

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):

On July 19 our CIP team met to review our school data. We analyzed the data from SAT-10, ARMT, DIBELS, ACCESS and our PRIDE survey results to identify strengths and challenges in our instructional practices. We created a rough draft of our plan and shared this with the faculty at our first meeting on Aug. 8th. Understanding our district goals, we used our data to create specific learning goals for our school. In order to meet our goals in reading and math, teachers will be given time to analyze their classroom data in order to target instruction that will meet individual students' needs. Support will be provided through job-embedded professional development.

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)**

Andrew Briskey- Principal
 Lisa Shaddix- Assistant Principal
 Martie Sertell- Parent
 Christi Trucks- Kindergarten teacher
 Kristin Pilkerton- First grade teacher
 Leslie Miller- Second grade teacher
 Kathy Bishop- Third grade teacher
 Eugene Sturdivant- Fourth grade teacher
 Libby Frankel- Reading Coach
 Anna Carlisle- Counselor
 Mrs. Nutting- School Secretary
 Hayden Bell- Special Education
 Kathy King- District
 Jenny Killian- Academic Interventionist
 Sandra McKenzie- EL

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).**

The following data sources were used during planning to determine strengths and weaknesses: ARMT, DIBELS, ACCESS, SAT-10, Pride Survey.

The CIP team met during a faculty retreat to discuss strengths and weaknesses of students per each assessment.

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

Teachers are evaluated using the Educate Alabama system, however in addition to those classroom observations, administrators are visible in classrooms weekly observing and providing feedback on instruction. Teachers are also provided a one hour job-embedded professional development time with administrator and reading coach where they look at learning standards and student work to check for understanding. Professional development and coaching are provided where needed based on teacher and student data.

Number and percentage of teachers Non-HQT:

0 - 0%

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:**

According to our AYP School Status report, children falling into the following categories met the proficiency goal index in the area of reading:

- Black, White and Free/Reduced Meals

Weaknesses:

86% of third grade/84% of fourth grade students scored proficient (3 or 4) in Reading.

This is still 6 (Third Grade)/ 7 (Fourth Grade) percentile points below the AMO.

68% of third grade/76% of fourth grade students scored proficient (3 or 4) in Mathematics.

This is 21 percentile points below AMO (Third Grade).

This is 13 percentile points below AMO (Fourth Grade).

According to the ARMT group report for grades 3 and 4 in the areas of reading and math, given 3 points possible in open-ended responses, students had an average of 1 points earned. Special Education population reading status AYP score was -12.98(SH), the goal is zero.

Special Education population math status AYP score was -16.43(SH), the goal is zero.

Limited English Proficient students reading status AYP score was -8.28(N/A), the goal is zero.

Limited English Proficient students math status AYP score was -3.83 (N/A), the goal is zero.

Alabama Science Assessment:

Strengths:

n/a

Weaknesses:

n/a

Stanford 10:

Strengths:

According to our SAT-10 group report for grades 3 and 4, the Otis-Lennon School Ability Test shows that our students are performing in the 5th stanine , which matches their performance on the SAT-10. This tells us that their ability matches their achievement.

Weaknesses:

According to the SAT-10 report for third grade, there is a 16 point gap between comprehension (60) and word study (44).

According to the SAT-10 group report for fourth grade, there is an 11 point gap between mathematics procedures (64) and problem solving (53).

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

According to the end of the year summary report 95% of Kindergarten were established in Phoneme Segmentation. At the end of first grade, 81% of students were established in nonsense word fluency.

Weaknesses:

When observed over time, there is a decline in Oral Reading Fluency scores from first grade to third grade.

While 81% of our students are proficient in NWF, there is not evidence to support their ability to read whole words accurately and fluently.

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:**

According to the English Language Proficiency test 74 % of EL students at Leeds Elementary made AMAO-A, adequate progress in language acquisition. The goal was 44%.
According to the English Language Proficiency test, 22% of EL students at Leeds Elementary made AMAO-B. The goal was 13%. This data tell us that our English Language Learners are improving at a rate which is above the state expectation.

