



**2010 - 2011
NEWTON SCHOOL CONTINUOUS IMPROVEMENT PLAN
Non-Title Plan**

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

NAME OF SCHOOL: J. Larry Newton School				
STREET ADDRESS: 9761 County Road 32		CITY: Fairhope	STATE: Alabama	ZIP CODE: 36532
CONTACT: Suellen Brazil		TELEPHONE: 251-990-3858	E-MAIL: sbrazil@bcbe.org	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/>				
ALL PLANS: Submit to LEA for Board approval. Retain the original plan in the LEA. Submit a copy of the plan electronically to your system's E-GAP Document Library by November 3, 2009.				
If using any Federal funding: Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are any federal resources like Title II, III, IV, and VI used to coordinate with and supplement existing services and are not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Newton School Continuous Improvement Plan will be posted to our school's website and may be accessed at www.jlnewtonschool.com . Additionally, it will be shared at the PTO Board meeting held after the adoption of the plan and will be available in the school office.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/>		Board approval received on _____, 2010.		Board Signature: _____
Superintendent Signature:				Date:
LEA Representative Signature: (responsible for monitoring plan)				Date:
Principal Signature:		Suellen Brazil, Principal		Date:

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 2010-2011 Based on School Year 2009-2010 Data 002 Baldwin County - 0135 J Larry Newton School				
2010-2011 AYP Status	This school met 15 goals out of 15 (100%).			
	Made AYP			
	Not in School Improvement			
Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	12.12	Yes
Special Education	98	Yes	-8.59	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	-1.27	N/A
Hispanic	100	N/A	8.46	N/A
White	99	Yes	12.97	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	8.94	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	99	Yes	21.44	Yes
Special Education	98	Yes	5.62	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	4.07	N/A
Hispanic	100	N/A	15.38	N/A
White	99	Yes	22.40	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	18.50	Yes
Additional Academic Indicator - Attendance Rate				
Made AYP	Attendance Rate Goal = 90%	Met Additional Academic Indicator		
Not in School Improvement				
All Students	95%	Yes		
Legend				
~	Fewer than 10 students	SH	Safe Harbor	
N2	Small school rule for participation	CI	Confidence Interval	
*	Small school rule for proficiency	IM	Improvement	
o	Small school rule for AAI	N/A	Not applicable (for subgroups, fewer than 40 students)	
UA	Uniform Averaging			

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

The School Improvement Lead Team met and reviewed the data from the ARMT, ADAW, and SAT-10 standardized tests. Strengths and weaknesses were identified and research based strategies were selected to help improve academic performance. The end of the year evaluation/reflection information gathered in May of 2109 from the faculty was also used in determining strategies to use in the school improvement process for the 2010 – 2011 school year. Additionally, each teacher analyzed the scores of each student by content standard identifying areas of teaching strengths and weaknesses as compared to the rest of the grade level. Other program data was compiled by administrative staff and shared with the faculty through the form of a comprehensive school profile.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.

Perspective candidates are interviewed to determine strengths and weaknesses as an instructor. Those who are HQT are considered and the strongest candidate is offered the position to ensure strong instruction for learning.

Number and percentage of Non-HQT:

- 1 – 1 hour teacher is Not HQT = 2%
- 32 teachers are HQT – 25 are required. The other 7 are special education and art teachers who are also HQT
- 5 teachers do not meet HQT because they teach areas that do not require an HQT status. 12%

Number and percentage of Classes Taught by Non-HQT:

- 1 class of band students is taught by a non HQT teacher

Alabama High School Graduation Exam (AHSGE):**Strengths:**

The proficiency index (PI) for special education students increased 39% in reading and 98% in math. Approximately 96% of 11th graders had achievement levels of III and IV in reading and math. Approximately 99% of 12th graders had achievement levels of III and IV in reading and math.

Weaknesses:

Approximately 70% of students in grades 10-12 did not master reading objective II-5. Approximately 90% of students in grades 10-12 did not master math objectives III-2 & VII-2.

Alabama Reading and Mathematics Test (ARMT):**Strengths:**

- ARMT Reading – 90% of grade three, 94% of grade four, 95% of grade 5, and 93% of grade six students scored levels III and IV.
- ARMT Reading – grades four and six had no students score at the Level I
- ARMT Math – 83% of grade three, 96% of grade four, 96% of grade five, 93% of grade six students scored in Levels III and IV.
- ARMT Math – grades five and six had no students score at Level I and grade 3 had 1%
- The Proficiency Index for special education students in math for 2009 – 2010 was 5.62.

