

## Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

**Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):**

During the weeks of April 16 - 27, 2012, the faculty representatives from all grade levels met and prepared benchmarks and strategies for reading and math and other faculty representatives met to review and suggest improvements on the other sections of the CIP for the 2012-2013 academic year. The CIP team met on August 6th, 7th, & 8th to review data for the writing of the needs assessment and formulation of a draft of the 2012-2013 CIP. On August 14th, the draft CIP was presented to the faculty for their review and input. The CIP team met again on August 23, 2012 to discuss the need for hiring a teacher beginning in October to offset large number of students who enrolled in kindergarten after schedules were set.

Fifty parents were chosen to receive a letter inviting them to participate in the development of the CIP plan. Also, a blanket invitation was posted in the main office for parents and community members to see when they visited the campus over the summer. Meeting times and dates were also posted on the school website, the SCES Facebook page, and in the local newspaper.

### Instructional Leadership Team Names and Positions

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

Jacquelyn James - Principal  
 Karen Barefield - CIP Chairperson  
 Elizabeth Coker - Reading Coach  
 Denise Sellers - Counselor  
 Sandra Alexander - Sp. Education Lead Teacher  
 Lisa Taylor - Gifted Teacher/Technology  
 Teresa Clark - 1st Grade Lead Teacher  
 Regina McGrew - 2nd Grade Lead Teacher  
 Priscilla Grayson - 3rd Grade Lead Teacher  
 LaStencia Boykin - 4th Grade Lead Teacher  
 Tonya Harris - 5th Grade Lead Teacher  
 Patricia Gibson - 6th Grade Lead Teacher  
 Daphne Carpenter - Parent  
 Loutricia Lee - Parent  
 Dee Ann Campbell - Community Member  
 Carole Pearce - Community Member

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

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

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

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

The following data was reviewed and compared to previous year's information in order to make determinations regarding growth and areas of need:

- School Surveys
- Attendance (student and teacher)
- ARMT Scores
- EducateALABAMA profile (school and state summary)
- DIBELS
- SIRs
- IMPACT Survey
- Student Enroll by grade level

### 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.

Teachers have input in scheduling the subject area(s) they teach. State assessment results and observations play a role in teacher assignment and teachers are placed in their areas of strength. Weaknesses are addressed through observing colleagues and job embedded professional development activities.

### Number and percentage of teachers Non-HQT:

0% are Non-HQT

### Number and percentage of Classes Taught by Non-HQT:

0% of classes are taught by Non-HQT

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

N/A

#### Weaknesses:

N/A

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

- 99% of the 4th grade scored a III or IV on total reading
- 96% of the 5th grade scored a III or IV on total reading
- 99% of the 5th grade scored a III or IV on total math

100% of special education students in the 4th grade scored a III or IV on reading

**Weaknesses:**

33% of 3rd grade(upcoming 4th graders) black male students scored Level II or below in reading  
 38% of 3rd grade(upcoming 4th graders) black male students scored Level II or below in math.  
 100% of 3rd grade (upcoming 4th graders) receiving special education services scored Level II or below in reading.  
 75% of 3rd grade (upcoming 4th graders) receiving special education services scored Level II or below in math  
 100% of 4th grade (upcoming 5th graders) receiving special education services scored Level II or below in math.  
 100% of 5th grade (upcoming 6th graders) white females receiving special education services scored Level II or below in reading  
 50% of 5th grade (upcoming 6th graders) white females receiving special education services scored Level II or below in math

**Alabama Science Assessment:**

**Strengths:**

16% of 5th grade students scored a Level III  
 66% of 5th grade students scored a Level IV

**Weaknesses:**

Physical Science (Standard 5) had a mean percent correct score of 53%

**Stanford 10:**

**Strengths:**

N/A

**Weaknesses:**

N/A

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

**Strengths:**

92.1% of kindergarten (upcoming 1st graders) benchmarked on nonsense word fluency.

**Weaknesses:**

12% of 1st graders (upcoming 2nd graders) were not proficient in oral reading fluency  
 49% of 2nd graders (upcoming 3rd graders) were not proficient in oral reading fluency  
 23% of kindergarten students were retained due to weakness in reading skills.

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

**Alabama Direct Assessment of Writing (ADAW):**

**Strengths:**

N/A

**Weaknesses:**

N/A

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

Proficiency level for 100% of 3rd grade students tested: 6.0 - listening; 6.0 - speaking; 5.9 - reading; 6.0 - oral language; 6.0 - comprehension; 5.7 - overall composite

Proficiency level for 100% of 5th grade students tested: 6.0 - listening; 6.0 speaking; 5.8 - reading; 4.6 writing; 6.0 - oral language; 6.0 comprehension; 5.7 - overall composite

**Weaknesses:**

100% of students tested showed a weakness in writing with an average of 4.65.

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

30% of teachers were on full evaluation (including a Special Education teacher, plus K-1st-3rd-4th-5th-6th-P.E).

Strength:

AQTS 1.3: 100% of teachers observed were following lesson plans based on ALCOS and connecting curriculum to real life and other content areas.

100% of SCES teachers completed the self-assessment compared to 92% district-wide

100% of SCES teachers completed the Professional Learning Plan compared to 89% district-wide

**Weaknesses:**

AQTS: 3d.1 - collaborates with colleagues to evaluate, adapt, design, and integrate technological resources into instructional activities.

AQTS: 3d.2 - works with colleagues to develop a learning environment that increases learners' technological skills

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

Additional Data Sources: AAA Strengths

3rd Grade - 1 student scored a Level III in the area of reading

4th Grade - 1 student scored a Level III in the area of reading

5th grade - 2 students scored a Level III in the area of reading

4th Grade - 1 student scored a Level III in the area of math

5th Grade - 2 students scored a Level III in the area of math

Additional Data Sources: School Technology Plan Strengths

SCES continues to purchase updated technology equipment and programs as funds allow, and encourages teacher and student use of technology.

**Weaknesses:**

Additional Data Sources: AAA Weaknesses

3rd Grade - 1 student scored a Level II in the area of math

Additional Data Sources: Technology Plan Weaknesses

75% of computers in school are over five years old and the State no longer provides funding for technology enhancement.