Weaknesses:

According ACCESS, after analyzing clusters, there is a gap between listening, speaking, reading and writing. This tell us that instructionally we need to target strategic and explicit writing instuction in the classroom. Additionally, teachers will continue to gather data on these specific children to monitor their progress.

According to our data:

- first grade had 0/20 to attain English proficiency
- fourth grade had 1/9 to attain English proficiency

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

A timeline has been created for teachers so they know the expectations and deadlines for completing their self-assessment and creating their PLP. Staff members have been divided between administrators for observation purposes. All observations will be completed by March 30 and final dialogues with teachers will be held by April 30th.

Weaknesses:

Additional training will be given to those staff members that are new to Educate Alabama. Consistent feedback will be given as the teachers begin creating their portfolios.

According to indicators chosen by teachers for their PLP, we show a weakness in the following academic areas: comprehension instruction, developing and monitoring student learning and behavior, connecting curriculum to other content areas, engaging math lessons.

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

Leeds Elementary has a technology committee that will be examining our state technology standards, deconstructing them and identifying needed resources to best implement quality instruction. A survey will be given to all staff and will be used to identify specific areas of need. The committee will also research best practices in using technology as a resource in improving student achievement.

A new computer was recently purchased for every classroom teacher. This allows them to use it in conjunction with the LCD projectors to enhance classroom instruction.

Weaknesses:

This is the first year we have had AAA students. Teachers will need professional development in administering AAA assessments.

In order to complete our online common assessments, we need additional computers.

Additionally, to meet state standards in the area of technology, teachers need a basic understanding of the standards at their grade level and available resources to teach the standards effectively.

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

In order to provide time for professional development, a coverage schedule was created so that every grade level will have at least one hour monthly to work collaboratively. This time will be spent looking at student work, designing lessons and changing instruction to meet the needs of learners.

Grade level assessments (Harcourt, Fountas and Pinnell, etc.) will be used diagnostically to identify strengths and weaknesses of students in addition to monitoring progress.

DIBELS and Easy CBM will be used to screen students and monitor student performance.

Weaknesses:

This is the first year for implementation of the district RTI plan, which includes research based, tiered instruction/intervention. Professional Development will be provided.

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:

Classroom teachers have behavior management plans that decrease the total number of office referrals each year. They are very consistent in providing consequences in the classroom prior to sending students to the office. The expectations in the code of conduct are communicated to all students and enforced in all classes. Children are sent to the office only after the teacher has exhausted all efforts to improve student behavior. Last year we had a total of 206 office referrals. The majority of the infractions were defiance of authority, and excessive distraction of others. We sent one child to alternative school for bringing a knife to school. Overall office referrals continue to decrease. A committee of teachers reviews the Code of Conduct and Student Handbook yearly and makes recommendations for changes. This committee is composed of administrators, teachers and parents.

Weaknesses:

There are few disciplinary actions that can be taken by administrators. Corporal punishment is given as one means of punishment when permission is given by the parent. Other interventions such as counseling or incentives from administrators are used when possible.

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:

The PRIDE survey indicates that 95% of our teachers enjoy their job at Leeds Elementary. Teacher experience levels at LES range from 35 to 0 years. We have very little turnover in our staff, however due to rapid growth in our community we have added new instructional units. Due to increase in student population, we added a new Kindergarten and First grade unit. Furniture and technology (two new computers) were purchased of these new units.

Weaknesses:

Our biggest challenge is the rapid growth in our student enrollment and being able to hire new teachers in a timely manner. In order to reduce class size we hired two new teachers and 1 aide using Title 1 Funds. We were able to be flexible with our units in order to reduce class size. We are also experiencing a growth in our English as a Second Language population. This proves to be problematic in communicating in a diverse population.

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:

Administrators reviewed and made changes to our attendance and tardy policy. It is outlined in our Code of Conduct and communicated to parents. New guidelines were put into place this year. Stricter accountability measures are being enforced.

Weaknesses:

There is a concern that parents do not adhere to the tardy policy. Children are brought to the carline late, therefore by the time they get to class, they are tardy.