Weaknesses:

- The Proficiency Index for special education students in reading for 2009 – 2010 was -8.59.

Alabama Science Assessment:**Strengths:**

- Students scoring proficient in 2009 – 2010 was 92%, the same as the previous year. A 10% gain was demonstrated in students scoring a level 4 from 61% to 71% this year.

Weaknesses:

- The COS on relationships of populations within habitats, communities, and ecosystems as well as mass, volume, and density proved to be most deficient.

Stanford 10:**Strengths:**

- SAT 10 scores improved by the following percentile:
 - Reading – grade 6 by 8%
 - Math – grade 4 by 1%, grade 5 by 2%, and grade 6 by 7%

Weaknesses:

- SAT 10 Math scores decreased by the following percentile:
 - Reading - in the third grade dropped by 8%, in grade four dropped by 4%, and in fifth grade by 1%
 - Math – in grade three dropped by 8%

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

- Spring 2010 DIBELS indicates the following:
 - 94% of kindergarten students benchmarked in phonemic segmentation fluency
 - Students in grades one, five, and six exceeded the 80% benchmark in oral reading fluency with the following levels of proficiency: 84% of first grade students, 88% of fifth grade, and 83% for sixth grade students
- DIBELS scores in May 2010 to August 2010 showed students maintained or increased in oral reading fluency over the summer with grade 5 with 2% increase and grade six at 5% increase

Weaknesses:

- Students in grades two, three, and four did not meet the state-wide goal of 80% benchmark in oral reading fluency with 73% of second grade, 70% of third grade, and 77% of fourth grade achieving benchmark.
- DIBELS scores in May of 2010 to August 2010 showed the following decrease in oral reading fluency over the summer – grade one had a 12% decrease in nonsense word fluency, grade two had a 14% decrease in oral reading fluency, and grade three had a 13% decrease in oral reading fluency
- DIBELS results in August 2010 demonstrated the following percent of students at risk: kindergarten – 17%, third – 12%, and fourth – 18%

Part I - continued - DIRECTIONS - SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: <ul style="list-style-type: none"> 79% of students in grade five scored proficient on the ADAW (holistic score). This reflects a 5% increase in proficiency. Grade 5 showed a 1% increase in the number of students scoring at Level 4 and a 4% increase in those scoring a 3. 	Weaknesses: <ul style="list-style-type: none"> 33% of students in grade five scored non-proficient in the descriptive mode
ACCESS for English Language Learners (ELLs):	
Strengths: All 16 students participated in the ACCESS for ELLs test (100% participation) <ul style="list-style-type: none"> 81% made progress in Language Acquisition in the areas of Listening, Speaking, Reading and Writing based on the ACCESS for ELLs scores. 56% met the state goals for language acquisition for AYP based on the ACCESS for ELLs 3 students reached grade level scores within 5 years 3 students met exit criteria for the ESL program 75 % scored at Level 4 or above in language proficiency. (Level 1 is non-English - Level 6 is fluent) 	Weaknesses: <ul style="list-style-type: none"> Our weakest area, as indicated by the scores from the ACCESS for ELLs test, was in the 2nd grade writing portion.
Professional Education Personnel Evaluation (PEPE) School /EDUCATE-AL Profile Information:	
Strengths: EDUCATEAlabama state evaluation system was implemented during 2009 – 2010 and was applied to two non-tenured Teachers. PEPE was given to the library media specialist and counselor both of whom scored 3 and 4 on all areas.	Weaknesses: Non at this time
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: <ul style="list-style-type: none"> All seven students scored either a three or four in reading and math 	Weaknesses: <ul style="list-style-type: none"> One fifth grade student scored a two in science
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: <ul style="list-style-type: none"> <i>My Sidewalks</i> – research based intervention – monitors effectiveness of that intensive intervention. 73% of students served through <i>My Sidewalks</i> in 2009 -2010 no longer need that intensive Tier III intervention. Teachers in grades 2 – 6 give a monthly Reading ALCAs and ASMTI Math Common Assessments – data will be monitored for progress or challenges <ul style="list-style-type: none"> 2009 – 2010 year-end Universal Screening scores in both reading and math exceeded our school-wide goal of 75% Re-takes on monthly reading and math ALCAs in both reading and math exceeded our school-wide goal of 80 	Weaknesses:
Career and Technical Education Program Improvement Plan:	
Strengths: <ul style="list-style-type: none"> NA 	Weaknesses: <ul style="list-style-type: none"> NA