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

97% of parents surveyed answered that "they feel welcomed at SCES".  
96% of parents surveyed said "SCES encourages them to be involved in their child's education".

**Weaknesses:**

82% of parents responded that "they do not know the academic goals and how to be involved".  
48% of parents surveyed answered that "they do not know about volunteer work they can do at the school".

**Career and Technical Education Program Data Reports:****Strengths:**

N/A

**Weaknesses:**

N/A

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

**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).**

**Strengths:**

There were 141 total office referrals for the 2011-2012 school year resulting in 29 short-term suspensions; there were no expulsions or alternative school placements. The SIR (Serious Incident Report) indicated 12 instances of disorderly conduct and 17 instances of fighting.

**Weaknesses:**

81% of office referrals involved black males.

**School Demographic Information related to drop-out information and graduation rate data.**

**Strengths:**

N/A

**Weaknesses:**

N/A

**School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.**

**Strengths:**

Teacher turn-over is low and 100% of core classroom teachers are HQ. Teacher experience ranges from 5-40 years.

**Weaknesses:**

A total of 30 teachers used 380 leave days during the school year. No teacher achieved perfect attendance.

**School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers,**

**and/or transiency including migratory moves (if applicable).****Strengths:**

Average daily attendance was 401.53.

A review of attendance summaries does not reveal an abundance of student tardies or early check-outs. 90% of early check-outs were related to medical reasons.

Enrollment does not vary greatly throughout the year, with 98% of transfers (in or out) due to parent employment; however, this year there was an abnormally high late enrollment of kindergarten students. Early registration was held in April 2012. Seventeen students enrolled. We continued our recruitment efforts for kindergarten students, and when schedules were initially made enrollment was at 42 students. We experienced a decrease in units this year due to changes in state funding and a decrease in student enrollment. As a result we only have two kindergarten teachers. Within a week of school starting kindergarten enrollment had increased to 64 students.

**Weaknesses:**

Enrollment was 408 students with 3,699.0 total absences and 358 tardies. There was an average of 9.06 absences per student.

Each kindergarten class has a class size of 32 students. There is no district funds for a CSR teacher.

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

Parental Survey Results - K-6th Grade

100% felt "I am welcome at this school".

95% felt "I understand my child's report cards and test scores".

**Weaknesses:**

Parental Survey Results - K-6th Grade

41% felt that they did not know "how you can be involved in school planning/review committees".

37% did not know "what it means to be a Title I School and what your rights are".

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

N/A

**Weaknesses:**

N/A

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

100% of teachers are trained in language acquisition, use of the WIDA standards and CAN DO descriptions, differentiated instruction, and the use of EL materials and resoures. Training is on-going and provided both on-site and at designated state training sites.

**Weaknesses:**

Classroom teachers need long-term training on establishing culture, climate, and expectations in an EL integrated classroom.

**School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining**

**proficiency in annual measurable academic objectives (AMAOs).****Strengths:**

Teachers possess basic knowledge of how to integrate the curriculum with the WIDA-ELP Standards.

33% of teachers with an EL student in their class attended SAMUELS training. (2011-2012)

100% of teachers attended SAMUELS training presentation at SCES

50% of teachers with an EL student in their class attended a SAMUELS training within one month of the start of school (2011-2012)

100% of faculty has received school based training on language acquisition.

Teachers have voluntarily participated in outside professional development activities related to EL learners. Supplemental resources are available to assist with instruction.

**Weaknesses:**

Classroom teachers have not had the opportunity for long-term training on curriculum integration and the WIDA-ELP standards.

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

100% of teachers are differentiating instruction in the classroom.

100% of students are provided the opportunity for extended home practice of skills learned in the classroom.

100% of students have technology programs available for remediation and retention of skills.

100% of students are provided supplemental material aligned to the core math and reading.

21st Century After-School program is offered to all students.

SCES is in the process of becoming a model leadership school with implementation of "The Leader in Me."

**IMPACT SURVEY**

79% of teachers use technology on a weekly basis to enhance lessons.

70% of teachers have assigned technology based projects to students on a monthly basis.

92% of teachers use technology to gather assessment data on students.

**Weaknesses:****IMPACT SURVEY RESULTS**

77% of students do not use data-capture equipment at least monthly

69% of students have never used a technology based program to analyze data

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS**

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.**

**CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):****G1. Reading Improvement****Description:**

To increase the percent of black male students scoring proficient on the ARMT+ in reading: 3rd grade (upcoming 4th) from 77% to 86% by May 2013. Increase

reading scores of black males in 3rd grade (upcoming 4th grade) receiving special education services to 86% by May 2013. Increase scores of white female special education students in 5th grade (upcoming 6th grade) to proficient (89%) on ARMT reading by May 2013.

Data Results on which goal is based:

ARMT results showed that 33% of black males were not proficient in the 3rd grade in reading. 100% of black males in 3rd grade (upcoming 4th) receiving special education services were not proficient in reading. 100% of white females receiving special education services in the 5th grade (upcoming 6th) did not score proficient on the reading portion of the ARMT.

Target Grade Level(s): All grade levels

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Black Males & Special Education

Courses of Study:

ACOS 3.R.2 - Demonstrate reading vocabulary knowledge of compound words. ACOS 4.R.2 - Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms. ACOS 5.R.1 - Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. ACOS 6.R.9 - Utilize vocabulary and spelling skills, including using homonyms, synonyms, and antonyms.

**Strategies:**

#### **1.1 Differentiated Instruction**

Description:

Students will participate in SRB instructional learning activities designed to meet their individual learning needs based on formative assessments. These include: small group instruction, peer tutoring, one-on-one instruction, explicit instruction, and specific feedback.

**Action Steps:**

#### **1.1.1 Questioning**

Description:

Incorporate the use of item specs to create questions in a variety of ways in the classroom to promote acquisition of content in the ARMT+ format.

Evidence: 100% of reading teachers will submit one monthly lesson plan showing the use of ARMT specs and will submit a copy of a reading assessment on a monthly basis. Data meetings to review formative assessment results and review/revise instructional strategies will be held after each formative assessment.