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

Strengths:

n/a

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:

According to the English Language Proficiency test 74 % of EL students at Leeds Elementary made AMAO-A, adequate progress in language acquisition. The goal was 44%. According to the English Language Proficiency test, 22% of EL students at Leeds Elementary made AMAO-B. The goal was 13%. This data tell us that our English Language Learners are improving at a rate which is above the state expectation.

Weaknesses:

According to ACCESS, after analyzing clusters, there is a gap between listening, speaking, reading and writing. This tell us that instructionally we need to target strategic and explicit writing instnction in the classroom. Additionally, teachers will continue to gather data on these specific children to monitor their progress.

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 currently have two aides that work with our ELL population. One is bilingual. We have identified those EL students that struggle in the areas of reading and math and are providing intense instruction in both areas. Progress monitoring is in place using scientifically based researched programs. A computer software program, Imagine Learning, was purchased prior to 2010 to assist in instruction with EL students.

Weaknesses:

Additional certified staff is needed to service our EL population.
 Installation of computer software has prevented us from using programs available for our EL population.

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

LES teachers and staff worked last year to create a curriculum map for math that will be used this school year when planning units of study.

Weaknesses:

According to our school data, our students need additional learning opportunities for test taking strategies, and building comprehension. Therefore, a tutoring program will be designed that will target specific students and their needs.

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. Increase Math Scores**

Description:

By Spring 2012, LES teachers/staff will increase the overall percent of students scoring proficient (Levels III and IV) by at least 21 points in math on the ARMT to 89%. By Spring 2012, LES teachers/staff will increase the percent of fourth grade students scoring proficient (Levels III and IV) by 13 points in math on the ARMT to 89%.

Data Results on which goal is based:

Third Grade: 68% Proficient (Levels III/IV) ARMT Math. Fourth Grade: 76% Proficient (Levels III/IV) ARMT Math.

Target Grade Level(s): 3-4

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Easy CBM

Target Student Subgroup(s):

All Students

Courses of Study:

ALCOS 2003, Third Grade 2.) Solve addition and subtraction problems, including word problems, involving two- and three-digit numbers with and without regrouping. ALCOS 2003, Fourth Grade 6.) Solve problems, including word problems, that involve addition and subtraction of four-digit numbers with and without regrouping. 7.) Solve problems, including word problems, involving the basic operations of multiplication and division on whole numbers through two-digit multipliers and one-digit divisors.

Strategies:**S1.1.1 Increase Student Writing about Math****Description:**

Use diagnostic testing to inform instruction. (Easy CBM) Implement the use of math journals - increase the amount of problem solving practice/open-ended practice. Vertical Alignment K-4

Action Steps:**AS1.1.1 Use diagnostic testing to inform instruction.****Description:**

K-4 Teachers will give Easy CBM diagnostic assessment three times during the school year (Beginning, Middle, End). Teachers (Classroom, Special Education, Resource) will meet in monthly data meetings to analyze results of the data, and plan instruction accordingly. Teachers will also give EasyCBM Progress Monitoring Assessment monthly, in order to check for progress.

Benchmarks:

Lesson Plans that show targeted instruction based on data. Easy CBM results. Flexible Grouping, as evidenced in lesson plans. Data Meeting Agendas Administrative Observations

AS1.1.2 Implement the use of Math Journals**Description:**

Third and Fourth grade teachers will increase the amount of problem solving instruction and open-ended practice daily. Collaboratively analyze student math journals/work samples weekly.

Benchmarks:

Individual Teacher Lesson Plans Examples of Math Journals Open-Ended/Gridded Response Examples Easy CBM Administrative Observations

AS1.1.3 Vertical Alignment**Description:**

All K-4 teachers will follow pacing guides, used to plan lessons targeted to open-ended content standards throughout the year. Easy CBM will be used to assess progress three times a year.

Benchmarks:

Working curriculum maps for each grade level in the area of math.

Interventions:

Additional coaching for targeted teachers.

Resources:

Professional development by an outside consultant in the area of math. Substitutes as needed. Make sure all teachers have copies of the deconstructed math standards from 2010-2011 in order to identify and plan instruction for open-ended math standards, as well as the NCTM Focal Points (no cost). EasyCBM Progress Monitoring Program, \$2400. One hour weekly tutoring for at-risk students in the areas of reading and math (2 teachers required at \$30.00/hr, approximately \$2000)

G2. Increase Reading scores**Description:**

To increase the percent of students scoring proficient in Reading Levels III and IV 6 points to 92% in third grade, 7 points to 91% in fourth grade.

