

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):

The planning process began with CIP chairs and administrators August 20, 2012. The system curriculum and improvement specialist met with the schools to access and review test data on an individual per student and as a grade and group. This information was shared with the faculty on October 3, 2012. This information was shared with parents and other stakeholders at the Parental Involvement Meeting on October 8, 2012.

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)**

Jacki Hall - Principal
 Craig Owen - Assistant Principal
 Rhonda Hutto - English Teacher
 Teri Ferguson - Math Teacher
 Sundra Sabine - Special Education Teacher
 Marketta Terry - Science Teacher
 Lindsey Sizemore - Social Studies Teacher
 Leah Hembree - Library/Media Specialist
 Leisa Turner - Counselor
 Canary Lucious - Parent
 Kristi Vance - Parent
 Leticia Villareal - ELL Parent
 Susan Nava - ELL Teacher/Interpreter
 Stephene Hill - Student
 Lyndsey Lunn - Student

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 leadership teams met with an ALSDE regional specialist to analyze all test data from the state including, but not limited to, AYP data, ARMT/Stanford 10 data, AHSGE data, and DIBELS data. The leadership teams also used data from their feeder schools. All data was taken to schools for analysis at department and grade level meetings.

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.

The Central Office ensures that all teachers are highly qualified, well trained by verifying their certificate and assigned schedule match their certification as reported in LEAPS. This process is monitored throughout the hiring procedures per board policy and highly qualified and certification status is checked by the personnel department through the ALSDE website: <http://tcert.alsde.edu>

Number and percentage of teachers Non-HQT:

All teachers are highly qualified

Number and percentage of Classes Taught by Non-HQT:

All core classes are taught

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

Math proficiency improved from 2.84 to 9.35.
Reading proficiency index improved from -4.5 to -1.3.

Weaknesses:

While reading proficiency improved, it is still negative and an area of focus. Free/reduced lunch students were the weakest subgroup with a proficiency index of -5.64.

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

ELES
*92% of students scored in Levels III and IV on Math portion of the 2011-2012 ARMT exceeding the benchmark of 84% by 8 points.
*Percentage of students meeting Level IV proficiency on the Math portion of the 2011 – 2012 ARMT increased from 66.67% in 2011 to 73% in 2012.

Weaknesses:

ELES
*Only 48% of students scored in Level IV on Reading portion of the 2011-2012 ARMT.

Alabama Science Assessment:**Strengths:**

n/a

Weaknesses:

n/a

Stanford 10:

Strengths:

n/a

Weaknesses:

n/a

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

(from ELES)

*96% of Kindergarten students were established in Phoneme Segmentation on the end of the year DIBELS assessment.

*99% of First Grade students were established in Phoneme Segmentation on the end of the year DIBELS assessment.

Weaknesses:

(from ELES)

*16% of Kindergarten students scored Some Risk and 9% of Kindergarten students scored At Risk in Letter Naming Fluency on the end of the year DIBELS assessments.

*17% of First Grade students scored Some Risk in Oral Reading Fluency on the end of the year DIBELS assessment.

*15% of Second Grade students scored Some Risk and 8% scored At Risk in Oral Reading Fluency on the end of the year DIBELS assessment.

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

The ADAW will be embedded in the administration of the ARMT Plus.

Weaknesses:

The ADAW will be embedded in the administration of the ARMT Plus.

ACCESS for English Language Learners (ELLs):

Strengths:

Average proficiency level > 3.

Weaknesses:

33 % of tested students scored a 2 on Comprehension.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

- 1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts, concepts, and skills
- 5.2 Participates as a professional learning community member in advancing school improvement initiatives.

Weaknesses:

- 2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies
- 2.10 Maintains evidence and records of learning performance to communicate progress
- 3.6 Identifies and integrates available emerging technology into the teaching of all content areas
- 3.7 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency.

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

No students took the AAA.

Weaknesses:

No students took the AAA.

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

Discovery Education, A+ software, ARI Reading, Rosetta Stone, INOW Home Portal, School in Sites website, ClassWorks (Pre-K - 8), Discovery Streaming

Weaknesses:

Not fully integrated due to lack of training.

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

Most graduate completers in Career Tech programs receive a positive placement after high school by entering a college, the military, or the workforce.

Weaknesses:

Most Career Tech students do not receive credentialing after completion of a program. Due to limited funding, a limited number of students are admitted to the program.