Part I – Continued (CULTURE RELATED DATA):	
School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, student attendance).	
Strengths: <ul style="list-style-type: none"> The percentage of out of school suspensions resulting from office referrals decreased in 09-10– by 9% Office referrals increased by 25 due in part to one student. Female referrals decreased by 17. Student attendance dropped by .5% even with the HIVI epidemic in 2009 – 2010 Parental involvement was tracked at 71% for 0 9- 10 	Weaknesses: <ul style="list-style-type: none"> Office referrals by males increased by 7%
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: <ul style="list-style-type: none"> FHPH has a graduation rate of 98% and met the AYP goal in this area 	Weaknesses: <ul style="list-style-type: none"> 44% of students who withdrew from FHPH did so for disciplinary reasons.
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: <ul style="list-style-type: none"> The faculty is extremely stable with sound experience. 	Weaknesses: <ul style="list-style-type: none"> Teacher attendance including administrative leave for workshops was at 93% in 09 - 10
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: <ul style="list-style-type: none"> Overall student attendance was 95.54% down by .5% due to HINI epidemic 	Weaknesses: <ul style="list-style-type: none"> There was a 2% transiency rate for 2009 - 2010. Even though this is high it is decreased by 2%.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths:	Weaknesses:
School Perception Information related to student PRIDE data.	
Strengths: <ul style="list-style-type: none"> 91.4% of students surveyed perceived tobacco as harmful or very harmful 96.2% of students surveyed perceived marijuana as harmful or very harmful and demonstrates .8% improvement 	Weaknesses: <ul style="list-style-type: none"> 74.4% of students surveyed perceived alcohol as harmful or very harmful. This, however, demonstrates a 5.7% improvement from 2009.
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).	
Strengths: <ul style="list-style-type: none"> ESL Avenues used with Levels 1 &2 students for language acquisition coordinates with ACOS, WIDA, TESOL standards Best practice strategies are used in general classroom for all core instruction Reading Street reading series has excellent ESL component for ELL comprehension. “My Sidewalks” intervention is used for direct reading instruction for fluency. Rosetta Stone can be used in any class for language development for Levels 1 and 2 students in grades 3-6. Riverdeep and Reading Coach are used in intervention to build oral and reading fluency and support Mathematics . ???are we still using this for remediation/small group intervention? 	Weaknesses: <ul style="list-style-type: none"> Limited appropriate language development software is available for grades K-2.
School Process Information related to analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).	
Strengths: <p>All resource teachers and small group intervention time are committed to tier 1, tier 2, and tier 3 instruction to support content area instruction for ELLs.</p>	Weaknesses: <ul style="list-style-type: none"> Limited resources for Professional Development dedicated to ELL instruction
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: <ul style="list-style-type: none"> ARI and AMSTI Initiatives along with Inclusion instruction, and the use of extensive technology positively impact student learning. 	Weaknesses: <ul style="list-style-type: none">

<ul style="list-style-type: none"> Increased collaboration among teachers through our CLC time as well as Professional Learning Teams. 	
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): <ul style="list-style-type: none"> To increase the percent of students scoring proficient (Levels III and IV) by 1% in Reading on the ARMT Test.

Data Results on which goal is based: <ul style="list-style-type: none"> The 2009 – 2010 ARMT indicates 90% of students in the third grade were proficient in reading.