Data Results on which goal is based:

Third grade: 86% proficient (Levels III-IV) ARMT Reading Fourth grade: 84% proficient (Levels III-IV) ARMT Reading

Target Grade Level(s): Third and Fourth

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Spring 2012 ARMT Plus Data; Harcourt Benchmark Assessments will be given three times a year in grade 3-4; Fountas and Pinnell Benchmark Assessments, as needed

Target Student Subgroup(s):

All Students

Courses of Study:

ALCOS 3.3 Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade recreational reading materials in a variety of genres. ALCOS 3.4 Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials. ALCOS 4.3 Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres ALCOS 4.4 Identify literary elements and devices, including characters, important details, and similes, in recreational reading materials and details in informational reading materials.

Strategies:**S2.1 Target Reading Instruction using Data****Description:**

Target reading instruction with all students using data (DIBELS, Harcourt Benchmark, SAT-10/ARMT, Fountas and Pinnell, Running Records).

Action Steps:**AS2.1.1 Data Meetings****Description:**

All classroom/resource (K-4, Special Education, Academic Interventionist, EL) teachers will participate in monthly data meeting, disaggregating data, diagnosing reading difficulties, and planning instruction/intervention according to students' needs.

Benchmarks:

Monthly Walk-Throughs by reading coach/administration Lesson Plans Data Binders Data Meeting Agendas

AS2.1.2 Collaborative Planning Meetings**Description:**

Inclusion Teachers and Special Education Teachers will meet monthly to plan instruction for at-risk students/special education students. Monthly assessments will be used to continue or change instruction based on students' needs.

Benchmarks:

Collaborative Lesson Plans Team Meeting Agendas Student Assessment Data

AS2.1.3 Plan/Implement Strategic Teaching Based on Data**Description:**

K-4 teachers will design and implement explicit reading lessons which follow the gradual release of responsibility (I do, we do, you do), weekly, to target individual/group needs based on data. K-1 teachers will plan/implement explicit phonics instructions with all students, and 2-4 teachers will implement explicit phonics instruction as needed by small groups. 3-4 teachers will work monthly to design units of comprehension study targeting ARMT standards, while teaching children "testing genre" strategies.

Benchmarks:

Data Binders Monthly Data Meeting Agendas Lesson Plans Walk-throughs

Interventions:

Reading Coach will work with teachers individually to create reading block and intervention schedules based on student needs, model lessons through the use of the coaching cycle.

Resources:

Fountas and Pinnell Benchmark Assessment Kits TCRWP Assessment Kits (Scholastic/Beebop) Fountas and Pinnell Leveled Literacy Intervention Kits Leveled Texts for Classrooms, \$5000

G3. Increase ACCESS Writing Cluster Scores**Description:**

By March 2012, we will increase the percentage students who attain a .5 gain in the Writing Cluster of ACCESS testing.

Data Results on which goal is based:

WIDA - ACCESS Testing: There is a gap between the listening/speaking clusters and reading/writing clusters. In general, the students who were not eligible for AMAO-B showed a significant gap in writing.

Target Grade Level(s): K-4

Target Content Area(s): Other - Language Arts

ARMT: Math

Additional Academic Indicators:

ARMT Open-ended Response Questions

Target Student Subgroup(s):

English Language

Courses of Study:

WIDA Standards: ELP Standard 1, Grade PreK-K: Compose notes about daily routines using phrases or short sentences with invented spellings ELP Standard 1, Grades 1-2: Compose personal stories from pictures or illustrated scenes ELP Standard 2, Grades 3-5: Produce grade-level narrative stories or reports using process writing

Strategies:**S3.1 Implement Writing Workshop**

Description:

K-4 teachers will implement writing workshop.

Action Steps:**AS3.1.1 Use Writing Continuum to Assess Writing Growth**

Description:

K-4 teachers will use Common Core Standards, Benchmark Papers and/or TCRWP Writing Continuum, to analyze and assess student writing at the end of each unit of study.