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:**

Fighting referrals decreased by 22% from 2010-11 to 2011-12.

Weaknesses:

58.6% of all incidents were from 9th and 10th graders, which is disproportionate to enrollment.

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

Graduation rate met AYP standards.

Weaknesses:

The graduation rate is close to the benchmark, so it continues to be an area of focus.

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

For the current school year, we have one new teacher and an experienced teacher new to our school. The new teacher is the only one not tenured.

Weaknesses:

Lack of funding for teacher mentors. New teacher orientation has been reduced to one day.

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:**

Due to the implementation of a new county wide attendance policy, the number of unexcused absences decreased from 10-11 to 11-12.

Weaknesses:

Parents, often those of new freshmen, do not understand the policy well and how the enforcement of it differs from middle grades.

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

Based on the School Culture Triage, parents perceive that members of our school community seek alternatives to problems/issues rather than repeating what we have always done.

Weaknesses:

Based on the School Culture Triage, parents perceive that teachers do not visit/talk/meet outside of the school to enjoy each other's company.

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

PRIDE survey not administered.

Weaknesses:

PRIDE survey not administered.

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:

Our school has an ELL teacher and the district has an aide.

Weaknesses:

Due to the small number of personnel, ELL students receive less frequent tutoring than needed.

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:

We have a certified teacher trained in ELL assessment on our campus and a paraprofessional who is fluent in Spanish.
 We have an ELL committee that monitors the progress of our ELL students.

Weaknesses:

There is not enough planning time for collaboration.
 ELL professional development opportunities are needed for teachers.

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

Strengths:

Distance Learning Lab, Credit Recovery Options, ACCESS classes available to give students extra options, Freshman Academy, Flipped Classrooms, e-textbooks, wireless access points for students to bring their own devices for research.

Weaknesses:

Scheduling difficulty. Monitoring student engagement in the computer labs. Maintaining electronic/tech equipment to keep up with demands.

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

Description:

To increase the percentage of 11th graders scoring proficient in reading on the AHSGE by 36 percentage points to 95% in the 2012-2013 school year.

Data Results on which goal is based:

During the 2011-12 school year, 59% of the 10th graders passed the reading portion of the AHSGE.

Target Grade Level(s): 11

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

Special Education--addressed in another goal.

Courses of Study:

AHSGE Reading II-2, 5; III-3

Strategies:**S1.1 Reading is Important****Description:**

Provide a school-wide experience that will make reading important with the goal of focusing on specific skills and reading enjoyment.

Action Steps:**AS1.1.1 Action Step 1****Description:**

English department will organize a school-wide reading emphasis where students are reading the same book school wide and connecting grade appropriate skills to the book. This will boost reading motivation.

Benchmarks:

Teachers will use formative assessment of weak skills once per grading period. Also, by the number of students who pass the exam in March 2012.

AS1.1.2 Action Step 2**Description:**

Teachers will use strategies based on scaffolding and whole brain learning learned from Strategic Teacher training to improve comprehension of weak skills and increase student engagement with the content.

Benchmarks:

Skill assessments (USA Test Prep). Formative assessment strategies from closure activities and PCN. Also, by the number of students who pass the exam in March 2012.

AS1.1.3 RTI**Description:**

Follow the system's RTI plan.

Benchmarks:

Reduced number of failures each grading period. Also, the number of students who pass the exam in March 2012.

Interventions:

Use Reading Renaissance to identify specific weak skills and then re-teach and remediate those skills.

Resources:

Reading Renaissance (provided by LEA) Magazines for free-reading materials (provided by school library \$0) Subs for RTI meetings (\$1500) USATestPrep for extra resources for practice material (\$325) Projectors/bulbs for whole group use of USATestPrep (\$1000) Student Response Systems/clickers (\$3000)

G2. Math

Description:

To increase the percentage of 11th grade students scoring proficient on the AHSGE by 24 percentage points to 91% in the 2012-2013 school year.

Data Results on which goal is based:

During the 2011-12 school year, 67% of 10th graders passed the Math portion of the AHSGE.

Target Grade Level(s): 11

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

Special Education--addressed in a separate goal.

Courses of Study:

AHSGE Math V-1,4; VI-1; VII-2

Strategies:

S2.1 Problem Solving

Description:

Students will utilize problem solving strategies in math.

Action Steps:

AS2.1.1 Action Step 1

Description:

Math teachers will include more relevant content in classroom teaching and assessment.

