Math) Math manipulatives kits Harcourt practice Computer programs \$300 Free web sites Paper, copier, number lines, chart paper, cards, dominoes, games, \$350.00

**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):** Students will increase their annual measurable objective goal from 66% to 82% by the Spring of 2010 using level III and Level IV to obtain proficiency.

**Data Results on which goal is based: ARMT**

<b>TARGET GRADE LEVEL(S):</b> <b>FOURTH (4<sup>TH</sup>)</b>	<b>TARGET CONTENT AREA(S):</b> Circle <b>One</b> <b>Reading</b> Math    Science    Other	<b>AHSGE:</b> Reading    Math    Science    Social Studies    Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
LA 4.1 Comprehension Initial understanding under functional, informational, & literary	STRATEGY: Model and demonstrate initial understanding of functional, informational, and literal reading  ACTION STEP: find answers in text (highlight) Graphic organizers, story webs, compare & contrast charts sequence drills Provide ample reading opportunities Pair reading Choral reading Echo reading Listening to models of good readers on tape	Thinklink – Quarterly STAR – 3 times per year SAT/ARMT – Spring Weekly, bi-weekly, monthly fresh read Work sheets Unit test Baseline Test EOY test	Individualized instruction, small groups, teacher aides, computer drills, Tier II, Tier III, independent stations peer helpers	Text talk, NAEP, Read Naturally, Intervention readers, Connections, leveled readers \$500.00 Paper, copier, charts, chart paper, sentence strips, Highlighters, white boards, erasers, markers, stickey notes \$500 CD player, cassette player, headphones, jacks Mimio board, wand, tablet, clickers \$3500.00
	STRATEGY:  ACTION STEP:			

**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):** Students will increase their annual measurable goal from 50% to 78% to obtain proficiency, but from 50% to 60% to obtain safe harbor by the spring of 2010.

**Data Results on which goal is based: ARMT**

<b>TARGET GRADE LEVEL(S):</b> FOURTH (4 <sup>TH</sup> )	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <b>Math</b> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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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)
4.6 / 4.7 Problem Solving Addition, subtraction, multiplication, & division	STRATEGY: Demonstrate and model how to solve word problems by using basic addition, subtraction, multiplication, and division through authentic methods  ACTION STEP: Clue words, re-reading, dissect question @end, group overhead practice, group practice, create real word problems using students and objects that they can relate to. Use Manipulative, charts, graphs, number lines, count on and count down methods	Thinklink – year quizzes/tests – weekly per 9 weeks End of month test Worksheets Workbook Classwork Homework Success Maker On-Line web sites	Teacher aides Transparencies Overhead supplies Listening centers EDGE Small group Peer helpers Order extra practice materials from PTRC Contact parents for conference Give information for help on line and tutors	\$ for test practice workbooks, Overhead light Mimio boards, wands, computers, clickers, tablets \$3500.00 Computer programs \$1200.00 Charts, graphs, number lines, \$200.00
	STRATEGY:  ACTION STEP:			

**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.

<b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> Students will increase their annual measurable goal from 73% to 85% without the use of level II to obtain proficiency during the Spring of 2010.
<b>Data Results on which goal is based:</b> ARMT

<b>TARGET GRADE LEVEL(S):</b> <b>FIFTH</b> <b>(5<sup>TH</sup>)</b>	<b>TARGET CONTENT AREA(S):</b> Circle One <b>Reading</b> Math    Science    Other	<b>AHSGE:</b> Reading    Math    Science    Social Studies    Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
Reading Comprehension <b>5.1 – 5.8-.5</b>	STRATEGY: To model and demonstrate strategies used by a good reader to gain understanding of what is read  ACTION STEP: Cold read, informational text (non-fiction) Echo read Choral read Listen to good readers on tape/CD Track Scaffold Identify characters, characters mood & traits, setting, genre Compare and contrast information Utilize graphic organizers Use test taking strategies	Star, Thinklink, , ARMT Base line test Workbook Worksheets Unit tests Home work Observation monitoring	Individualized instruction, Aides, small groups, intervention with Tier II & III Assign peer helpers after weekly, bi-weekly, monthly, quarterly assessments show an area of weakness.	Charts, sentence strips, paper, copier, cd player, head phones, jack books on tape – Timer Over head transparencies, white boards, markers, erasers, \$600.00 Mimio bundles with class set of clickers \$3500.00 Leveled libraries Subscription to Geographic or kids time magazines \$250.00