Benchmarks:

At data meetings, teachers will work to identify the standards that pertain to writing instruction. Teachers will use the writing continuum to assess student growth and to identify instructional needs. Student writing samples will be analyzed and used for documentation of strengths in teaching and learning. Teachers may create rubrics which will be used to assess student growth in writing.

AS3.1.2 Build Targeted Writing Time into Daily Schedule

Description:

K-4 Teachers will have a writing block in their daily schedule to implement targeted lessons that will improve student writing.

Benchmarks:

Lesson Plans Daily Schedules Student Writing

AS3.1.3 Participate in Writing Staff Development

Description:

K-4 teachers will participate in writing staff development at least 3 times throughout the year. This staff development is designed to analyze student writing; participate in writing labs - where demonstration classrooms are used and teachers hone skills through the gradual release of responsibility; unpack WIDA standards for grade level to plan/implement targeted small group instruction; and work side-by-side with EL teacher to monitor student growth.

Benchmarks:

Staff Development Agendas/Handouts Student Writing Lesson Plans Walk-throughs

Interventions:

Coaching Cycle; additional Professional Development

Resources:

Lucy Calkins Getting Started Units of Study in Primary Writing Lucy Calkins Units of Study in Primary Writing (9 Kits) Imagine Learning Lucy Calkins Units of Study for Teaching Writing, Grades 3-5 (6 Kits)

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. Increase ACCESS Writing Cluster Scores

Description:

By March 2012, we will increase the percentage of students who attain a .5 gain in the writing cluster of ACCESS testing.

Data Results on which goal is based:

WIDA - ACCESS Testing: There is a gap between the listening/speaking clusters and reading/writing clusters. In general, the students who were not eligible for AMAO-B showed a significant gap in writing.

Target Grade Level(s): K-4

Target ELP Language Domain(s): Writing

WIDA Standards: WIDA Standards: ELP Standard 1, Grade PreK-K: Compose notes about daily routines using phrases or short sentences with invented spellings
ELP Standard 1, Grades 1-2: Compose personal stories from pictures or illustrated scenes ELP Standard 2, Grades 3-5: Produce grade-level narrative stories or reports using process writing

Strategies:

S1.1 To increase ACCESS writing scores by .5.

Description:

Teachers in grades k-2 will use a research based program to increase the quality of student writing and time spent writing daily. Teachers will participate in live writing labs and debriefing sessions to discuss writing instruction.

Action Steps:

AS1.1.1 Live Labs

Description:

Students will participate in daily writing instruction. Teachers will meet monthly to analyze student work and make interventions when needed. The live labs will also serve as professional development for our teachers in the area of writing instruction.

Benchmarks:

Agendas Administrative observations data meetings grade level collaborative meetings

Interventions:

Students who struggle in the area of writing may be discussed during grade level collaborative meetings or may be brought to our PST to discuss possible interventions.

Resources:

The Lucy Calkins Units of Study will be purchased for grades k-4. The total cost will be approximately \$2670.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl 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. Rtl School Wide Plan

Description:

Leeds Elementary has created guidelines based on state requirements for analyzing student data, creating appropriate interventions and monitoring student success. We have created a Problem Solving Team (PST) which meets monthly to look at student progress, and establish needed interventions for students not making progress.

Strategies:

S1.1.1 Implementation of Response to Instruction

Description:

When teachers bring a student to our PST, we will discuss strategies that have taken place and how that instruction may need to be changed to improve student learning.

Action Steps:

AS1.1.1 Monthly Rtl meetings

Description:

Professional development for teachers in the area of creating and implementing interventions for struggling students.

Benchmarks:

agendas Rtl plans for individual students Student success

AS1.1.2 Monthly Rtl meetings

Description:

data meetings grade level collaborative meetings

Benchmarks:

agendas individual student plans

Interventions:

Teachers will have the opportunity for coaching from our building academic coach.

Resources:

Various intervention materials for reading and math will be purchased to assist students in particular areas. For example, Easy CBM progress monitoring will be purchased and used for Tier 2 instruction.

G2. Math Intervention Materials**Description:**

For students who struggle in the area of math, we need additional materials for Tier 2 and Tier 3 instruction.