Benchmarks:

Copies of tests and lesson plans.

AS2.1.2 Action Step 2

Description:

When feasible provide outside resources related to math in the real world (such as field trips, E-Day, Egg Drop Competitions, etc.)

Benchmarks:

Documentation of participation in outside activities (pictures, sign-in sheets, etc.). Also, by the number of students who pass the exam in March 2012.

AS2.1.3 RTI

Description:

Follow the system's RTI plan.

Benchmarks:

Reduced number of failures each grading period and the number of students who pass the exam in March 2012.

Interventions:

Small group remediation, peer tutoring, use USATestPrep, and iPads to allow individual students to remediate specific weak skills.

Resources:

USATestPrep (\$325) Subs for RTI departmental meetings each grading period. (\$1500) iPads and apps for individual remediation of weak skills (\$1100)

G3. Math Special Ed.

Description:

To increase the proficiency index for special education 11th graders to -20 on the math portion of the AHSGE in the 2012-13 school year.

Data Results on which goal is based:

During the 2010-11 school year, the special education 11th grade proficiency index was -45.09 on the math portion of the AHSGE.

Target Grade Level(s): 11

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

Special Education

Courses of Study:

AHSGE Math V-1,4; VI-1; VII-2

Strategies:

S3.1 Encourage Participation

Description:

Encourage participation by all students in math classes.

Action Steps:

AS3.1.1 Action Step 1

Description:

Math teachers will assign peer coaching for students with disabilities.

Benchmarks:

USATestPrep quizzes and tests each 6 weeks.

AS3.1.2 Action Step 2**Description:**

Math teachers will provide differentiated instruction for all students.

Benchmarks:

Progress will be monitored through tests, daily grades, and progress reports each 3 weeks.

AS3.1.3 Action Step 3**Description:**

Math teachers will divide the class into small groups of 5 students or less. The groups will be diverse in unit.

Benchmarks:

Teacher lesson plans and observations will be used to monitor progress each 6 weeks.

Interventions:

Pull-out tutoring, provide a student peer coach, allow time to practice on USATestPrep, rotate cooperative groups.

Resources:

USATestPrep (\$325)

G4. Reading Special Ed.**Description:**

To increase the proficiency index for special education 11th graders to -25 on the reading portion of the AHSGE during the 2012-13 school year.

Data Results on which goal is based:

During the 2010-11 school year, the special education 11th grade proficiency index was -55.64 on the reading portion of the AHSGE.

Target Grade Level(s): 11

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

Special Education

Courses of Study:

AHSGE Reading II-2, 5; III-3

Strategies:**S4.1 Vocabulary Development****Description:**

Increase vocabulary development by providing instruction in synonyms, antonyms, context clues, and multiple meaning words.

Action Steps:**AS4.1.1 Action Step 1****Description:**

All teachers will determine content and testing vocabulary, pre-teach vocabulary, use word walls, and include additional practice time.

Benchmarks:

Teachers will formatively assess progress every 6 weeks using classroom assignments and tests. Administrators will conduct walk-throughs. Also, by the number of students who pass the exam in March 2012.

AS4.1.2 Action Step 2**Description:**

Identify vocabulary/academic language, utilize direct instruction, repetition, and learning rich contents.

Benchmarks:

Teachers will monitor progress every 6 weeks via classroom assignments and tests. Administrators will conduct walk-throughs. Also, by the number of students who pass the exam in March 2012.

Interventions:

If students do not demonstrate at least 60% mastery, then they will be assigned to small group remediation and/or Reading Renaissance.

Resources:

Reading Renaissance (provided by LEA)

G5. Social Studies**Description:**

To increase the percentage of 11th grade students scoring proficient on the social studies portion of AHSGE by 22 percentage points to 75% in the 2012-13 school year.

Data Results on which goal is based:

During the 2011-12 school year, 53% of 10th graders scored proficient on the social studies portion of the AHSGE.

Target Grade Level(s): 11

Target Content Area(s): Other - Social Studies

ARMT: Social Studies

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

n/a

Courses of Study:

AHSGE V-2

Strategies:

5.1 Target Textual Information

Description:

Target textual information and functional reading standards.

Action Steps:

AS5.1.1 Action Step 1

Description:

Students will define words that are not known.

Benchmarks:

Teacher made tests. Also, by the number of students who pass the exam in March 2012.