Benchmarks:

88% of 3rd grade (incoming 4th) black males will score proficient on formative assessments by the end of the school year; 86% of upcoming 4th grade black males receiving special education services will score proficient on formative assessments by the end of the year; and 89% of 6th grade special education white females will score proficient on formative assessments by the end of the year. Retained kindergarten students will show a 13% increase on progressive formative assessments in reading by the end of the year. GlobalScholars formative assessment will be administered in fall, winter, and spring to assess process.

#### **1.1.2 Open-Ended Questions**



**Description:**

The strengthening of and testing with open-ended questions will be implemented through the incorporation of open-ended questions into tests, regardless of subject, by all teachers in 2nd through 6th grade. By gaining additional points on open-ended questions, students will be aided in their advance toward proficiency in the reading section of the ARMT. Teachers will use the same universal rubric for scoring the writing samples of open-ended questions and will keep the results in a class data book. Data results will be reviewed and compared by grade level teachers during quarterly meetings and they will submit quarterly class reports.

**Benchmarks:**

88% of 3rd grade (incoming 4th) black males will score proficient on formative assessments by the end of the school year; 86% of upcoming 4th grade black males receiving special education services will score proficient on formative assessments by the end of the year; and 89% of 6th grade special education white females will score proficient on formative assessments by the end of the year. Retained kindergarten students will show a 13% increase on progressive formative assessments in reading by the end of the year.

**Interventions:**

\*Regroup and reteach\* \*Intervention - 30 minutes above daily instruction in reading to be provided outside the general education classroom by the ARI trained reading coach or specially trained special education teachers \*GlobalScholars to scaffold instruction based upon student knowledge

**Resources:**

Collaborative teacher - \$25,000; ARI Reading Coach - \$50,000; - cordless microphones & e-Beams - \$4,131; InfoCentre - \$500; Classroom Supplies (paper, ink and toner for printing reports, miscellaneous classroom supplies) - \$250; "The Leader in Me" implementation, \$2,200; "The Leader in Me" workbooks - \$1,000; substitutes for data meetings/cross grade level meetings/strategic planning sessions, \$350; Global Scholars (state initiative)

**§1.2 Technology Enhanced Lessons****Description:**

Technology will be used to differentiate lessons and provide remediation, intervention, enrichment, and/or challenging activities.

**Action Steps:****AS1.2.1 Technology in Reading****Description:**

Teachers will incorporate technology to provide high interest, interactive lessons for their reading classes. The 2012 Teacher IMPACT results for SCES indicated that 77% of students do not use data-capture equipment at least monthly and 69% of students have ever used a technology-based program to analyze data. Technology will be used to gather and review assessment data by grade level teachers. 100% of teachers will document the use of technology, by both student and teacher, in lesson plans and turn in one lesson plan per month showing technology usage by teacher and students. Technology use may be observed during walkthroughs. Formative assessments given three times per year will show a decrease in non-proficiency and at-risk students in the area of reading.

**Benchmarks:**

The results of the 2013 IMPACT study will show that there will be a decrease from 77% to 45% of students who do not use data-capture equipment at least monthly and a decrease of 10% from the 69% of students who have never used a technology based program to analyze data. 88% of 3rd grade (incoming 4th) black males will score proficient on formative assessments by the end of the school year; 86% of upcoming 4th grade black males receiving special education services will score proficient on formative assessments by the end of the year; and 89% of 6th grade special education white females will score proficient on formative assessments by the end of the year. Retained kindergarten students will show a 13% increase on progressive formative assessments in reading by the end of the year.

**Interventions:**

Professional development for teachers on incorporating technology into lessons and involving students in completing technology-based lessons in the area of

reading

**Resources:**

Electronic notebooks - \$7980; Computers; InfoCentre - \$500; Classroom Supplies (paper & ink & toner for printing reports and generating projects) - \$200; "The Leader in Me" implementation setting, Global Scholars (state initiative), ELMOs, projectors, technology support

**G2. Math Improvement**

**Description:**

To increase the percent of black male students scoring proficient on the ARMT+ in math: 3rd grade (upcoming 4th) from 38% to 83%; 4th grade (upcoming 5th) from 23% to 82%. To increase the percent of special education students in the area of math: 3rd grade (upcoming 4th) from 0% proficient to 100% proficient and 5th grade (upcoming 6th) from 50% proficient to 100% proficient by May 2013.

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

ARMT results showed that 38% of black males were not proficient in the 3rd grade (incoming 4th) in math; 23% of black males were not proficient in the 4th grade (incoming 5th) in math. 75% of black male special education students in the 3rd grade (upcoming 4th) did not score proficient in math; 100% of 4th grade (upcoming 5th) students receiving special education did not score proficient in math and 50% of white female special education student in the 5th grade (upcoming 6th) did not score proficient in math.

Target Grade Level(s): 3rd, 4th, 5th, 6th grades

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

Attendance

**Target Student Subgroup(s):**

Black males and special education

**Courses of Study:**

ACOS (2-OA1)- Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. ACOS (3-OA3) - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. ACOS (4-OA3)- Solve multi step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. ACOS (5-MD2) - Make a line plot to display a data set of measurements in fractions of a unit. ACOS (6-SP5) - Summarize numerical data sets in relation to their context.

**Strategies:**

**S2.1 Differentiated Instruction**

**Description:**

Students will participate in SBR instructional learning activities designed for academic growth based on individual learning needs to include explicit instruction, small group instruction, peer mentoring, and providing specific feedback.

**Action Steps:**

**AS2.1.1 Design Instruction based on Item Specs**

**Description:**

Math teachers will use item specs as a resource for instruction and use the ARMT format for formal and informal assessments. 100% of math teachers in grades 3-6 will document use of item specs in their lesson plans and all math tests will be in the ARMT format. One lesson plan per month will be turned as evidence of the use of item specs and all math tests will be turned in on a monthly basis for documentation.

**Benchmarks:**

83% of 3rd grade (upcoming 4th) black males will score proficient on formative assessments in math by the end of the school year; 83% of special education black males in 3rd grade (upcoming 4th) will score proficient on formative assessments in math by the end of the school year; 82% of 4th graders (incoming 5th) will score will proficient on formative assessments in math by the end of the school year; 82% of upcoming 5th graders receiving special education services will score 82% proficient on formative assessments in math by the end of the school year; white females receiving special education services in 6th grade will score 74% proficient on math formative assessments by the end of the school year. GlobalScholars screener will be administered in fall, winter, and spring to measure improvement towards proficiency.