**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.

<b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Students will improve their annual measurable objective goal from 47% to 77% to obtain proficiency, but from 47% to 57% to obtain safe harbor during the Spring of 2010.</b>
<b>Data Results on which goal is based: SAT/10 &amp; ARMT</b>

<b>TARGET GRADE LEVEL(S): FIFTH (5<sup>TH</sup>)</b>	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <b>Math</b> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
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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)
5.21 (Problem Solving) 5.13. Numbers and Operations	STRATEGY: Modeling and Demonstrating how to solve word problems by using basic computation skills from numbers and operations ACTION STEP: Manipulatives, Modeling, Math graphs, Use authentic word problems, use students and objects in the room to demonstrate the technique of solving a problem, Allow students to make up their own word problems using basic operations	Monthly test End of the unit Thinklink probes and assessments Success Maker	Small groups Peer tutoring Intervention EDGE Success Maker These methods will be used after weekly, monthly, quarterly are given based on individual weaknesses.	2 computers \$ 2,000 Mimio bundles with clickers \$3500.00 Graph paper, copier paper, dry erase boards, erasers, markers, overhead transparencies, lightbulbs, visa markers \$200.00

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

<p><b>ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b>                  To increase <b>K-2 grade span</b> level 1-2 by 1.00, level 3 by .80, level 4 by .60, level 5 by .40 on the <b>Listening , Speaking, Reading, and Writing Domains.</b>                  To increase <b>3-5 grade span</b> level 1-2 by .80, level 3 by .60, level 4 by .40 on the <b>Listening , Speaking Reading and Writing Domains.</b></p>
<p><b>Data on which goal is based:</b>                  WIDA: 2009 ACCESS</p>

<p>TARGET GRADE LEVEL(S):K-2 3-5 GRADE SPAN</p>	<p>TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.</p>	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Comprehension</b>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
(WIDA Standards and language domains pertain to both strategies and respective action steps Listed in second columns) Language Domain: <u>Listening</u> Language Domain: <u>Speaking</u> Language Domain: <u>Reading</u> Language Domain: <u>Writing</u>	STRATEGY: Using WIDA Model Performance Indicators (CAN DO’s) as guidance for developing language objective that focus on, but are not limited to the language domains of reading, writing  ACTION STEP: School administrators facilitate planning and collaboration time for: 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), B) ELL and classroom teachers to use planning time to develop lesson plans that integrate language objectives.	<ul style="list-style-type: none"> <li>• ACCESS Test</li> <li>• Recorded Teacher Observations</li> <li>• DIBELS Test- administered 3 times a year with students not meeting standards having progress monitoring</li> <li>• I-English Language Plan (I-ELP)</li> <li>• WRITING Portfolios done weekly</li> <li>• 4.5 weeks Progress Reports</li> <li>• 9 weeks Report Cards</li> <li>• Thinklink 2 times a year</li> <li>• ARMT practice test administered as per pacing guides</li> <li>• Success Maker 2 times a week</li> <li>• Early STAR/STAR administered 3 times a year</li> </ul>	<ul style="list-style-type: none"> <li>• General Education teacher will provide instruction (Whole group and small group), intervention, and accommodations for ELL students in the regular classroom to ensure the meeting of AMAO’s</li> <li>• Ell teachers will provide additional assistance to ELL students not meeting adequate academic standards</li> <li>• planning time will be provided for collaboration between the content teacher and ELL teachers to focus on academic needs of ELL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Title I funding</li> <li>• Title III Funding</li> <li>• professional development for content teacher in ELL literacy and coaching by ELL resource teachers</li> <li>• Flexible scheduling for collaboration with ELL teachers</li> </ul>

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

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

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)
There continues to be classroom behaviors that causes disruption from the same students.	<p>STRATEGY: Implement strategies that changes behavior</p> <p>ACTION STEP: Review routines &amp; procedures Use best practice Use Direct Instruction Play teacher.student game Create a loop Contact parents Develop a behavior plan Teacher character education each day Role play Seek the counselors help Use the First Fifteen Days of School</p>	<p>Discipline Logs Incentives purchased Conduct charts Teacher student games</p>	<p>Conduct conferences with parents, students Use outside resources (resource officers, probation officers, mentors Remove the child from the classroom a short period of time</p>	<p>Harry Wong Books, Tapes \$450.00 Purchase books on correct behaviors \$150. Workshops for teachers \$ 1500.00 Substitutes \$770.00</p>
NUMEROUS SIR REPORTS SUBMITTED	<p>STRATEGY: Provide ample training in classroom management</p> <p>ACTION STEP: attend workshops Use behavior strategies from Lee vs. Macon Teacher social skills Work with counselor on behaviors that need addressing</p>	<p>Calendars Awards/Incentives Parties observation</p>	<p>Contact parents Follow discipline plan (local, school) Provide counseling Refer to a private counseling agency Send to social worker</p>	<p>Rewards/Incentives for good behavior Tokens = \$1,260 Parties = \$500.00</p>