AS5.1.2 Action Step 2

Description:

Students will focus on cause/effect relationships of primary documents to historical events using graphic organizers.

Benchmarks:

Check lesson plans and graphic organizers. Also, by the number of students who pass the exam in March 2012.

AS5.1.3 RTI

Description:

Follow the system's RTI plan.

Benchmarks:

Reduced number of failures each grading period and the number of students who pass the exam in March 2012.

Interventions:

Provide students graphic organizers, help them define key words, and provide them opportunities to practice on USATestPrep.

Resources:

USATestPrep (\$325) Subs for departmental RTI meetings (\$1500) Dry erase boards for extended student involvement space (\$1000) Student response system for formative assessment of goals (\$3000) iPads and apps for deeper interaction with primary documents (\$1100)

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):

G1. ELL Goal

Description:

To have all ELL students move closer to the Alabama proficiency mark of 4.8.

Data Results on which goal is based:

The average WIDA score in writing was 4.

Target Grade Level(s): 9-12

Target ELP Language Domain(s): Writing

WIDA Standards: Writing

Strategies:

S1.1 Strategy

Description:

Have a core program of Specially Designed Academic Instruction in English.

Action Steps:

AS1.1.1 Action Step

Description:

Teachers will receive PD in SIOP.

Benchmarks:

By the students' WIDA scores on the next assessment.

Interventions:

Pull-out tutoring, peer tutoring.

Resources:

Rosetta Stone (provided by LEA), SIOP Training

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. Underclassmen Discipline

Description:

9th and 10th graders have discipline referrals disproportionate to their enrollment.

Strategies:

S1.1 Freshmen Academy

Description:

Implement a Freshman Academy that provides 9th grade students a more structured year of transition from middle school to high school.

Action Steps:

AS1.1.1 Uniformity

Description:

9th grade teachers will collaborate to develop uniform procedures, expectations, rules, rewards, and consequences.

Benchmarks:

By the number of discipline referrals for 9th grade students.

AS1.1.2 Isolation

Description:

9th graders have lockers and classes on a separate hall from upperclassmen. They have lunch together to allow the teachers collaboration time.

Benchmarks:

By monitoring the number of 9th grade discipline referrals.

AS1.1.3 Rewards

Description:

After a set amount of time (gradually increasing that time throughout the year), the 9th grade students will receive rewards for consecutive days with no infractions. (extended break, ice cream, etc.)

Benchmarks:

By the number of 9th grade discipline referrals.

Interventions:

Administrators and 9th grade teachers will monitor the types of incidents reported adjust strategies, rewards, and consequences accordingly.

Resources:

\$0

S1.2 Career Choices

Description:

9th and 10th grade students will participate in a curriculum taught by the business department that asks them to start considering long range plans and how their choices now affect those plans long term.

Action Steps:

AS1.2.1 College & Career Planning

Description:

Students will take a career inventory to help them consider the types of fields in which they might be interested and the education required. They will then create a four-year plan that outlines how they will arrive at that plan upon completing high school.

Benchmarks:

The school will provide opportunities throughout grades 9-12 for the students to re-evaluate and revise their long-range plans.

Interventions:

The school will provide opportunities throughout grades 9-12 for the students to re-evaluate and revise their long-range plans.

Resources:

\$0

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)

Novice teachers are provided a mentor with whom they meet weekly. Subjects discussed include time management, classroom management, and all Alabama Quality Teaching Standards (AQTS).

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.

N/A (ELHS is not in school improvement.)

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.

MIDDLE TO HIGH SCHOOL

*Open house and Freshmen orientation to help students make transition from middle to high school

*Parent Teacher Conferences to initiate correspondence and inclusion with parents/guardians

*Freshman Academy allows transitional space and time for freshmen to become acclimated to a new school and more rigorous expectations. They have isolated lockers, lunch, and common teachers.

HIGH SCHOOL TO COLLEGE

*AP classes provide students with opportunities to gain college credits and college experience while still in high school

*Distance learning prepares students for different learning environments they might encounter at institutions of higher education

*Senior College Prep meetings for assistance with college admission applications and financial aid applications.