**AS2.1.2 Open-Ended Questions****Description:**

The strengthening of and testing with open-ended questions will be implemented through the incorporation of open-ended questions into tests, by all math teachers in 2nd through 6th grade. By gaining additional points on open-ended questions, students will be aided in their advance toward proficiency in the math section of the ARMT. Teachers will use the same universal rubric for scoring the open-ended questions and will keep the results in a class data book. Data results will be reviewed and compared by grade level teachers during quarterly meetings.

**Benchmarks:**

83% of 3rd grade (upcoming 4th) black males will score proficient on formative assessments in math by the end of the school year; 83% of special education black males in 3rd grade (upcoming 4th) will score proficient on formative assessments in math by the end of the school year; 82% of 4th graders (incoming 5th) will score will proficient on formative assessments in math by the end of the school year; 82% of upcoming 5th graders receiving special education services will score 82% proficient on formative assessments in math by the end of the school year; white females receiving special education services in 6th grade will score 74% proficient on math formative assessments by the end of the school year. GlobalScholars formative assessment will be administered in fall, winter, and spring to track student progress towards goal of proficiency.

**Interventions:**

Regroup and reteach based upon data collected through assessments. Special education teachers will pull small groups to work on specific areas of need as identified through formative assessments.

**Resources:**

\*Kid's College - CLAS initiative, no charge; \*Collaborative teacher - \$25,000; \*cordless microphones & e-Beams - \$4,131; \*Classroom materials and supplies - \$250; \*"Leader In Me" implementation - \$4200; \*InfoCentre - Math Facts in a Flash - \$500; \*Substitutes for data review/strategic planning - \$350; \*"Leader in Me" workbooks - \$1000; \*GlobalScholars - state initiative

**S2.2 Technology Enhanced Lessons****Description:**

Technology will be used to differentiate lessons and provide remediation, intervention, enrichment, or challenging activities.

**Action Steps:****AS2.2.1 Technology in Math****Description:**

Teachers will incorporate technology to provide high interest, interactive lessons. Through this use of technology, students are encouraged to not only

use technology but use it in the area of math. The 2012 Teacher IMPACT results for SCES indicated that 40% of students use an instructional program or tutorial for exploration on a daily basis. Technology will be used to gather and review assessment data by grade level teachers. 100% of math teachers will document the use of technology, by both student and teacher, in lesson plans and turn in one lesson plan per month show technology usage by teacher and students. Technology use may be observed during walkthroughs.

**Benchmarks:**

The results of the 2013 IMPACT study will show that there will be a decrease from 77% to 45% of students who do not use data-capture equipment at least monthly and a decrease of 10% from the 69% of students who have never used a technology based program to analyze data. 83% of 3rd grade (upcoming 4th) black males will score proficient on formative assessments in math by the end of the school year; 83% of special education black males in 3rd grade (upcoming 4th) will score proficient on formative assessments in math by the end of the school year; 82% of 4th graders (incoming 5th) will score will proficient on formative assessments in math by the end of the school year; 82% of upcoming 5th graders receiving special education services will score 82% proficient on formative assessments in math by the end of the school year; white females receiving special education services in 6th grade will score 74% proficient on math formative assessments by the end of the school year. Retained kindergarten students will show a 13% increase on formative assessments in math by the end of the year.

**Interventions:**

Regroup and reteach

**Resources:**

"Kid's College - CLAS initiative, no charge - Collaborative teacher - \$50,000 --Classroom materials and supplies - \$500; InfoCentre - Math Facts in a Flash licensing fee - \$500; "Leader In Me" implementation - \$4,186; electronic notebooks - \$7,980 (listed in the reading goal section also); substitutes for grade level/cross grade level data meetings to review data for strategic planning; Global Scholars (district initiative)

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

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

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

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

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

### **G1. Decrease Office Referrals on Class III Offenses**

**Description:**

The total number of Class III incidents reported on the SIRs report for 2011-2012 school year was 29.

**Strategies:****S1.1 Positive Reward System****Description:**

To reduce the number of office referrals for Class II and Class III offenses by increasing student awareness of inappropriate behavior through use of positive behavior supports and the implementation of the Leader In Me.

**Action Steps:****AS1.1.1 Implementation of "The Leader in Me" Initiative****Description:**

All teachers will implement a character education program based on the 7-habits outlined in "The Leader In Me". Documentation of the character education program will be documented in lesson plans. A copy of one lesson plan from all teachers will be submitted monthly for documentation. Bulletin boards and/or hallways throughout the school will show the "7 Habits". A "shout-out" wall will be created for the use of all teachers, staff, administrators, and students to recognize the leadership qualities displayed by students, faculty, staff, parents, and other involved at SCES. The "7 Habits" will be introduced to parents through brochures, school website, school programs, and school newsletter.

**Benchmarks:**

Monthly discipline reports of Class III offenses will be printed and charted to determine whether the goal of lessening these offenses by 25% or 7 less Class III offenses is being reached.

**AS1.1.2 Group and/or Individual Counseling Sessions****Description:**

Counselor will hold group and/or individual counseling sessions on "hot button" topics and reinforce the appropriate use of "The 7 Habits" when faced with adversity. The purpose will be to provide students with skills to judge appropriate behavior and respect toward others. Monthly documentation will be obtained from the counselor showing either group or individual counseling sessions.

**Benchmarks:**

Monthly discipline reports of Class III offenses will be printed and charted to determine whether the goal of lessening these offenses by 25% or 7 less Class III offenses is being reached.

**Interventions:**

Contact with parent by telephone/letter/planner to address concerns by school counselor, district social worker, and/or school nurse, as needed.

**Resources:**

Kid's College Motivated Data Grant - ALSDE & CLAS; Global Scholars - state initiative; 1/2 Counselor salary plus benefits - Title I - \$33,481; School Nurse, District Social Worker; District Parent Liaison Aide; Student engagement with "The Leader in Me" - Parental engagement with "The Leader in Me" - Anti-bullying (Oct 2012); CLAS Leadership Institutes

**G2. Kindergarten Class Size****Description:**

Due to late enrollments the two kindergarten classrooms have a class size of 32 each. There are no district funds for a CSR teacher.