Strategies:**S2.1 Increase math scores****Description:**

Students in grades 3 and 4 will participate in daily open-ended math response questions. We will provide professional development for teachers in the use of math journals to incorporate more opportunities for students to explain their work/reasoning.

Action Steps:**AS2.1.1 Math journals****Description:**

The use of math journals to improve student's reasoning abilities.

Benchmarks:

data meetings to analyze student work

Interventions:

Students that do not make adequate progress in the area of math will be brought to Rtl.

Resources:

Leveled Literacy kits leveled book sets

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)

Each year new teachers are paired with veteran teachers that support them throughout the year. Mentors and mentees attend workshops throughout the year together, work collaboratively planning and observing lessons. Administrators give each mentor a list of topics that are to be discussed with the mentees. Time is provided throughout the year for new teachers to observe veteran teachers in their classroom.

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.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of the school.

The State of Alabama School Foundation Program funds the teacher units based on enrollment.

Title I funding is based on the free and reduced student population and supplements regular funded programs.

Designated ARI funds are used for a reading specialist.

Title I budgets are determined by needs of each school through data, surveys, and meetings.

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.

In May of each year, classroom teachers work collaboratively creating class lists for the next year keeping in mind the strengths and weaknesses of each child. Efforts are made to create "inclusion" classes where children with special needs are clustered together so that appropriate support can be given during the school year. During the summer, a retreat is held for general education and special education teachers so that they can plan instruction and services for their students based on their needs.

Also, in preparation for the upcoming year, a schedule is created that provides each grade level with a common planning time each month. Coverage is provided. Teachers participate in data meetings, and professional development led by the reading coach and instructional leader.

For our incoming Kindergarten students, each newly enrolled student is invited to attend a two-week "Boot Camp" where they meet new friends and are given the opportunity to work in kindergarten classrooms. During this time, teachers assess students using checklists and other informal assessments. The results of this data are used to create the kindergarten class lists. These lists are more balanced academically and provide the classroom teachers with data in which they use to begin their instruction.

Prior to school beginning every grade level has a "Meet the Teacher" night. Families are invited in to meet their new teacher, find their classroom and meet their new friends.

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.

Every teacher at LES is highly qualified. When recruiting new teachers, Leeds City System uses the Teach Alabama site to post positions and pulls applicants from this site. Interview teams are created based on the opening. Team members look for those applicants with appropriate experience and those that would a good fit into our community at LES. Recommendations are made by the Principal to the Superintendent.

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 master schedule has been created so that every grade level has a one hour job-embedded professional development time monthly. During this time, teachers examine data, analyze student work and create lessons/interventions that meet the needs of their students. This professional development is facilitated by the reading coach and/or the instructional leader. Because we operate off of a four color day week, teachers have planning time built into their schedule where they can meet as a team to plan instruction. For example, in first and second grade, our data shows we need to incorporate more authentic writing opportunities. Therefore, we have organized "live lab" classrooms. During the live lab cycle, teachers have the opportunity to visit in classrooms to watch live writing lessons, then debrief, ask questions with the expectation that they will teach that same lesson to their class the next week. Each live lab will last 6 weeks.

The support will continue for these teachers as they use a researched based writing curriculum to teach their students.

Special Populations:

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

All students at Leeds Elementary School, including those identified as limited-English proficient, homeless, economically disadvantaged and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, Leeds Elementary School uses the various community resources to provide students with necessary school supplies, food, clothing and shelter.

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

The ELL instructor identifies limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents or guardians of the student, the student's teacher, and/or school administrator. A variety of services to all ELL students is provided, such as pull-out ESL, pull-out for individual support and content-based ESL. An ELL instructor provides services to all ELL students at Leeds Elementary School... The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations and results of reading standardized tests), the student becomes eligible to exit the ELL.

Leeds Elementary School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Director of Student Services tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (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 evaluations.