*Partner with Northwest Shoals Community College to help students fill out FAFSA

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 new teachers employed by the Lawrence County Board of Education must be highly qualified. It is the responsibility of the principal and local school board to obtain knowledge as to the highly qualified status of the new teacher. Administrators have access to the SearchSoft (Teach in Alabama) database for locating and contacting qualified applicants and viewing their credentials. Recommendations for hire are first made by the principal. Applicants also interview with a committee of system administrators. Finally, applicants are approved by the board of education. Lawrence County Board of Education assigns teacher mentors that travel several times a semester to the individual schools to mentor the new teachers. In addition to the board's help at East Lawrence High, the department head of each subject area mentors any new teacher for three years. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities.

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

Teachers at East Lawrence High School meet in a variety of formats to collaborate to improve student achievement and the overall instructional program. The Problem Solving Team (PST) meets at least quarterly to monitor the progress of students who are at risk of failing. They work with teachers to identify why the student is struggling and brainstorm interventions to help the student be successful. The new RTI program will help teachers use assessments to best serve students. Departments meet regularly, both formally and informally, to discuss strengths and weaknesses across grade levels and on the graduation exam and make decisions to improve the instructional programs.

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 have access to all services & programs available, including free/reduced lunch, ELL, special education, at risk, & counseling services. Also, ELHS uses the DHR, the Department of Mental Health, & various community resources to provide students with necessary school supplies, food, clothing, & shelter.

All homeless, migratory, special education, & LEP students have access to the same free, appropriate public education & are provided with the opportunity to meet the same challenging state content & student performance standards to which all students are held without being stigmatized or isolated.

Upon enrollment, each new student receives a Home Language Survey to determine eligibility for LEP testing. All eligible students are tested with the WIDA Access Placement Test to determine if a student is eligible to receive services through the ELL program unless parents/guardians waive the right. Then, annually, an ELL committee determines appropriate services & placement. An ELL teacher & bilingual teacher assistant provide pull-out content area tutoring. The ELL teacher assistant serves as an interpreter between parents & staff with oral & written communication.

Upon enrollment, parents or guardians of each student receive a Migrant Education Survey that determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast & lunch.

ELHS provides special education services & uses appropriate procedures in accordance with Federal & Alabama State laws & regulations. An IEP team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluation, the concerns of the parents, & the academic, developmental, & functional needs of the child. To the maximum extent appropriate, special education students are educated with students who are not disabled.

The school counselor is responsible for identifying homeless students upon enrollment & providing them with support. The school uses ALSDE & Federal regulations & definitions to identify homeless students. ELHS is contacted by the DHR, Social Services, LEA Attendance Officer or parent to initialize identification of homeless students. The counseling office & school administrators will identify possible services & will contact the central office for assistance if needed.

Neglected/delinquent students are identified at ELHS by DHR, Social Services, LEA Attendance Officer, or parent, & the counselor & admin monitor those students & determine services. They also ensure access to food delivery, school supplies, & clothing. The LEA Attendance Officer works with the courts to ensure parent cooperation, & if further intervention is needed, the school will contact the district officer.

Economically disadvantaged students have low family income as determined by the free/reduced lunch application & will be eligible to receive free or reduced priced

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

East Lawrence High School assists economically disadvantaged students by partnering with the Muscle Shoals Baptist Association to provide school supplies at the beginning of the year. Also, migrant and homeless students receive school supplies. The school helps foster children by working closely with the Department of Human Resources and utilizing their services. PAT (Parents as Teens) is available for teenage mothers and SAFE Place for displaced homemakers. The school system provides tutoring for ELL students on campus and at the Adult Education Campus..

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:

- Teacher review of permanent records.
- Previous test results.
- Other pertinent information which would help the teacher determine student strengths and weaknesses.
- Communication with previous teachers and parents who have insight about students' learning styles.
- Encouraging parental involvement in student education through school conferences, telephone conversations, e-mails, and notes.
- Existence of after school peer tutoring program.
- Remediation.

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.

An annual parent meeting will be held in conjunction with Parent Teacher Conference to notify parents of their rights through Title I. During this meeting, the school will provide an overview of the CIP and offer parents an opportunity for feedback and suggestions on the CIP and the School-Parent compacts. Parents who attend also complete the Parent Survey and a budget survey.

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.

The Annual Parent meeting is scheduled during the evening in hopes of accommodating as many parents as possible. Also, parent teacher conference day is scheduled to include times after business hours so that working parents may attend. Parents are involved in the planning and review of the CIP by serving on CIP committees and the CIP Leadership Team which meets 3-4 times per year. Also, parents have opportunity for input on budget matters through the budget survey distributed at the Annual Parent Meeting.