TARGET GRADE LEVEL(S): Fourth Grade	TARGET CONTENT AREA(S): Circle One <u>Reading</u> Math Science Other	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators: NA	TARGET STUDENT SUBGROUP(S): Special Education Students
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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)
Use strategies to comprehend functional/textual informational materials	STRATEGY 1: <ul style="list-style-type: none"> Target functional/textual informational reading passages ACTION STEP 1: <ul style="list-style-type: none"> Gather functional and textual reading materials for use 	Evidence – Monthly CLC minutes and sampling to accomplish COS goal will be placed in the CIP files Evidence – ALCA’s Evidence – Universal Screening	Seek assistance from our Reading Coach and her Coach	Additional functional/textual informational reading passages
	ACTION STEP 2: <ul style="list-style-type: none"> Whole group/small group instruction to provide comprehension strategies across the curriculum 	100% of teachers implement on a weekly basis Evidence – Lesson plans Evidence – Graphic organizers Evidence – SILT Team scheduled observation in reading	Collaborate with our Reading Coach to assist with lesson design	None
	ACTION STEP 3: <ul style="list-style-type: none"> Use ARMT practice materials (Item Specs) 	100% of teachers implement on a weekly basis Evidence – ALCAs or teacher made tests using specs Evidence – SILT Team scheduled observation in reading	Small group intervention Individual Intervention FEEF Tutoring	None
	STRATEGY 2: Establish non-mastery support for at risk students: ACTION STEPS: <ul style="list-style-type: none"> Utilize assessment data (ARMT student reports, Universal Screening, DIBELS) to establish flexible groups Small group focused instruction daily as Tier II intervention Utilize <i>My Sidewalks</i> as Tier III intervention 	100% of teachers implement on a daily basis Evidence – Lesson plans include daily implementation Evidence - SILT Team scheduled observation in reading Evidence – Pre/Post test in <i>My Sidewalks</i> Evidence – Grade level monthly minutes	Daily scheduled reading intervention – Tier II Core instruction in small groups Individual intervention Riverdeep FEEF Tutoring	Grant for FEEF Tutor Riverdeep software

	<p>STRATEGY 3: Conduct grade level meetings to review and respond to benchmark data, review ALCAs, instructional pacing, and curricular alignment ACTION STEP: <ul style="list-style-type: none"> Meet monthly with grade level during CLC Meet monthly with principal for data meeting </p>	<p>100% of teachers participate Evidence – Grade level monthly minutes Evidence – Data meeting agendas</p>	<p>Collaborate with our building Reading Coach and elementary supervisors Seek researched best practices</p>	<p>None</p>
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 To increase the percent of students scoring proficient (Levels III and IV) by 1% in math on the ARMT Test.

Data Results on which goal is based:
 The 2009 – 2010 ARMT scores indicate that 83% of students in the 3rd grade were proficient in math

<p>TARGET GRADE LEVEL(S): Fourth Grade</p>	<p>TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other</p>	<p>AHSGE: Reading Math Science Social Studies Language</p>	<p>Additional Academic Indicators: NA</p>	<p>TARGET STUDENT SUBGROUP(S): Special Education Students</p>
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
<p>Numbers and Operations Solve addition and subtraction problems (3rd grade objective)</p>	<p>STRATEGY: <ul style="list-style-type: none"> To provide explicit, intensive instruction ACTION STEP: <ul style="list-style-type: none"> Use AMSTI Inquiry Based instruction and use of manipulatives </p>	<p>100% of teachers implement on a weekly basis Evidence – lesson plans showing implementation of math objectives Evidence - Use of AMSTI Pacing Guide Calendar</p>	<p>Small group intervention - Tier II / III Individual intervention Riverdeep FEEF Tutoring</p>	<p>Grant for FEEF tutor Riverdeep Software</p>
	<p>ACTION STEP: <ul style="list-style-type: none"> Utilize whole group and small group instruction to provide practice and use of skills </p>	<p>100% of teachers implement on a weekly basis Evidence – lesson plans showing implementation of whole group and small group instruction in math</p>	<p>Small group intervention - Tier II / III Individual intervention Riverdeep FEEF Tutoring</p>	<p>Grant for FEEF tutor Riverdeep Software</p>
	<p>ACTION STEP: <ul style="list-style-type: none"> Use ARMT practice materials (Item Specs) including open-ended questions with responses </p>	<p>100% of teachers utilize some of the following: Evidence – Math journals, Coach materials, universal screening tests Evidence – End –of-Unit AMSTI Assessments</p>	<p>Small group intervention - Tier II Individual intervention Riverdeep FEEF Tutoring</p>	<p>Grant for FEEF tutor Riverdeep Software</p>

	<p>ACTION STEP:</p> <ul style="list-style-type: none"> Provide regular remediation of targeted non-proficient subgroup 	<p>100% of teachers implement remediation weekly</p> <p>Evidence – grade level minutes</p> <p>Analysis of grade level End –of-Unit AMSTI Assessments for targeted students and skills</p>	<p>Small group intervention - Tier II</p> <p>Individual intervention</p> <p>Riverdeep</p> <p>FEEF Tutoring</p>	<p>Grant for FEEF tutor</p> <p>Riverdeep Software</p>
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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