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

<b>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)</b>
New teachers are assigned to one of the mentors in the building. The mentor offers help in a variety of ways at several intervals throughout the day. The mentoring takes place mainly during planning periods or after School.
<b>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.</b>
The central office sets aside 10% of the budget before given the school the final amount to be budgeted. The remaining money is combined to purchase materials and supplies that are needed for the students, for professional development workshops and for substitutes.
<b>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.</b>
Teachers from both levels come together to discuss the needs of the students and make preparation for the up and coming or going students. They talk about specific programs and for students with special needs, Discuss the accommodations needed.
<b>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.</b>
Thompson's teacher's are 100% highly qualified. The board set aside money for any teacher who is not HQ to return to school or to take the PRAXIS test.
<b>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.</b>
A common planning time is set aside in each grade level for planning meetings. Teachers meet as a grade level, teachers meet with the reading coach, and the principal during data meetings to address specific student Needs. Data meetings are help after scheduled assessments and after progress monitoring or testing to see if changes to groupings or materials are necessary.
<b>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.</b>
All students at Thompson Elementary School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services,, and counseling services. We also works in cooperation with the Etowah County Department of Human Resources, The Family Success Center, Rosehaven, Big Brothers/Big Sisters, and various local churches and other community resources to provide students with necessary school supplies, food, clothing, and shelter. All limited-English proficient students are identified upon enrollment. Each new student receives a Home Language Survey to assess the need for limited-proficient testing. All students whose home language is one other than English are then tested using the WIDA Access Placement test (W-APT) to determine eligibility for ELL services. If the parents or guardians agree for the student to receive services, then the student is provided support by an ELL teacher. The ELL teacher is also utilized as an interpreter to communicate with parents of ELL students when the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The progress of ELL students is assessed every four weeks by the ELL teacher and an update is sent home to parents. Students are also tested annually on the standardized ACCESS test to further gain data of academic performance. ELL students who score proficient on the WIDA Access test and are functioning on grade level becomes eligible to exit the ELL program and is monitored for two years to ensure success. Migrant students are identified upon enrollment. Parents or guardians complete an agricultural survey which assesses whether the student qualifies for migrant services.

**Migrant students automatically qualify for free breakfast and lunch. Migrant students are guaranteed access to all services and programs available to the rest of the student population.**

**All homeless, migratory, and limited –English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.**

**Upon need of funding or support for homeless students, the counselor will contact the district homeless coordinator for such assistance.**

**Thompson Elementary provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. We utilize a Building Based Student Support Team to identify students who are at-risk both academically and behaviorally. The BBSST team considers each student carefully to determine if there is a need for a referral for special education testing. Once a student is referred for testing, the special education coordinator tracks referrals and notices to parents concerning eligibility meetings. An IEP team convenes to determine eligibility for special education services. Once a student is eligible, an Individualized Education Plan is developed based on the results of testing, concerns of parents, and the academic, developmental, and functional needs of the child. The goal of our special education program is to educate the child in the least restrictive environment possible. We ensure that students with disabilities have access to the same services and programs as all other students.**

**Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family incomes are eligible to receive free or reduced breakfast and lunch during the school day.**

**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.**

**Extended learning is provided through an after school program “EDGE” provided through a 21<sup>st</sup> Century grant and through a partnership with Darden Rehabilitation Services. When there is money available, Title I funds are used for Summer school for three weeks.**