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.

Within the first week of school, teachers send home a syllabus that includes an outline of the course content, assessment/grading procedures, and student expectations. The syllabus also includes information about how and when parents may contact the teacher for a parent conference. To the extent that the school is aware, teachers are notified of student with limited English proficiency (LEP) so that a syllabus and other correspondence may be sent home in the home language. Progress Reports or Report Cards are sent home every 4.5 weeks. Also,

parents may use STI Home to check students' grades and attendance any time. The Code of Conduct and the Promotion standards both outline student behavior expectations and academic standards and are both available in the home language.

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).

Within the first week of school, teachers send home a syllabus that includes an outline of the course content, assessment/grading procedures, and student expectations. The syllabus also includes information about how and when parents may contact the teacher for a parent conference. To the extent that the school is aware, teachers are notified of students with limited English proficiency (LEP) parents so that a syllabus and other correspondence may be sent home in the home language. After the first 9 weeks, East Lawrence High School holds its annual Parent/Teacher Conference. Parents are notified of this meeting through (1) notices sent home by students, (2) a School Cast phone message, and (3) newspaper announcements. To assist in providing the opportunity for all parents to attend, the meeting is held from 11:00 a.m.—6:00 p.m. Parent conferences are also granted year-round as requested, not only in person but also via email or phone to accommodate as many parents as possible. Our school holds an annual Awards Day where students are recognized for academic and athletic achievements. Parents are encouraged to attend. Our school sends letters/fliers home with the students to be given to parents. Before the new school year, our school has a Freshmen Orientation for eighth grade students going into the ninth grade. Parents are encouraged to attend with their child. Our school has a website at www.elhseagles.com. We send our School Parent Compact to parents annually for their input, and we use these suggestions to update our compact. Our school sends progress reports home in the middle of each grading period. Promotion standards and the Code of Conduct are sent home to parents. Parents must sign a form stating they have read the Code of Conduct. This form is returned to school. We have a county wide program for free tutoring for the AHSGE. In addition, we offer free peer tutoring on campus after school in any subject. Parents and students are notified, and fliers are distributed showing the time and places for tutoring.

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

At the Annual Parent Meeting, the school presents the CIP to the parents and explains the content. At that time, parents are offered an opportunity to submit suggestions anonymously. Also, the CIP is available at the Parent Resource Center in the library. Suggestion sheets are also available there for parents to submit. Parents also have the option to view the CIP and submit suggestions through the school website www.elhseagles.com.

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)

(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)

East Lawrence High School will accomplish much of this through its annual Parent/Teacher Conference. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. Our school sends progress reports home in the middle of each grading period. Promotion standards and the Code of Conduct are sent home to parents. Parents must sign a form stating they have read the Code of Conduct. This form is returned to school. Report cards are sent home to parents after each 9 week grading period. A report card is mailed to each parent who has a student with an "F". Parent requests, both formal and informal, are addressed.

(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)

East Lawrence High School's CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Our school has community education classes offered at night for anyone seeking a GED. Our county has an Even Start program available for teenage mothers. Our students are involved with Big Brothers Big Sisters, working in conjunction with our middle school. Our system works with DHR and the Muscle Shoals Baptist Association to provide school supplies for needy children at the beginning of the school year.

(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)

East Lawrence High School will continue to work with its teachers through in-services, faculty meetings, and subject area meetings to understand the importance of parental involvement and that parents are our partners.
Our school has community education classes offered to anyone seeking a GED.

(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)

Our school has parent volunteers involved with extracurricular activities. A parent resource area has been established in the library. Parents are encouraged to attend our annual Awards Day. Parents are encouraged to attend homecoming activities. These activities include: the tailgate party, homecoming parade, pep rally, pre-game activities, ballgame and halftime activities. Parents are encouraged to attend Beta Club and National Honor Society inductions. Our band concert is held each spring. Parents are encouraged to attend.

(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)

Our school has a Spanish teacher available for immediate translation. We have a certified ESL teacher and a system-wide paraprofessional who is fluent in Spanish. Both provide tutoring services in the local school.
Our school has a website at www.elhseagles.com.

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

East Lawrence High School makes every effort to work with parents in meeting their requests as related to their involvement in their child's education. Internet policies are sent home for parents to sign. Parents are informed of graduation requirements by the state.