**Strategies:**

**S2.1 Effective instruction by HQ teacher****Description:**

Federal funds will be used to hire a HQ CSR teacher. Research shows that teacher effectiveness is the single most important factor in student achievement.

**Action Steps:****AS2.1.1 Individualized Instruction****Description:**

Explicit instruction, small group instruction, one-one one instruction, and peer mentoring.

**Benchmarks:**

GlobalScholars assessment will be administered in fall, winter, and spring.

**Interventions:**

Reading coach and special education teachers will work closely with kindergarten teachers to ensure that all students are making sufficient progress to obtain skills necessary to be a successful 1st grader.

**Resources:**

HQ Teacher - \$42,117

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

### Teacher Mentoring:

#### **Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)**

For the 2012-2013 school year, SCES will not have any inexperienced teachers. However, if we did have an inexperienced teacher, they would be assigned a mentor teacher (2 of our teachers have been trained by the state on being a mentor teacher) and they would meet for a period of 1 1/2 hours per week for questions, answers, observations, and discussions.

#### **Budget:**

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

- \* State of Alabama School Foundation Program allocates units based on ADM. For 2012-2013, the state will fund 24.95 teacher units, 1 principal, 1 librarian, and .50 counselor unit plus fringe benefits.
- \* The Title I allocation for SCES is \$96,407.82. These funds will be used to fund .45 counselor unit, audio/visual materials, materials for the classroom, provide substitutes for teachers to meet and collaborate, purchase disposable workbooks, fund travel to workshops, implementation of "The Leader in Me" and pay the licensing fee for InfoCentre. \$1,546.91 of Title I funds is allocated to support parental involvement in the school. These funds will be used for postage, equipment to create literature, and supplies to be used during parent activities.
- \* Title II allocation is in the amount of \$2000.00 This money will be used to help defray the cost of professional development workshops for administrators and teachers presented by CLAS, and to pay for subs for data and/or other meetings.
- \* School general funds are used to provide internet service to the school at a cost of approximately \$6,000 per year.
- \* The school general fund is also used to pay costs in excess of what eRate does not pay for a PRI line at a rate of approximately \$4,000 per year.
- \* School general funds are also used to provide copiers for teachers' use at a rate of \$5,000 per year.
- \*The school general fund will purchase over \$10,000 in iPads for classroom use, and will continue to purchase peripherals (projectors, projector bulbs, cabling) not included in the Title I budget.
- \* The general fund provides additional professional development opportunities for teachers and administrator at a rate of approximately \$3,000 per year.

**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.**

- \*The local Head Start preschool program visits SCES every year in the spring; this year the visits are going to be expanded to include visitation when we have a play, a Christmas program, pictures with Santa, and other academic and social opportunities throughout the school year. During their visit in the spring, Head Start students will be given a tour of the school and learn how daily procedures are carried out. It is also anticipated that the kindergarten teachers will meet with the Headstart administrator/teachers to discuss the skills which will help when they enter kindergarten.
- \*Kindergarten pre-registration is held each spring. Parents are given required documentation which needs to be completed, information about reading and math skills, and how to assist their child at home.
- \*The SCES 6th graders visit SCHS to learn about daily procedures, schedules, lockers, expectations, and other requirements during the spring. The 6th grade teachers will meet with the SCHS 7th grade teachers to discuss expectations and strategies for students.
- \*6th grade parents will attend a meeting at SCHS, where they will be given information regarding what is expected of their child(ren) in middle school, the various programs, supply lists, and be given an opportunity to talk with 7th grade teachers. In the past, this has been in conjunction with the visit that the 6th graders make to SCHS.
- \*6th graders are invited to attend "Ag Day" at SCHS, where they are introduced to the agricultural program at the school and given the opportunity to interact with students at the middle/high school.
- \*All 6th grade teachers correlate standards taught to AHSGE in all content areas and this is documented in their lesson plans.

**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.**

100% of teachers meet the ASLDE requirement for HQ status. District representatives attend job fairs sponsored by colleges and universities for the purpose of attracting highly-qualified teachers. Prospective teachers are given information about the school system, the county and neighboring communities. Contact information is collected and distributed to each school. Title I school staff and administration determine personnel needs that require the use of Title I funds. Applications are requested when openings are available in order to choose only those teachers who are highly qualified. Principals are required to have knowledge of each applicant's highly qualified status based on applications submitted online through ALSDE. Only applicants meeting all requirements are to be referred to the school for the interview process. All scheduling and assignment decisions are made using this information. Novice teachers are assigned mentors within the school. All teachers are required to participate in professional development activities organized by the administration of the school and encouraged to seek additional opportunities outside the school. Funding for high-quality, on-going activities is provided by local, state, and federal funds.

**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.**

- \* As funding allows, teachers will have a substitute for 1/2 day a minimum of two times per year to meet as a grade level for Rtl/data meetings. These meetings will consist of benchmark data results and will also include discussions of the benchmark/chapter math and reading assessments, absences, tardies, discipline referrals, formative assessments, and grades.
- \* Rtl committee members will evaluate data on referred students to determine the need for more in-depth testing, changing of intervention strategies or referral for special services.
- \* Grade level and/or subject level meetings are held to adjust instructional procedures and strategies based on program monitoring data. Multi-grade level meetings help identify instruction gaps that may occur between grade levels.
- \* Student progress reports and academic strategies are discussed in grade level meetings.
- \* There will be a cross-grade level and/or subject area meeting between all grades during the school year.

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

- All students at SCES have access to all services and programs available, including free/reduced lunch, Title I services, special education services, 504 services, at-risk services, EL services, and counseling services. SCES uses DHR, West Alabama Mental Health, the district social worker, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. These services are available for students identified as migrant, homeless, and EL.
- \* SCES follows all policies and regulations contained in the McKinney-Vento guidelines for providing homeless students an appropriate education.
- \* The counselor identifies potential limited English proficient students upon enrollment through the use of the Home Language Survey. If determined eligible for EL services, a committee convenes to determine appropriate services and placement of each individual student.
- \* The counselor collects employment surveys on newly enrolled students and submits them to the Federal Programs Director who forwards the information to the ALSDE to identify migrant students. Migrant students automatically qualify for the free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students.

