

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 grade-level, BLT, and faculty meetings, the determine next steps toward RES faculty as well as parent and community representatives analyzed relevant data and determined strengths and weaknesses. Throughout the year, teachers participate in monthly data meetings to analyze current and relevant data and goals.

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)**

Dan Aude - Principal
 Matt Coker - Assistant Principal
 Cindy Mann - Reading Coach
 Connie Rayfield - Media Specialist
 Wanda Vlasis - Special Education Teacher
 Carrie Pinkard - Gifted Teacher
 Amy Smith - Physical Education Teacher
 Brittany Walker - First Grade Teacher
 Chris Holley - Second Grade Teacher
 Kimberly Tucker - Sixth Grade Teacher
 Leslie Mattox - Student Council Representatives
 Casey Hudson - Parent
 Amanda Heinzen - Parent
 Craig Carter - Community Representative, Pastor
 Minnie Pringle - Counselor

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 CIP committee and school faculty, along with parent and community representatives, convened to disaggregate standardized assessments, DIBELS, and ELL data. The CIP committee met to revise strategies, professional development, and budget requirements. When the draft was completed, the faculty, as well as parent and community representatives, reviewed it and had the opportunity to provide feedback. Modifications were made, and the finalized CIP was sent to the district school board for approval and signatures.

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.

All teachers at RES are highly qualified. We strive to maintain 100% highly qualified teachers as administrators identify vacancies and hire applicants who are fully certified and highly qualified. Online applications require HQT designation. Classroom assignments are made based on even distribution of abilities using data gathered from multiple sources.

Number and percentage of teachers Non-HQT:

100% of Redland Element

Number and percentage of Classes Taught by Non-HQT:

0/0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

All grade levels exceeded AMOs in reading and mathematics as follows:
3rd reading AMO 88, RES 97; 3rd math AMO 84, RES 94
4th reading AMO 86, RES 97; 4th math AMO 83, RES 96
5th reading AMO 88, RES 97; 5th math AMO 82, RES 97
6th reading AMO 89, RES 93; 6th math AMO 74, RES 94

Weaknesses:

The following subgroups had higher percentages scoring in Levels I and II for reading and math: Black, Free Lunch, and Poverty.

Alabama Science Assessment:

Strengths:

80% of students scored Level III or IV. The School Summary Report indicated that 61% of students

mastered Earth and Space Science.

Weaknesses:

Life Science standards showed a lower percentage of mastery than other categories.

Stanford 10:

Strengths:

The Reading Comprehension subtest on the Group Report showed strengths as follows:

Reading Comprehension -

76 percentile in 3rd gr.,

73 percentile in 4th gr.,

72 percentile in 5th gr., and

68 percentile in 6th gr.;

Vocabulary –

69 percentile in 3rd grade,

70 percentile in 4th gr.,

66 percentile in 5th gr.,

and 61 percentile in 6th gr.

The Mathematics Subtest subtest on the Group Report showed strengths as follows:

Mathematics Problem Solving -

68 percentile in 3rd gr.,

71 percentile in 4th gr.,

Mathematics Procedures -

73 percentile in 3rd gr.,

79 percentile in 4th gr.,

65 percentile in 6th gr.

Weaknesses:

The Reading Vocabulary subtest on the Group Report showed lower scores in all grades.

The Mathematics Problem Solving subtest on the Group Report showed lower scores in 5th grade- 56 percentile and in 6th gr. -60 percentile. The Mathematics Procedures subtest on the Group Report showed lower scores in 5th grade - 66 percentile,

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Kindergarten – 91% are Low Risk in LNF, 99% are Established in PSF, and 95% are Low Risk in NWF.

1st Grade – 100% are Established in PSF, 98% are Established in NWF, and 92% are Low Risk in ORF.

Weaknesses:

2nd Grade – 14% of students (18 students) failed to benchmark in ORF.

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

The average composite score was 3.55. 6 out of 8 students scored a Developing or Expanding Proficiency Level.

Weaknesses:

Several of the students had a lower proficiency score in the Language Domain of Writing.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

A larger percentage of teachers scored higher in technology integration.

Weaknesses:

A larger percentage of teachers scored Emerging and Applying in the Diversity standard

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

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

N/A

Weaknesses:

N/A

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 20 total office referrals for the 2010-2011 school year.

Weaknesses:

The highest percent of infractions were for refusing to obey the bus driver.

The largest number of dispositions was in school suspensions.

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:

There are three teachers new to Redland this year. Out of the three teachers new to the school, two were experienced teachers. Only 9% of teacher absences were due to personal leave.

Weaknesses:

Detached duty accounted for 35% of all teacher absences.