<p>ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</p>
<p>Data on which goal is based:</p>

<p>TARGET GRADE LEVEL(S):</p>	<p>TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.</p> <p style="text-align: center;">Reading Writing Listening Speaking Comprehension</p>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			

	STRATEGY:			
	ACTION STEP:			

***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 <small>(REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)</small>	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? <small>(Give specific strategies, not just programs or program names.)</small>	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? <small>(PERFORMANCE DATA, LISTS, SURVEYS, ETC)</small>	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? <small>(Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)</small>
The PRIDE Survey of sixth graders indicated that 19.8% of students in that grade reported that they never or seldom feel safe in the bathroom.	STRATEGY: Implement the Newton Character emphasis ACTION STEP: <ul style="list-style-type: none"> • Thought for the day emphasizing good character • Bullying emphasis with fifth and sixth graders during physical education class • Large group guidance lessons from the <i>Too Good for Violence</i> Program 	<ul style="list-style-type: none"> • Pre- and post Bullying Survey through guidance • 2011 PRIDE survey results • Review of disciplinary reports 	<ul style="list-style-type: none"> • Individual conferences with students being affected and/or those who are demonstrating inappropriate behaviors 	<ul style="list-style-type: none"> • Don't Pick on Me Bullying video
	STRATEGY:			
	ACTION STEP:			

	STRATEGY: ACTION STEP:			
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Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:

<p>1. Highly Qualified Teachers: Describe the strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.</p>
<p>The principal advertizes positions and conducts in-depth interviews to determine candidate qualifications. Employees are selected to best fit the school culture and established high expectations. Additionally, the school participates in the LEA-sponsored job fair when held to attract candidates.</p>
<p>2. Teacher Mentoring: Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?</p>
<p>Two new teachers were added to our faculty and an experienced teacher is assigned to each to assist with implementation of the curriculum, processes, questions, and concerns. They are also supported by the school's reading coach.</p>
<p>3. Transition: Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.</p>
<p>The counselor provides a tour to students and parents who are new to the school. Additionally, she works in conjunction with Fairhope Middle School to assist students and parents with scheduling and registration for middle school through meetings, conferences, and tours. Kindergarten registration takes place in the spring prior to fall enrollment. At this point, parents are provided an overview of beginning skills and flash cards to assist in the development of identified beginning skills.</p>
<p>4. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.</p>
<p>Rosetta Stone, Avenues, and Kagan strategies are used to address needs of special populations of students.</p>
<p>5. Extended Learning Opportunities: Describe how the school provides opportunities for students to receive support and reinforcement of academic skills beyond the regular school day.</p>

- Baldwin County Public Schools provides an after school care program with access to Read Naturally, a computerized reading fluency program.
- Fairhope Educational Enrichment Foundation (FEEF), a community support organization, provides a tutoring program three times each week for students selected by teachers who demonstrate non-proficient scores on the DIBELS reading assessment and/or the ARMT test in reading and/or math.

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

<p>A. Parental Involvement: Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.</p>
<p>The school patrons meet with the principal to review the state of the school which includes data and the school improvement plan. At the annual Open House the principal presents the standardized test data to parents attending. Finally, the Continuous Improvement Plan is reviewed by the president of the PTO organization. The school's student achievement results are posed on the website.</p>
<p>B. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.</p>
<p>Parents and students are involved in conferences with teachers to address academic successes and challenges. Parents are invited to become actively involved in supporting our academic program. Report card, progress reports, newsletters, phone calls, emails, web page, NotifyMe, and STI Home are used to communicate with parents regarding academic achievement and school goals.</p>
<p>C. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.</p>
<p>Personal communication along with emails and phone calls provide parents the avenue to share concerns.</p>
<p>D. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.</p>
<p>Parents will continue to be invited to attend a school function each quarter: such as Open House, AMSTI Night, Technology Showcase, PE Extravaganza, and Field Day or other school wide event. Other opportunities that parents are invited to the school include the many special emphasis organized by many grade levels and the year-end awards ceremonies. Parents are also invited to volunteer at the school to chaperone field trips, read to students, host holiday parties, and assist with many other activities. Equal partnership is encouraged through newsletters that specifically describe ways to improve student learning. Also, the Parent Teacher Organization actively works together to facilitate communication between equal partners to create an improved educational program.</p>
<p>E. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand</p>
<p>Baldwin County Public Schools provides an interpreter for parents of non-English speaking students. The Baldwin County website also provides many forms in Spanish. Deaf parents are provided an interpreter for conferences as well as other meetings like Open House. Home Bound teachers are provided for students who are unable to attend school due to health reasons.</p>