- \* The counselor is responsible for identifying homeless students. The counselor identifies services and resources for the homeless student. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, special education, EL, and at-risk services.
- \* Special education services are provided in accordance with federal and state regulations. The special education coordinator tracks referrals and notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services. An IEP team convenes to determine eligibility for special education services. Students with disabilities have access to a variety of education programs and services available to the rest of the students, including computer, library, and physical education.
- \* Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. These students have equal access to all programs and services available.
- \* Students are identified as eligible for 504 services and a 504 plan is written for them. They are given the services according to the plan and have access to the same programs and services available to all students.

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

**Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.**

#### **Applies Only to Secondary Schools**

N/A

#### **Extended Learning Opportunities:**

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.**

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional instructional assistance. This will be accomplished by:

- \* The use of the Kid's College Motivated Data grant for after-school use or home use
- \* Links to learning opportunities provided through the school web page
- \* Reading series available online at Pearson Successnet website
- \* 21st Century afterschool/enrichment Program
- \* Accelerated Reader Home Connect
- \* Math Facts in a Flash available at school and home

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

### **Parental Involvement:**

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.**

We will hold our annual Title I meeting on September 10, 2012 at 6:00 p.m. in the gymnasium of the school. Title I requirements, including the 1% set aside, will be presented and discussed. The rights of parents to know and become involved in the process will also be addressed. The meeting will include a presentation and discussion of the following: SCES assessment results and how to interpret these assessments, Title I programs, parents' rights, surveys, AYP status, HQ status of teachers, how to access the teacher credentials, FERPA, and how funding for parental involvement is being used to enhance parental involvement at SCES. We will also discuss the school compact, CIP, and activities that have been scheduled for later in the year (parent training). Parents and community leaders are invited to provide input at CIP meetings and notices of the annual Title I meeting and CIP meeting dates, times, and locations will be listed on the school web site, local media, School Messenger, Notify Me, and on a social media site.

**Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1. Annual Title I meeting, CIP meetings, and quarterly PTO meetings, parental involvement training, and APTPlus.
2. Before all CIP meetings, parents will be notified and asked to attend and participate in the meeting using the following notification methods: School Messenger, Notify Me!, school newsletters, school web site, local media and social media.
3. Funding is used to update and improve the Parent Resource Center located by the gym. Also, funding is used to produce parental brochures, invitations to parental meetings, handouts



and to create a parental involvement resource center located on the K-3 hall in Room 28.

Parents will be given information during the Open House such as curriculum, test schedules, homework, daily schedules and general need to know information. Parents are also informed about how to arrange for a conference with the teacher(s)/counselor, and/or principal, if they are not able to physically attend a meeting. This is done by providing the school secretary with a telephone number where he/she can be reached in order to allow the child's teacher(s) the opportunity to conference by telephone. All of this information will be reinforced by a packet that is given to parents at the Open House. This information will also be available during the Annual Title I Program.

4. Parental input is requested at all meetings and a suggestion box is located in the office, on the sign-in table during meetings, and online at the school web site.

5. A parental information table will be set-up at all school meetings (Title I, Open House, P.T.O, etc.) and will contain information for parents on how they can help their child with the presented academic content.

**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.**

1. Monthly newsletters containing a description of the last month's and upcoming school events, dates for progress reports, PTO meetings, report cards, and parent training will be mailed home to 25 random parents each 9-weeks.

2. The annual Title I meeting will be held on September 10, 2012, at 6:00 p.m. in the school gymnasium. At this meeting, parents will be made aware of all programs funded with Title I monies. This includes Parent's Right to Know, intervention programs for students, parental involvement, professional development for teachers, the parent/school compacts, and noted strengths and weaknesses according to state assessment results.

3. The reading series also has a parental involvement section which includes informational letters to parents. An open house will be held on August 16, 2012, from 3:00 p.m. - 5:00 p.m. so that parents can meet the teachers and the teachers can explain to parents the academic curriculum (reading and math) and behavioral expectations.

4. During the Open House, parents will be given information about "The 7 Habits" through a brochure and this will also be done at the Title I Annual Meeting.

5. Parents can utilize the school website to obtain information related to school and class specific information.

6. School Messenger is used to convey important school news and/or announcements to parents, along with Notify Me!.

7. Parents will be given access to surveys, both paper versions and on-line, asking for items of parental interest. Parents will be asked to place their suggestions in a suggestion box which will be located at the sign-in table in the gymnasium during meetings located there or on the office counter during other times. There is also a suggestion box link on the school website for parents to offer their opinions/ask questions.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

A draft of the proposed student/parent compact for the 2012/2013 school year will be presented at the Open House and annual Title I meeting. The initial five members of the CIP committee and all parents in attendance during this planning time created a draft of the compact that fits the needs of SCES and follows guidelines issued by the State of Alabama. This compact is reviewed, revisions are made, if needed, and the final version sent home for parents and students to sign. This compact states specific responsibilities of the parent, of the student, of the teacher, and of the principal to ensure that each student succeeds academically. The media specialist also has a Library Guideline compact the parent, the student, the media specialist and the principal signs. The compacts are used during parent conferences to remind everyone involved of their responsibilities.

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

At the annual Title I meeting on September 10, 2012, parents will be informed of the new CIP (included in the informative presentation concerning Title I) and how they can provide input either in writing (send through the student to the school to the chairman/members of the committee, classroom teacher, or principal), or call the school to set up an appointment with the previously mentioned personnel to address any concerns or recommendations for change to the CIP. Continued opportunities for input from parents will be presented by:

\*Providing copies of the CIP at the annual Title I meeting

\*Providing a copy of the Parental Involvement Section to all parents attending the Open House at SCES.

\*Keeping a copy of the CIP in the school's office and in the school library for parent review and for any questions concerning the plan.

\* A copy of the CIP will be posted on the school's website.

Suggestions, comments, and concerns can also be placed in the Suggestion Box which is located on the office counter at SCES and at the sign-in table at all school functions or they can be posted in the school's on-line suggestion box located on the school website.

**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)**

Faculty members will plan, publicize, and present to parents all of the above mentioned understanding of academic standards and interpretation of assessments and Title I programs at different times during the school year. The day/time of each presentation will depend upon those targeted and their requested time. This will allow parents a "double-dip" of information already provided at the annual Title I meeting.