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).

Strengths:

The attendance rate was 97%

Weaknesses:

N/A

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

Strengths:

0% of the 6th grade students surveyed reported that they had used Tobacco, Alcohol or Marijuana.

Weaknesses:

N/A

School Perception Information related to student PRIDE data.

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

N/A

Weaknesses:

N/A

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:

N/A (The school counselor serves as the school ELL coordinator and partners with the system specialist.)

Weaknesses:

N/A (The school counselor serves as the school ELL coordinator and partners with the system specialist.)

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

Strengths:

N/A

Weaknesses:

N/A

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – Note: All components must be related to the weaknesses identified for any student subgroups in the data summary and support improving academic achievement , INCLUDING SCHOOL CULTURE AND RtI CONSIDERATIONS.

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

G1. Reading

Description:

The percent of students benchmarking and/or scoring III and IV will increase by 1% as determined by DIBELS and ARMT to the following: DIBELS (K =100%, 1st

grade =93%, 2nd grade=87%; ARMT Reading (3rd grade=98%, 4th grade=98%, 5th grade=98%, and 6th grade=98%).

Data Results on which goal is based:

Spring 2011 DIBELS (K =99%, 1st grade =92%, 2nd grade=86%; Spring 2011 ARMT Reading (3rd grade=97%, 4th grade=97%, 5th grade=97%, and 6th grade=97%)

Target Grade Level(s): All Students

Target Content Area(s): Reading

AHSGE (Must be completed regardless of school's grade span): Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

All Students Black Free and Reduced

Courses of Study:

Kindergarten – COS Standard 2 (Demonstrate letter-sound association, blending sounds into words) 1st Grade – COS Standard 4 (Read with comprehension variety of first-grade reading materials) 2nd Grade – COS Standard 4 (Read with comprehension variety of second-grade reading materials) 3rd Grade – COS Standards 3 & 4 (Use wide range of strategies to comprehend third-grade reading material in a variety of genres)

Strategies:

S1.1.1 S1 Reading

Description:

Daily implement research-based core reading program to fidelity

Action Steps:

AS1.1.1 Reading

Description:

All Teachers will: S1-A1. Administer Baseline Group Tests in August

Benchmarks:

S1-B1. 100% of reading teachers will administer the baseline group test as determined by a list of baseline scores.

AS1.1.2 S1 - AS2

Description:

All reading teachers in August, establish small, flexible groups

Benchmarks:

S1-B2. 100% of reading teachers will establish small flexible groups based on data from the reading program as determined by lists of reading groups.

AS1.1.3 S1 - AS3

Description:

Daily implement ARI best practice strategies before, during, and after reading (graphic organizers, turn and talk, quick writes, etc.)

Benchmarks:

S1-B3. 100% of reading teachers will use ARI best practice strategies as determined by observations or walkthroughs by the reading coach or administrators.

AS1.1.4 S1 - AS4**Description:**

Daily implement explicit instruction during whole and small groups to include the following: • Model and explain • Guided practice with feedback • Independent practice with feedback

Benchmarks:

S1-B4. 100% of reading teachers will use explicit instruction in daily lessons as determined by observations or walkthroughs by the reading coach or administrators.

AS1.1.5 S1 - AS5**Description:**

• S1-AS5. Daily implement Tier I with a minimum of 90 minutes reading block to include the following: • Whole group – Warm-up routines, word work, skills and strategy, comprehension, fluency, and vocabulary for a minimum of 30 minutes • Small group – High-frequency words, comprehension, fluency, skills and strategies for 20 to 30 minutes per group

Benchmarks:

S1-B5. 100% of reading teachers will teach a minimum of 90 minutes per reading block as determined by schedules.

AS1.1.6 S1 - AS6**Description:**

S1-AS6. Use leveled readers and differentiated lesson plans in Tier I during daily small group instruction

Benchmarks:

S1-B6. 100% of reading teachers will use leveled readers and differentiated lesson plans during small groups as determined by observations or walkthroughs by the reading coach or administrators

AS1.1.7 S1 - AS7**Description:**

S1-AS7. Implement a minimum of 30 minutes daily Tier II instruction to adjust teaching based on core program and DIBELS data as well as teacher observation

Benchmarks:

S1-B7. 100% of K-6 reading teachers will teach 30 minutes of Tier II instruction as determined by observations or walkthroughs by the reading coach or administrators.

AS1.1.8 S1 - AS8

Description:

S1-AS8. K-6 reading teachers will conduct monthly (beginning in October) systematic progress checks on all students using core program and DIBELS

Benchmarks:

S1-B8. 100% of K-6 teachers will administer DIBELS progress monitoring as determined by progress monitoring forms or reports.