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

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES NO
- Does the plan include required district-wide training for English language acquisition? YES NO

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Use strategies to comprehend functional/textual informational materials	Newton Reading Coach and school leader will investigate instructional practices at higher performing schools in regards to special education student achievement. From findings, explicit professional development will be provided for teachers in 3 – 6 focusing on comprehension strategies for textual/functional informational materials.	Nov. 30, 2010	<ol style="list-style-type: none"> 1. Use of research based comprehension strategies 2. Deeper understanding of successful strategies in increasing COS standards in this area 3. Increased achievement in comprehension 	Documentation in lesson plans Walkthroughs during reading	Rose Merold, ARI Coach	
Number and Operations: <ul style="list-style-type: none"> • Solve addition and subtraction problems 	AMSTI Math Coaches will provide professional development for the third through fifth grade teachers of the identified COS standard	Ongoing grade level CLC sessions	<ol style="list-style-type: none"> 1. Increased achievement in problem solving including addition and subtraction 	Documentation in lesson plans Improved Universal Screening scores	AMSTI Coaches provided through AMSTI Pilot grant.	

DUPLICATE PAGES AS NEEDED

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

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

NAME OF SCHOOL OR COST CENTER: J Larry Newton School - 0135

GRADE LEVELS:

**I. FOUNDATION PROGRAM OPERATING RESOURCE
EARNED BY SCHOOL (STATE AND LOCAL FUNDS
(To be completed by SDE)**

ADM (Prior year used for allocation purposes)

601.25**Earned Units**

Teachers	<u>36.47</u>
Principals	<u>1.00</u>
Assistant Principals	<u>0.00</u>
Counselors	<u>1.00</u>
Librarians	<u>1.25</u>
Vocational Ed. Director	<u>0.00</u>
Vocational Ed. Counselors	<u>0.00</u>
*Additional Units	<u>0.00</u>

0.00**Total Units**39.72Salaries \$1,724,990Fringe Benefits \$725,030Other Current Expense \$0**Classroom Instructional Support**Student Materials (\$400/unit) \$0Technology (\$250/unit) \$0Library Enhancement (\$175/unit) \$0

Professional Development (\$35/unit)	\$0
Common Purchases (\$125/unit)	\$0
Textbooks (\$57.50/adm)	\$9,548
Total Foundation Program	\$2,459,568

II. PROJECTED ENROLLMENT BY SCHOOL [Note decrease due to transfer to Fairhope MS] 0
 (To be completed by LEA)

III. PROJECTED EMPLOYEES BY SCHOOL/COST CENTER
 (To be completed by LEA)

Type	Number By					Source of F				Total Employees
	**Level of Degree					State Earned	Other State	Federal	Local	
	BS	MS	6Y	DO	ND					
Teachers	19.05	20.00	0.00	0.00		36.47	0.87	1.00	0.71	39.05
Librarians	0.00	1.00	0.00	0.00		1.00			0.00	1.00
Counselors	0.00	0.00	1.00	0.00		1.00		0.00	0.00	1.00
Administrators	0.00	2.00	0.00	0.00		1.00			1.00	2.00
Certified Support Personnel	0.00	0.00	0.00	0.00		0.00			0.00	0.00
Non. Cert. Supp. Personnel						0.00		0.00	0.00	0.00
Total						39.47	0.87	1.00	1.71	43.05

IV. LOCAL SCHOOL FUNDS BUDGETED

PUBLIC	NON-PUBLIC	
\$ 94,750.00	\$ -	\$ 94,750.00

* For secondary school types only, an additional unit is earned for each 250 students above 1249.
 This unit may be used in the Assistant Principal, Counselor or Library Media area as best meets the needs of the school.

- ** **BS** - Bachelor of Science
- MS** - Master of Science
- 6Y** - 6-Year
- DO** - Doctorate
- ND** - Bachelor of Science Non-Degree

LOCAL GF BUDGET **\$337,451.00**

Part IX – REVIEW/SUPPORT 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 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>