**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]:**

<b>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.</b>
An overview of the CIP is presented at the annual Title I meeting. Parents are informed of academic status, areas of improvement, expenditures, and an explanation of why the school is funded by Title I. Parents are asked to offer any suggestions or concerns. Parents are also offered to participate in the budget planning. Parents are informed of the plan and invited to participate on the planning committee to offer comments or concerns for their child’s education. Workshops are offered for parents during family nights several times throughout the year. Annual surveys are sent home that includes review and improvement suggestions. Brochures are ordered that deal with self help, helping students academically, books on tape are purchased, parent liaison is funded and incentives are funded with parental involvement and Title I money, which includes the 1% set aside money.
<b>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.</b>
Three meeting a year will be set up for parents to come in and convene to discuss the needs of students and to offer suggestions as to what student needs are. The parents will be given the previous years plan and Compact and asked if there are any additions, changes, or suggestions. They will also be allowed to evaluate the programs that are put in place. Meetings usually take place after school or before a PTO meeting. Every students in the school will receive a handbook and code of conduct book that includes policies and procedures and data about the school and other activities. Standardized testing is given to each parent during our annual open house, during parent conferences or sent home in the first report card if a parent can’t attend. Calendar of events are sent home monthly followed by reminder notes, marquee postings and grading period newspapers to inform parents of upcoming events. The CIP plan is available in the office, on the school web site, in the library, reviewed during annual Title I meeting and available upon request. Parents can also receive updates on the school web site and from individual teacher newsletters and through e-mails.
<b>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.</b>
All correspondence is provided to parents in language they can understand and a translator is available when needed. We also have access to websites to will translate information that is needed. Three meeting a year will be set up for parents to come in and convene to discuss the needs of students and to offer suggestions as to what student needs are. The parents will be given the previous years plan and Compact and asked if there are any additions, changes, or suggestions. They will also be allowed to evaluate the programs that are put in place. Meetings usually take place after school or before a PTO meeting. Every students in the school will receive a handbook and code of conduct book that includes policies and procedures and data about the school and other activities. Standardized testing is given to each parent during our annual open house, during parent conferences or sent home in the first report card if a parent can’t attend. Calendar of events are sent home monthly followed by reminder notes, marquee postings and grading period newspapers to inform parents of upcoming events. The CIP plan is available in the office, on the school web site, in the library, reviewed during annual Title I meeting and available upon request. Parents can also receive updates on the school web site and from individual teacher newsletters and through e-mails.
<b>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).</b>
In addition to the surveys that are sent home each year, parents are invited to participate in the annual Title I meeting and to serve on the advisory board to give their input or suggestions on the compact. The parents and teachers put together a working agreement between the home and the school. They all sign the agreement during a conference that is set up by the teacher to discuss the students progress.
<b>E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.</b>
If a specific component of the CIP Plan is not satisfactory to a parent, the parent will submit their comments in writing to the School. The principal, teachers, and other participating parents will review and submit in writing, their findings to the CIP committee in order to resolve any differences. If there are any other resolutions, the Title I Coordinator will meet with the committee. <ul style="list-style-type: none"><li>• Provide parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children</li><li>• To the extent practical and with no barriers, provide opportunities for the participation of parents with limited English proficiency, disabilities, homeless or migratory children</li></ul>

**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) 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)**

Training for parents will be offered during the annual Title I parent meeting, family nights, advisory meetings . Parents are informed in PTO meetings, conferences, notes, marquee boards , parent news letters, and e-mails. Parents are provided tips for helping their students, informed of students' academic status, given resources, informed on the grading system, invited to volunteer to read to students, and help teachers, given the safety plans, the grading system, informed of schools curriculum, attendance policy, and uniform policy during these meetings. Parents are invited to participate on CIP, Technology, Safety, compact, and budget teams.

**(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)** Materials are provided in make and take workshops on family nights. They are also provided with tips to help their children from brochure that are purchased with parental involvement funds. Information is also given to parents about the parent teacher resource center. The teachers or reading coach, and librarian provides information on reading, technology, math, and accelerated reading.

**(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)** Teachers are provided opportunities for professional development through JSU in-service center, district in-service, state department, conferences, job-embedded training and through other offers. Other staff are given professional development opportunities through out side sources and district training. Teachers are encouraged during committee meetings and faculty meetings to reach out to community resources as a part of the educational process for funding and partnerships in the schools. Parents are provided information during the above mention meetings on different agencies that provide help to families.

**(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 provided tracts, pamphlets and other resources such as books, flash cards, websites to help them with their child's educational needs.

**(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)** All correspondence is sent to parents in a language that parents can understand to the extent practicable concerning meetings. The correspondence is translated by the districts ELL translators or through a translating website provided.

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

Parents will be given any reasonable support needed during parent conferences from the principal, teachers, counselor, and secretary when requested. Any time there are other family needs, we will contact family agencies that can provide help with clothing, housing, books, and supplies. We will also provided contact for other needs such as abuse, neglect, or mental Challenges.

**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.**

All correspondence is translated in a language that the parents can understand by district translator or a program on the internet concerning any school function or activity. Parents are also informed during meetings, Calls, conferences. When parents of students with disabilities inform us of a concern, every effort is made to accommodate them in a timely manner and by meeting all mandated time lines. The building is also handicap Accessible. If a student is temporarily disabled, accommodations are put in place for that student.