AS1.1.9 S1 - AS9**Description:**

S1-AS9. Administer Selection Tests/Fresh Reads (weekly), Unit Benchmark Tests (every 5-6 weeks), and the End of the Year Tests (in May)

Benchmarks:

S1-B9. 100% of reading teachers will administer program assessments as determined by SF reports.

AS1.1.10 S1 - AS10**Description:**

S1-AS10. Use engaging and meaningful center activities each day to reinforce word work, fluency, and comprehension

Benchmarks:

S1-B10. 100% of reading teachers will use engaging and meaningful centers as determined by observations or walkthroughs by the reading coach or administrators.

AS1.1.11 S1 - AS11**Description:**

S1-AS11. Provide on-going, job-embedded professional development through daily coaching and monthly grade level meetings

Benchmarks:

S1-B11. 100% of K-6 reading teachers will participate in on-going, job-embedded professional development as determined by sign-in sheets and reading coach agendas.

AS1.1.12 S1-AS12**Description:**

Implement Classworks to remediate, monitor progress and assess student mastery in the area of mathematics.

Benchmarks:

Classworks has components for instruction, progress monitoring and assessing students built into the program.

Interventions:

Fully implement the three-tier model of instruction to include provision of additional instruction and time as well as smaller teacher-student ratios.

Resources:

Reading Horizons Materials - Provided by Special Education

G2. Math**Description:**

The percent of students scoring III and IV will increase by 1% as determined by ARMT Math to the following: 3rd grade=95%, 4th grade=97%, 5th grade=98%, and 6th grade=95%.

Data Results on which goal is based:

Spring 2011 ARMT Math (3rd grade=94%, 4th grade=96%, 5th grade=97%, and 6th grade=94%)

Target Grade Level(s): All students

Target Content Area(s): Math

AHSGE (Must be completed regardless of school's grade span): Math

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

All students

Courses of Study:

Kindergarten – COS Standard 1 (Demonstrate number sense) 1st Grade – COS Standard 2 (Demonstrate conceptual understanding of addition and subtraction) 2nd Grade – COS Standard 2 (Apply addition and subtraction) 3rd Grade – COS Standard 2 (Solve word problems) 4th Grade – COS Standard 6 (Solve word problems) 5th Grade – COS Standard 3 (Solve word problems) 6th Grade – COS Standard 2 (Solve problems)

Strategies:**S2.1 S1****Description:**

Implement explicit and intensive instruction using TEAM Math strategies to make connections to prior mathematical experiences by providing vehicles for expressing and internalizing mathematical thoughts.

Action Steps:**AS2.1.1 S1 - AS1****Description:**

S1-AS1. Reinforce the automaticity of basic facts through the use of weekly drills

Benchmarks:

S1-B1. 100% of Gr. 1-4 math teachers will use drill sheets as determined by observations or walk throughs.

AS2.1.2 S1 - AS2**Description:**

S1-AS2. Use manipulatives at least monthly to teach math concepts

Benchmarks:

S1-B2. 100% of math teachers will use manipulatives as determined by observations or walk throughs.

AS2.1.3 S1 - AS3

Description:

S1-AS3. Conduct monthly grade level meetings/PSTs to review and respond to current data

Benchmarks:

S1-B3. 100% of math teachers will participate in monthly grade level meetings/PSTs as determined by sign-in sheets.

AS2.1.4 S1 - AS4

Description:

S1-AS4. Administer quarterly benchmark assessments

Benchmarks:

S1-B4. 100% of math teachers will administer quarterly benchmark assessments as determined by data spreadsheets.

AS2.1.5 S1 - AS5

Description:

S1-AS5. Provide Tier II instruction daily at the end of each math block.

Benchmarks:

S1-B5. 100% of math teachers will provide Tier II instruction daily as determined by observations or walk throughs.

AS2.1.6 S1-AS6

Description:

Implementation of Classworks program to remediate, monitor progress, or assess student progress in area of mathematics.

Benchmarks:

Classworks has instructional components, assessments and progress monitoring instruments.

AS2.1.7 S1-AS6

Description:

Implement Classworks program to remediate, monitor progress, or assess student progress in area of mathematics.

Benchmarks:

Classworks has instructional components, assessments and progress monitoring instruments.

Interventions:

Provide Tier II instruction Use peer-tutoring Use Math Target Time Fully utilize PST Reteach skills not mastered on tests Review IEPs of special education students not making progress

Resources:

Math drill resources Quarterly benchmark assessments Math manipulatives

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: Any school that did not make AMAOs must complete this page. Refer to the ACCESS for English Language Learners data in the Needs Assessment (Ic) to develop appropriate goals.