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

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

Applies Only to Secondary Schools

n/a

Extended Learning Opportunities:

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

Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses

Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction

Communication with previous teachers and parents who have insight about students learning styles (data cards)

Providing daily small group instruction and intervention by lead teachers for children experiencing difficulty

Progress monitoring students in a timely manner based upon DIBELS benchmark assessments and other data

Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed

Utilizing the assistance of the Reading Coach through the coaching cycle

Encouraging parental involvement in student education through school conferences, telephone conversations and notes

Provide At-Risk program services.

Establish alternative learning programs for ELL students

Tutoring after school for at-risk students

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.

Our CIP plan will be communicated to parents at our annual PTO meeting in October.

Additionally:

1) Information will be:

- In the office and at the Central Office for review.
- Placed on the school website.
- Available at an announced PTO meetings.

2) The school will schedule:

- Meet the Teacher Night at the beginning of school.
- Curriculum Nights for each grade.
- Literacy and Math Nights.
- Parent Conference Days.
- Monthly PTO meetings.
- Classroom and school activities where parents are invited to attend.
- Monthly parent and administrator meetings.

- 3) An annual meeting will be held to provide parents an opportunity to have input for the Title I Program.
- 4) The Director of Auxiliary Services will provide information at the Central Office concerning the allocation of Title I funds.

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.

Monthly newsletters are sent home to parents. An all-call phone system is used when needed to inform parents of special events at the school. Information is regularly placed on the school and system websites. Committees are in place and parents are invited to participate in the planning and decision-making of school policies and programs. School information is also placed on the digital sign outside the school.

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.

LES teachers and staff communicate to parents on a weekly basis concerning curriculum, assessments and general expectations. This is done through an automated all-call phone system, teacher newsletters, a monthly newsletter from the Principal and through our digital sign outside our school. Additionally, every teacher has a webpage that contains needed information concerning classroom events, assignments and procedures. Curriculum nights are held annually. During these meetings, teachers explain academic expectations and classroom routines. Monthly PTO meetings are held in which information is shared concerning school events. Parents are encouraged to ask questions and provide feedback on a regular basis.

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).

The School-Parent Compact is reviewed annually by a team consisting of parents, teachers and administrators. Feedback is considered and appropriate revisions made. The current School-Parent Compact is distributed to each student and parent through the Student Code of Conduct each year. Parents acknowledge their commitment to the School-Parent Compact by signing and returning the Compact each year. Additionally, teachers acknowledge and demonstrate commitment to the School-Parent Compact by including appropriate aspects, such as communication with parents, in their classroom management plan and daily classroom routines.

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

We will provide parents with opportunities to phone or email the school and to set up conferences with the school administration to make comments to improve the CIP through out the current school year and for next year. Also, as data is gathered the school leaders will collaborate to target students' learning weaknesses.

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)

The school will provide forums such as following to train parents on the academic topics available to their children at the school:

- Meet the Teacher Night at the beginning of school.
- Curriculum Nights for each grade.
- Literacy and Math Nights.
- Parent Conference Days.
- Monthly PTO meetings.
- Classroom and school activities where parents are invited to attend.

The school will advertise the above forums on the school website, the local paper, monthly school newsletters, weekly principal phone messenger, and weekly classroom newsletters.

The school system will hold monthly advertised Board meetings to discuss such activities.

(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)

The school will provide forums such as following to train parents on the academic topics available to their children at the school:

- Meet the Teacher Night at the beginning of school.
- Curriculum Nights for each grade.
- Literacy and Math Nights.
- Parent Conference Days.
- Monthly PTO meetings.
- Classroom and school activities where parents are invited to attend.
- Monthly parent and administrator meetings.

The school will maintain a website (iNow) to allow parents to access student grades.

The school will send home the results and an explanation of student performance on state and national tests.

(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)

The school will provide monthly and other timely professional development training opportunities to provide the different methods of communicating with parents and to stress the importance of parental involvement in a student's academic success.

(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)

Parenting workshops will be provided by the counselor and/or other personnel to improve parent involvement and understanding of academic activities and programs.

(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)

The school will advertise the forums, programs and activities on the school website, the local paper, monthly school newsletters, phone messenger service and weekly classroom newsletters.

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

The school will advertise the forums, programs and activities for parental involvement on the school website, the local paper, monthly school newsletters, phone messenger service and weekly classroom newsletters. Information will be available in the front office of the school for parents to take.