**(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)**

SCES provides a parent resource center containing literature on a variety of topics available at all times at the school. Also, at each parent/teacher conference, the compact will be used to emphasize the responsibility of all concerned to focus on the needs and educational outcomes of the student. In partnership with 21st Century After-school Program, Federal Programs and the Parental Involvement Committee, SCES will offer training sessions which will be held during a variety of times: after PTO meetings, during the school day, and after-school. Training will be offered to teach parents how to navigate the school website and the links found on that site, and give information about programs that can be used by parents to gain additional information about their child's academic progress. Training sessions with parents such as "Pastries with Parents," "Family Math Night," "Family Reading Night" will be held to inform them of strategies and ideas on how to incorporate collaboration with their child/children and teachers and on "The 7 Habits".

**(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)**

SCES will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings to gain understanding regarding the importance of parental involvement and to continually emphasize that parents are our partners. This year, our CIP committee placed emphasis on the need to ensure a closer connection between our school and parents. The CIP team will continue to work closely with teachers to ensure that the faculty continues to focus on the need to include parents in all aspects of a child's learning. The faculty will be given additional training in a October faculty meeting which will have the title of "Teacher & Parents: Together a Powerful Force".

**(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)**

The parental involvement coordinator will maintain the parent information center in the hallway and parents and community members can take these pamphlets and use the information to assist students at home. The variety of literature addresses many aspects of education: bullying, ADHD, learning disabilities, gifted education, helping with homework, reading success, study skills, and special needs. During PTO meetings, pre-Kindergarten registration, Open House, and Parenting Day, and other school functions, other series entitled, "Dad's Playbook: Coaching Kids to Read," the "Shining Star Reading Series", and an internet safety book are offered to parents. The 21st Century Afterschool Program, CIRCLES, will collaborate with Federal Programs and the Parental Involvement Committee at SCES in sponsoring and presenting parental involvement programs. They will offer a "Family Reading Night" and a "Family Math Night" which seeks parental involvement of all parents, not just those who have students attending the program. Parents will be notified of the implementation of "The Leader in Me" through brochures offered at the Annual Title I Meeting and the Open House and a powerpoint of "The Leader in Me" will posted on the school website after it is presented at a parental involvement program.

**(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)**

Announcements will be free of educational jargon and in parent's first language (when necessary).

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

SCES' faculty makes every effort to schedule and conduct parent conferences in a timely manner. The counselor is available for conferences and offers assistance and suggestions to parents when needed. The district social worker meets with parents and students to assist the school in meeting needs of the family. The school nurse provides care plans and meets with parents when there are health concerns. The reading coach will assist with parent workshops and information sessions when necessary. The 21st Century After School program partners with Federal Program, and individually, to offer parent training sessions on subjects such as literacy, technology, how to help your child at home, and improving parenting skills.

**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.**

Southern Choctaw Elementary School makes every effort to accommodate the needs of all parents. In conjunction with the LEA, SCES provides opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides basic information and school reports in a format, to the extent practicable, in a language that parents can understand, and has access to the TransAct Library of School Letters. SCES is a handicapped accessible building and meets the needs of any parent with disabilities. No migrant students are currently enrolled at SCES at this time.

## Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

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

### Learning Activities:

#### ARI Training

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

The utilization of ARI strategies will address the need for increasing the number of students reaching benchmark on DIBELS testing. It will further emphasize ways in which the standards/objectives in reading can be taught to students who are identified as struggling readers at any grade level.

#### **What types of professional learning will be offered?**

An administrator, ARI coach, and one teacher will participate in additional ARI training and professional development which will be presented to the faculty focusing on the needs and ways to improve learning.

#### **When will the session be delivered?**

The ARI training will be offered three times a year and will be offered in October, 2012, November 2012, and February 2013.

#### **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?)**

Through the sharing of knowledge learned in the ARI meetings, strategies will be presented to the faculty that can be used with all students, especially those with low reading capabilities. Through the implemented strategies by teachers and students, student achievement is expected to increase and be shown through higher scores on unit tests, weekly tests, formative assessments, and ARMT scores.

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

**assimilation/integration of strategies?**

Agendas and certificates from ARI meetings, faculty meeting sign-in sheets and agendas, and walkthroughs.

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

Funded by ARI.

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

81% of all discipline referrals involved black males. The number of days absent by all students numbered 3,699 for the 2011-2012 school year.

**What types of professional learning will be offered?**

The faculty will participate in a one day training session on strategies for implementation of the 7 Habits of Highly Effective People.

**When will the session be delivered?**

The Leader in Me training session will be offered January 2, 2013.

**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?)**

Student learning will increase and unacceptable behaviors will decrease due to daily implementation of behavioral strategies presented in The Leader in Me. It is expected that the school culture will change with the emergence of more leadership and accountability within the next three to five years.

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

Monthly comparisons of discipline referrals.

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

UA/UWA In-Service Center. Title I \$4,200.00

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

Proficiency level of a 3rd grade student is 4.7 in the area of writing and proficiency level of a 5th grade student is 4.6 in the area of writing.

**What types of professional learning will be offered?**

Information will be presented regarding the WIDA standards, how to implement them, and language acquisition.

**When will the session be delivered?**

October 2012 Additional sessions to be announced

**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?)**

Increased performance in the language domain of writing.

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

Attendees at sessions will bring back strategies to share with faculty. Sign-in sheets and agenda will show participation in training at the school level. Strategy

implementation will become an item on the walk-through form.

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

\$1,000.00 Title II - District

**Differentiated Learning**

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

33% of 3rd grade students (upcoming 4th graders) black males scored Level II or below in reading; 38% of 3rd grade students (upcoming 4th graders) black males scored Level II or below in math; 100% of 3rd grade students (upcoming 4th graders) in special education scored Level II or below in reading; 80% Of 3rd grade students (upcoming 4th graders) in special education scored Level II or below in math.

**What types of professional learning will be offered?**

Special Education Workshop, ALSDE (these meetings include the special education teachers, general education teachers, and the gifted teacher)and other areas, including EL strategies, common core math & reading (Fall 2012; Winter 2013; and Spring 2013), Rtl, and ARMT+ (meeting dates TBA). CLAS workshops scheduled for 10/12and 6/13 with additional dates TBA. Technology in Motion Professional Learning Group workshops scheduled for September, October, November, January and May.