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

G1. AMAO

Description:

The percent of ELL students scoring Developing and Expanding Proficiency Level will increase 10 points to 85%.

Data Results on which goal is based:

Spring 2010 WIDA ACCESS (6 out of 8 scored Developing and Expanding Proficiency Level)

Target Grade Level(s): K through 6

Target ELP Language Domain(s): Reading, Writing, Listening, Speaking, Comprehension

WIDA Standards: Listening, Speaking, Reading, Writing, Comprehension

Strategies:

S1.1 S1

Description:

S1. Provide technological resources for students and parents as needed

Action Steps:

AS1.1.1 S1 - AS1

Description:

Determine which ELL students would benefit from Rosetta Stone and/or Let's Go.

Benchmarks:

S1-B1. A list of students using Rosetta Stone and/or Let's Go

AS1.1.2 S1 - AS2

Description:

Secure training for teachers with ELL students to know how to use Rosetta Stone and/or Let's Go.

Benchmarks:

S1-B2. Sign-in sheet for training

Interventions:

Provide Tier II instruction Fully utilize PST Additional tutoring by parent and community volunteers Use peer-tutoring

Resources:

Rosetta Stone – No additional purchase needed Let's Go – No additional purchase needed

S1.2 S2 Learning and Speaking

Description:

Monitor progress of word usage

Action Steps:

AS1.2.1 S2 - AS1

Description:

Give the DIBELS WUF test monthly to ESL students

Benchmarks:

Progress monitoring forms.

AS1.2.2 S3 AS 1 Writing Portfolio

Description:

Provide opportunities to communicate in writing

Benchmarks:

S3-B1. Writing portfolios

Interventions:

Provide Tier II instruction Fully utilize PST Additional tutoring by parent and community volunteers Use peer-tutoring

Resources:

DIBELS materials – No additional purchase needed

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 – Note: 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. Character Traits

Description:

Students need to be challenged to achieve at high levels and demonstrate positive character traits.

Strategies:**S1.1 S1 Positive Learning Climate****Description:**

Promote student motivation Character/7 Habits education K-6 (counselor) Large and small group counseling (counselor) Honors Days (all teachers) Weekly Good sportsmanship Awards (PE teachers) Implementation of Positive Behavior Support (PBS) Implementation of the SOAR program

Action Steps:**AS1.1.1 S1 - AS1****Description:**

Promote student motivation Character/7 Habits education K-6 (counselor) Large and small group counseling (counselor) Honors Days (all teachers) Weekly Good sportsmanship Awards (PE teachers)

Benchmarks:

S1-B1. Counseling schedules, lists of awards, programs

Interventions:

Additional small group and/or individual counseling Use of PST Parent conferences BLT problem-solving discussions Promising Practices-character award Attorney General School Safety Award School of Excellence

Resources:

Honors Day Certificates - \$500.00 Volunteer appreciation breakfast - \$200.00

S1.2 S2 Parent involvement**Description:**

Promote meaningful parental involvement Parent resource room (counselor) Reading volunteers (reading coach) Newsletters (all teachers) PTO committees and meetings (administrators) School and PTO websites (technology committee) Open house (administrators, all classroom teachers) Parent report days (all classroom teachers) Fall festival (administrators, all teachers)

Action Steps:**AS1.2.1 S2 - AS1****Description:**

Promote meaningful parental involvement Parent resource room (counselor) Reading volunteers (reading coach) Newsletters (all teachers) PTO committees and meetings (administrators) School and PTO websites (technology committee) Open house (administrators, all classroom teachers) Parent report days (all classroom teachers) Fall festival (administrators, all teachers)

Benchmarks:

S2-B2. Pictures, agendas

AS1.2.2 S2 - AS2**Description:**

Promote meaningful community involvement Friends of Redland Elementary (FORE) volunteers (administrators) Men of Mulder volunteers

(administrators) Art Explosion (all classroom teachers) Good News club (administrators) • Monthly piano players (administrators)

Benchmarks:

Pictures, agendas

Interventions:

Additional small group and/or individual counseling Use of PST Parent conferences BLT problem-solving discussions

Resources:

Volunteer appreciation breakfast - \$200.00

S1.3 S3 Teacher Support

Description:

Implement mentoring program for new teachers.

Action Steps:

AS1.3.1 S1 - AS2

Description:

Provide mentoring for new teachers. Assignment of mentors Monthly mentoring meetings

Benchmarks:

S3-B1. Sign-in sheets

Interventions:

Monthly Mentor Meetings

Resources:

Mentees - Provided with a stipend from the State Department

Part V - Additional Components, That When Addressed, Positively Impact Student Achievement

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?