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.

The school is currently undertaking the translation of printed material into Spanish.

*A staff member is employed to translate for Hispanic parents in the event they cannot speak English fluently.

*ACCESS Parent/Guardian reports are given to the parents. This gives information about their child's social and academic English language proficiency.

*Meetings are held throughout the school year between the EL teacher and the parents to help communicate the needs of the students.

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:

Professional Development - Writing about Math

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

After analyzing the SAT-10 Fourth Grade group report, an 11 point gap between mathematics procedures and problem solving was identified. In addition, when analyzing ARMT open-ended math results for third and fourth grade, when given 3 possible points students had an average score of 1 point.

What types of professional learning will be offered?

- Monthly data meetings where training will be provided in the following areas: Analyzing Easy CBM data; planning for instruction/intervention - Outside consultant will provide training sessions on the effective use of math journals and the integration of higher-ordered open-ended questions throughout the math block.

When will the session be delivered?

Job-embedded professional development - September 2011 through May 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?)

An increase in third and fourth grade students' points earned/points possible on open-ended ARMT Plus math.

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

Data meeting agendas, lesson plans, intervention plans, data binders, student math journals, walk-throughs

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

N/A - Professional Development is job-embedded and consultant is AMSTI district partner, so consultations are no charge.

Implement Writing Workshop

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

WIDA - ACCESS Testing: There is a gap between the listening/speaking clusters and reading/writing clusters. In general, the students who were not eligible for AMAO-B showed a significant gap in writing.

What types of professional learning will be offered?

Teachers will participate in job-embedded writing labs.

When will the session be delivered?

Job-embedded professional development.

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 implement writing workshop. All students will increase writing proficiency as evidenced by common assessments. EL students will show gains in the writing cluster of ACCESS testing.

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

Walk Throughs; Professional Development Agendas/Sign-in Sheets

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

Approximately 9 Primary Units of Study - \$1600 Approximately 7 Units of Study Grades 3-5 - \$1250

Implement Tiered Reading Instruction

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

Third grade: 86% proficient (Levels III-IV) ARMT Reading Fourth grade: 84% proficient (Levels III-IV) ARMT Reading

What types of professional learning will be offered?

Reading coach will offer professional learning in the following areas: understanding data, planning and implementing differentiated instruction, monitoring progress using data

When will the session be delivered?

Monthly data meetings; 2 1/2 day professional development sessions (fall 2011/spring 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?)

There will be an increase in reading fluency scores across all grade levels, as well as an increase in ARMT Plus reading comprehension scores.

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

Monthly data meetings agendas/sign-in sheets; 1/2 day professional development agendas/sign-in sheets; lesson plans and intervention plans; walk-throughs

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

Substitutes for two, 1/2 days of professional development - \$3000 Leveled Texts for classroom teachers - \$5000

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	46.78	50	3,145,571
Administrator Units	1.0	1	108,567
Assistant Principal	.50	1	83,742
Counselor	1.50	1	63,397
Librarian	1.50	1	74,823
Career and Technical Education Administrator	0	0	0.00
Career and Technical Education Counselor	0	0	0.00
Technology			0.00
Professional Development			0.00
State ELL Funds			0.00
Instructional Supplies			0.00
Library Enhancement			0.00
Total of All Salaries:			\$3,476,100.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Classroom Supplies- 20, 203.04
 Professional Development- 10,000
 Salaries- 131,152

Total : 161,355.04

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.

Reading:
 * 1/2 day Data/Professional Development Meetings = \$3,000

Writing:
 * Units of Study Writing Kits and Professional Development = \$2,580 + (206.40 shipping) = \$2,786.40

Math:
 * Outside Consultant (no charge)

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Training on the use of Leveled Texts, specifically for EL students.
 Bebop Books

Early Emergent Collection (Levels A-C)

51 titles/306 books ... \$1357.50

Emergent Collection (Levels D-I)

44 titles/264 books ... \$1488.80

Early Fluent Collection (Levels J-M)

34 titles/204 books .. \$1643.80

= \$4490.10 (269.40)

Total= 4759.50

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

na/

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.

n/a

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Total :