**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](http://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
Reading	Job-embedded training	When needed after monitoring and walk throughs On-going	Teachers will be better prepared to deliver explicit instructions	Through test scores, monitoring, meetings, Educate Alabama, data Meetings	Meeting the Challenge, Jack Page, Title I,  Job-embedded \$2,000.00 for substitutes	
Math	Workshops, conferences, webinars, training	On-going when advertised	Teachers will be able to better deliver math objectives	Monitoring, test scores, Educate Alabama	Meeting the Challenge, Jack Page, Title I	

DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget

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

**Example:**

<b>I. State Foundation Funds:</b>		
<b>State Foundation Funds</b>	<b>TOTAL</b>	<b>\$944,329.00</b>
Teacher Assigned Units: 14.78 classroom teachers: 12	<b>TOTAL OF ALL SALARIES</b>	
Administrator Units: 1		
Assistant Principal:		
Counselor: .50		
Librarian: .50		
Instructional Supplies		
Library Enhancement		
Technology		
Professional Development		
State ELL Funds		
<b>II. Federal Funds:</b>		
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	<b>TOTAL</b>	<b>\$39,951.00</b>
<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><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p> <p>Travel            Substitutes            Materials/supplies            Copiers            Conferences            Renaissance learning contract            School safety check in            STI renewal            Library automation system</p>		

AVG Renewal Metro (fiber optic lines) Success Maker Liscense Upgrade computers/software Professional Development training Parental involvement incentives Stipends Registration Furniture/fixtures Audio/video	
<b>ARRA FUNDS</b>	<b>TOTAL \$9,545.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Professional development Substitutes Stipends Travel Computer/Technology Bundles	
<b>Title II: Professional Development Activities</b>	<b>TOTAL \$485,096.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Mr. Arthur 20% Professional Development Program Improvement Dr. Asbury .05% Professional Development Personnel and PDP Dr. Smoots 50% Mentor & counseling Technicians 21%	\$84,624.01
Professional Development conferences, stipends, substitutes, etc.	\$81,031.18
2 Private schools Professional Development: St. James & Episcopal	\$5,744.00
Class Size Reduction Unit: Walnut Park 1- unit K- Maine, Donehoo – 1 unit 1 <sup>st</sup> grade Ms. Fox, Thompson – 1 unit (TBA), GMS 1- unit 6 <sup>th</sup> Ms. Eubanks, LMS – 1 unit Mr. Smith (Salaries & Benefits)	\$310,786.81
Substitutes for CSR	\$ 2,910.00
<b>Title III: For English Language Learners</b>	<b>TOTAL \$70,641.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> 2 – Certified teachers for ELL (.95) FTE to work among all schools. Money also includes Professional Development training, materials, and supplies	

<b>Title IV: For Safe and Drug-free Schools</b>	<b>TOTAL</b>	<b>\$31,131.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
4% of 9 Elementary and Middle School Counselors Salary & Benefits		\$22,466.00
Scientifically Researched Based Programs and Activities for Safe/Drug Free		\$3,968.00
Professional Development for all counselors		\$2,600.00
SRO communication services		\$400.00
2 Private Schools (St. James & Episcopal) Safe & Drug Free Programs		\$1,075.00
General Administrative costs		\$622.00
<b>Title VI: For Rural and Low-income Schools</b>	<b>TOTAL</b>	<b>N/A</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Other: 21<sup>st</sup> Century, Learn and Serve, Even Start</b>	<b>TOTAL</b>	<b>\$695,000.00</b>
• 21 <sup>st</sup> Century		\$500,000.00
• Even Start		\$155,000.00
• Homeless		\$ 40,000.00
<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	<b>\$3,000.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<i>Jack page \$3000.00</i>		

**Part IX – MONITORING/REVIEW DOCUMENTATION**

<p><b>INITIAL REVIEW /DEVELOPMENT</b> <span style="float: right;"><b>Target Date: August</b></span>  <b>Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 1</b> <span style="float: right;"><b>Target Date: September</b></span>  <b>Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 2</b> <span style="float: right;"><b>Target Date: October</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p><b>REVIEW 3</b> <span style="float: right;"><b>Target Date: November</b></span>  <b>Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 4</b> <span style="float: right;"><b>Target Date: January</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 5</b> <span style="float: right;"><b>Target Date: February</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>

<p><b>REVIEW 6</b> <span style="float: right;"><b>Target Date: March</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 7</b> <span style="float: right;"><b>Target Date: April - May</b></span>  <b>Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p><b>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</b></p>
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