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.

To the extent possible, parent correspondence is available in the home language. We have one teacher and one paraprofessional who are available for Spanish translation. One ELL parent serves on the CIP Leadership Team, and we provide a translator so that he may participate in the improvement process. The School Parent Compact, Code of Conduct, and Promotion Standards are printed in Spanish. The school facilities are accessible to those with physical disabilities.

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:

Powerful Conversations Network

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

This will address all academic goals in part II.

What types of professional learning will be offered?

Workshop/forum

When will the session be delivered?

Ongoing--October 2012-May 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?)

Our faculty will be learning about the common core standards (College and Career Ready Standards) and formative assessment. The increased knowledge of formative assessment and how to use it will help us as we measure our progress toward the part II goals.

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 train the faculty of the entire campus when they return.

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

Title I (\$800 for subs)

ACTM/NCTM (Math Conference)

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

Goals 2 & 3 (Math goals)

What types of professional learning will be offered?

Conference and break-out workshops

When will the session be delivered?

October 2012-May 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?)

Increased understanding of the common core standards, which will help our math teachers improve math instruction to increase student achievement. Keeping up with current trends and best practices in math instruction from which our students will benefit.

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

The math teacher who attends the conference will provide turn-around training for the rest of the math department.

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

Registration \$500. Subs--\$500

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

All academic goals in part II. EDUCATE ALABAMA indicator 2.6 identified as a weakness in part I.

What types of professional learning will be offered?

Professional learning community on campus and teacher led workshops on campus.

When will the session be delivered?

October 2012-September 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 this process the team will learn, share, and practice including a wider variety of teaching strategies into their lessons which will increase student engagement and critical thinking thereby making the instruction more effective and increasing 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?

Lesson plans, improved test scores, and training other faculty members.

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

Title I-Subs-\$400

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

All academic goals in part II and Educate Alabama indicator 2.10 identified as a weakness in part I.

What types of professional learning will be offered?

Workshop/training.

When will the session be delivered?

January 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?)**

The teacher going will receive invaluable information that will allow us to use our data management system to its fullest. That, in turn, will allow teachers to make better use of their time, make better data based decisions, and keep parents more informed.

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

Teacher training

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

Title I-Subs, travel, registration, and lodging-\$10,000

eInstruction Technology Training

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

All academic goals in part II and Educate Alabama indicators 3.6 and 3.6 identified as weaknesses in part I.

What types of professional learning will be offered?

Product Training

When will the session be delivered?

October 24-25, 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?)

Teachers who have eInstruction products (clickers, IWBs, wireless slates) will receive product training which will allow for more effective instruction and assessment when using these products.

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

Turnaround training and administrator walk-throughs for Educate Alabama.

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

Title I (\$400 for subs, \$0 for trainer).

AP Training

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

This meets our students needs for transition from high school to college by offering them courses based on college rigor.

What types of professional learning will be offered?

Workshop/curriculum training

When will the session be delivered?

Summer 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?)

Teachers attending the training will receive credentials to be able to teach AP classes.

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 will be held accountable by students' scores on the AP exam in the spring of 2014.

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

Title I \$2000

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	24.27	27.75	1,857,195.00
Administrator Units	1	1	0
Assistant Principal	.5	1	0
Counselor	1	1	0
Librarian	1.25	1	0
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
Total of All Salaries:			\$1,857,195.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

- Instructional Aide (\$32498)
- Instructional Subs (\$4000)
- Classroom Supplies (\$2225)
- Non-Capitalized Audio/Visual (\$3000)
- Non-Capitalized Computer (\$5000)
- Testing Supplies (\$2000)
- Staff Development Subs (\$4498)
- Staff Development Travel In-State (\$7520)
- Parental Involvement (\$1019.23)
- Remediation Teacher (\$6480)

Total : 68,240.23

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.

Total for system. Funds only spent through central office.

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Total for system. Funds only spent through central office.

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.

Total for system. Funds only spent through central office.

Title I N & D (Law Co) \$44,021

Title I N & D (Sequel) \$14,674
Migrant \$31,719
Homeless \$33,000
Title VII \$331,780
Pre K State (FEC) \$80,000
Pre K State (ELE) \$80,100
Pre K State (MH) \$80,100
ESL State \$5,979
21st Century (EL, ME, SK) \$200,000
21st Century (HT, HZ, RAH, MH) \$200,000

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Total :