**When will the session be delivered?**

On a monthly basis throughout the school year.

**What are the expected outcomes of professional learning?**

**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increase percentage of students scoring proficient on formative assessments.

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

Certificates and documentation of presentations at faculty meetings. Evidence of implementation will be observed during walk-throughs.

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

\$638.34 - Title II Title I - \$1150.00

**Technology at SCES**

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

Instructing teachers on how to use technology in their classrooms and how to operate purchased technology for classrooms which will improve student performance in the classroom through the development of their interest. On the 2012 Teacher IMPACT for SCES, 63.33% stated that they participated in technology-focused professional development activities in 2011-2012 and 56.67% did not participate in any summer technology-focused professional development.

**What types of professional learning will be offered?**

The technology coordinator will offer aid to teachers on the use of various technology on one Tuesday afternoon per month to ensure that teachers use technology to enhance their lessons and comply with ACOS. Additional training will be given through iNOW User Conferences, Technology in Motion Professional Learning Group (Sept '12, Oct. '12, Nov. '12, Jan. '13, May '13, and Technology Conference 6/13.

**When will the session be delivered?**

1 Tuesday per month (Sept., Oct, Nov. Jan., Feb., March, April)

**What are the expected outcomes of professional learning?****(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Teachers will incorporate technology to enhance their lessons which will improve student achievement.

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

Sign-in sheets, agendas, and documentation of technology in lesson plans

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

General Fund - \$2,500.00

**CLAS Conference and Leadership Series****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

SIR report - 141 office referrals/ Teacher absences - improving teacher attendance/ ARMT+ - strategies for improving scores on ARMT+/ Rtl- how to successfully implement Rtl/ Differentiated Instruction/ Diversity/ Improve school culture/ Special education hot topics/ Technology in the classroom

**What types of professional learning will be offered?**

Conference will address the upcoming common core standards, ARMT+, Rtl, changing school culture, how schools and districts lead students to success, teaching and learning, motivating teachers, and reviewing laws pertaining to special education and implementing 504s, and Poverty and Underachievement: How Schools and Districts Lead Students to Success

**When will the session be delivered?**

October 2012, November 2012, February 2013, June 2013

**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?)**

Principal will gain knowledge on how to successfully implement changes in the school culture that align with The Leader in Me concepts, improve teacher attendance, provide strategies for differentiating instruction and using technology in the classroom. Hot topic issues related to special education and providing FAPE will be addressed. Attendance should result in improved skills to assist teachers with improving instruction and thereby increasing student achievement.

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

Sign-in sheet from faculty meeting where information was shared with faculty.

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

\$800.00 Title II

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

There will be sessions for each of the weakness identified under ARMT, Dibels, school culture, and school perception.

**What types of professional learning will be offered?**

MEGA conference will cover professional learning needs related to: common core, behavior, Rtl, PST, EL, Special Ed, 504, culture, counseling, physical education, and other pertinent topics.

**When will the session be delivered?**

July 2013

**What are the expected outcomes of professional learning?**

**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Improved student achievement through enhanced delivery of instruction.

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

Participants must bring information back to share with faculty. Copy of sign-in sheets and agenda from faculty meetings will be available.

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

\$3,500.00 Title I Title II - District

**Instructional Planning**

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

Teachers will plan on how to meet proficiency without the use of IIs to meet AMOs in reading and math in grades 3-6. K-2 will address needs of at-risk & retained students to achieve benchmark.

**What types of professional learning will be offered?**

Cross grade level/content level, and grade level meetings. Planning on successful implementation of Rtl. Planning for implementation of EL strategies. Strategies for differentiating instruction. Planning to implement Classworks as an intervention program. ARMT+ training on item specs, gridded items, and open ended items. Integration of technology. Evaluating pacing guides and update as needed.

**When will the session be delivered?**

January 2012; March 2012; and May 2012 to follow up how successful they feel in meeting their goals

**What are the expected outcomes of professional learning?**

**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Improved student achievement.

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

Sign-in sheets, agendas, and minutes.

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

Title II - \$702.00

**Part VIII - Coordination of Resources/Comprehensive Budget**

**I. State Foundation Funds**

	<b>FTEs Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	24.95	24.95	1,818,015.59

Administrator Units	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>
Assistant Principal	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Counselor	<input type="text" value=".5"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>
Librarian	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>
Career and Technical Education Administrator	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Career and Technical Education Counselor	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Technology			<input type="text" value="0"/>
Professional Development			<input type="text" value="0.00"/>
State ELL Funds			<input type="text" value="0"/>
Instructional Supplies			<input type="text" value="7,485.00"/>
Library Enhancement			<input type="text" value="0"/>
<b>Total of All Salaries:</b>			<input type="text" value="\$1,825,500.5"/>

**II. Federal Funds**

**Title I: Improving the Academic Achievement of the Disadvantaged**

**Provide a brief explanation and a breakdown of expenses.**

.50 for Counselor, \$36,409; 1 Teacher, \$42,117; sub for 1 teacher, \$534; fee money \$435; classroom materials, \$500; other books & periodicals, \$2,000; software (license), \$1,000; parenting, \$1,546.91; substitutes, \$702; professional development \$5,350; audio/visual equipment, \$5,814

**Total :**

**Title I: ARRA Funds**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**Title II: Professional Development Activities**

**Provide a brief explanation and a breakdown of expenses.**

Provide for subs and travel to ALSDE and other state sponsored conferences throughout year.

**Total :**

**Title III: For English Language Learners**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**



**Title IV: For Safe and Drug-free Schools**

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

SCES received a grant from 21st Century which provides for after school remediation in reading and math with enrichment activities for the 36-week school year, and a 3 week summer program. The majority of the grant covers salaries of bus drivers, aides, tutors, teachers, and the lead teacher. Additionally, the grant contracts with individuals to provide enrichment activities in the areas of art, music, and nutrition, and parental involvement activities.

Total :

**III. Local Funds (if applicable)**

**Local Funds**

Provide a brief explanation and a breakdown of expenses.

- Internet service for school - \$6,000
- PRI telephone line - \$5,000
- Computer equipment - \$10,000
- Technology repairs - \$1,500
- PD Travel - \$2,500
- School Maintenance - \$6,000

Total :