New teachers participate in New Teacher Orientation and are assigned a mentor that will partner with them for at least three years. The mentor will assist with school reports, INOW grades and attendance, classroom management tips, etc.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education.

Title II funds are used for PD. Title IV funds for Drug Free Schools. Title III funds are used for ELL support. Title V funds are used for gifted education and the school nurse. AL is in proration

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.

Kindergarten students and parents are invited to participate in an orientation meeting each spring. Each grade hosts an open house before school starts. Sixth grade students go on a field trip to visit their next school.

Kindergarten teachers and RES special education teachers participate in the preschool IEP conferences to prepare for upcoming kindergarten students. Middle school special education teachers participate in IEP conferences of 6th grade students.

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

All teachers are highly qualified. Elmore County Schools actively recruit HQT by attending job fairs and use the Teach in AL on-line application system. Job vacancies are posted on the Elmore County website.

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.

A mentoring program is implemented to support new teachers. The administrators have established a positive working climate that attracts and retains teachers. 28 teachers hold BS degrees. 19 have MS degrees, and 3 have EdS degrees.

Special Populations:

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

ELL students are taught in the regular classroom and provided additional assistance during Tier II instruction as needed. The counselor serves as the school ELL coordinator and partners with the system specialist.

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.

Special education students are served according to IEPs. ELL students are served in the regular education classroom.

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 and parents may visit pearsonsuccessnet.com at home to reread stories from the core program.

The school sponsors a chorus club before school each week. The following services are offered through community involvement: Art, twirling, and Good News Club, Girls Scouts and Boys Scouts.

Part VI – School Parental Involvement Plan

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.

The Continuous Improvement Plan (CIP) for Redland Elementary School will be available to parents and other stakeholders in the school library, the guidance office, and the administrators'

offices. All certified personnel also have a copy. The CIP will also be available on the school website (<http://redland.ece.schoolinsites.com>) with revisions being made as needed.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.

Teachers provide effective instruction and maintain current iNow databases. Parents monitor grades on iNow and sign weekly graded papers. Students strive to demonstrate leadership qualities by doing their best work.

Teachers and parents communicate often through weekly newsletters, daily behavior charts, written and verbal communications, conferences on Parent Report Day, progress reports, report cards, etc.

Parents are invited to visit classrooms, volunteer to tutor students, and participate in PTO/school activities and fundraisers.

Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.

Parents may bring concerns before the Parental Involvement Committee or address issues with a school counselor or administrator.

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.

On parent Report day and other days as needed, teachers will offer parents a convenient time to discuss their child's progress. Parents may visit classrooms, volunteer to tutor students, or attend various school/PTO events. Workshops will be provided to help parents learn how to help their child succeed academically. Parents and community volunteers work in the media center. In addition, parents and community volunteers are assigned to a class to listen to children read.

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.

Class newsletters, memorandums, forms, reports, etc. will be translated as needed using TRANSACT or freetranslation.com. Translators will be obtained as needed for parent conferences. Rosetta Stone will be provided for parents in the Parent Resource Room.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

Learning Activities:

PD-1.

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

Newly adopted implementation of Rtl – Response to Instruction - using the three tiered method of instruction.

What types of professional learning will be offered?

Professional development activities conducted by Claire Moore and AIMSweb

When will the session be delivered?

During 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?)**

Teachers will effectively implement Tier I and II instruction each day.

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

Participants will be held accountable for implementing program through observation conducted by school administration and reading coach. Progress of students will be monitored through regular assessments. AIMSWeb Data will be reviewed in third and fourth grades to aid in the tiered instruction for student identification and monitoring.

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

Title II, \$875.00

PD-2**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Faculty training in ELL classroom instruction.

What types of professional learning will be offered?

Training will continue on differentiation of instruction for English Language Learners

When will the session be delivered?

October 2011 January 2012

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

The teachers will learn to differentiate classroom instruction based on content, process, and product.

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

Teachers of ELL students will incorporate the language proficiency standards as shown on individual lesson plans.

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

Title IV - No Cost

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	46	46	3,147,266
Administrator Units	1	1	0
Assistant Principal	1	1	0
Counselor	1	1	0
Librarian	1	1	0
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			825.00
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
Total of All Salaries:			

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Aims Web Training, Writing Workshop, Math Workshop

Total : 825.00

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: Provide information for any other funds received not already addressed (Ex: 21st Century, Learn and Serve, Even Start, School Improvement Grant, etc)

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

General Fund - Generated from golf tournaments and fund raisers

Total :