

## Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

During the first CIP meeting, the 2011 state assessment data was presented and factors considered when achieving AYP were explained. This information was then shared with teachers at a faculty meeting and discussed in depth during data meetings later in the month. Grade level meetings were held to disaggregate standardized assessment data. Teachers attended STI Assessment training to gain knowledge concerning analysis of data over a three year period. The 2010-2011 School Improvement Plan was reviewed by the school leadership team utilizing the CIP Evaluation document to determine the degree in which implemented strategies were mastered.

### 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)**

Willard Moses - Principal  
 Laura Landers - Counselor  
 Pam Gilliland - ARI Reading Coach  
 Kathryn Sewell - Special Education  
 Anoise Willis - 5th grade teacher  
 Kelli Wester - 4th grade teacher  
 Rylee Chaffin - 3rd grade teacher  
 Amy Landers - parent  
 Corey Hill - Community leader

## 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).

During the first CIP meeting, the 2011 state assessment data was presented and factors considered when achieving AYP were explained. This information was then shared with teachers at a faculty meeting and discussed in depth during data meetings later in the month. Grade level meetings were held to disaggregate standardized assessment data. Teachers attended STI Assessment training to gain knowledge concerning analysis of data over a three year period. The 2010-2011 School Improvement Plan was reviewed by the school leadership team utilizing the CIP Evaluation document to determine the degree in which implemented strategies were mastered.

### 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 administrative staff at Douglas Elementary School makes continuous efforts to ensure that all members of the instructional staff are highly qualified teachers. The principal communicates with the central office personnel director to determine the highly qualified status of teachers. The principal then analyzes the areas of certification for each teacher. Schedules and teaching loads are assigned based upon curriculum needs and teacher certifications. All non-tenured teachers are observed a minimum of two times each year by the principal. Areas of strength and areas of improvement are detected during these observations. All tenured teachers are observed on a rotational basis. Based upon these observations, professional development activities are developed and presented throughout the school year. All teachers are required to obtain at least twenty-four hours of professional development credit yearly. Currently, all teachers at Douglas Elementary are highly qualified. Ensuring that all teachers remain highly qualified is a continuous effort.

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

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

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

#### Strengths:

The high school graduation rate was three per cent above the baseline of ninety per cent.  
12 of 13 AYP goals were met for the 2010 - 2011 school year.

#### Weaknesses:

Reading: Special Education students had a proficiency index of -53.76.  
Math: All students proficiency index declined from 10.38 to 1.18. Special Education students had proficiency index of -50.71.

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

#### Strengths:

Math: All students all grades and sub groups.ARMT percentages for each grade:  
Third grade increased from 80% in 2010 to 90% in 2011.Fourth grade students increase from 93% in 2010 to 96% in 2011.Fifth grade students increased from 82% in 2010 to 100% in 2011.  
Math AYP Subgroups:  
All Students: 2010-2011 16.33 to 14.84 in 2011-12.

Special Education: 2010-2011 9.31 to 10.19 in 2011-2012.  
 Hispanic: 2010-2011 15.80 to 13.72 in 2011-2012.  
 White: 2010-2011 16.46 to 15.21 in 2011-2012.  
 LEP: 2010-2011 15.26 to 13.44 in 2011-2012.  
 Free/reduced lunch: 2010-2011 15.26 to 14.33 in 2011-2012.

### **Weaknesses:**

Reading All Students. Course of Study Strand - functional reading.  
 3rd grade students scored 3% (85%) below the baseline of 88% in 2011 this score was a decrease of 5% from the 90% scored in 2010.  
 5th grade was 1% below the baseline of 88% with a score of 87% in 2011 which was down 1% from the score of 88% in 2010.

### **Alabama Science Assessment:**

#### **Strengths:**

90% of students scored a three or better (51% scored a 4) and no students scored below a 2 in 2011 these scores were up from the 2010 scores when only 81% of students scored a three or four.

#### **Weaknesses:**

Life Science was our low score with 61% in 2011 this score was up 3% from 2010 when students were at 58%.

### **Stanford 10:**

#### **Strengths:**

3rd grade: Reading - 84% of students were average or above average in reading comprehension cluster in 2011 this was a slight drop from the 2010 score of 88%.  
 Math – 93% of students were average or above average in math procedures in 2011 this was an increase from the 2010 score of 91%.

4th grade: Reading – 1. Total reading increased from PR-S of 61-6 in 2010 to 65-6 in 2011.

2. 94% of students scored average or above average in reading comprehension in 2011 this was a 3% increase from the 91% scored in 2010.

Math – 1. Total math increase from PR-S of 68-6 in 2010 to 70-6 in 2011.

2. Mathematics procedures saw 94% of the students score above average in 2011 this score was up 2% from the 2010 of 92%.

5th grade: Reading - Total Reading score improved from 50-5 in 2010 to 61-6 in 2011.

Math - Total Math increased from 47-5 in 2010 to 65-6 in 2011.

#### **Weaknesses:**

3rd grade reading vocabulary was down 10% from 54% in 2010 to 44% in 2011.

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

#### **Strengths:**

AT the end of the 2010 - 2011 school year only 10% of students were at the Intensive Instructional Level.

#### **Weaknesses:**

Only 66% of the 71% of students bench marked at the end of the 2010 - 2011 school year started the new year at the benchmark level in the fall of 2011.

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

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

#### Strengths:

This test was not given in 2011.

#### Weaknesses:

This test was not given in 2011.

### ACCESS for English Language Learners (ELLs):

#### Strengths:

On the English Language Proficiency Test for 2011 school year 24 of 32 (75%) third and fourth grade students scored 4.8 or better to exit the program. Ninety-one percent of ELs tested with ACCESS 2011 met AMAO-A

Sixty-eight percent of ELs tested with ACCESS 2011 exited the program (AMAO-B)

Eighty percent of ELs tested with ACCESS 2011 attained a 4.0 or higher on the reading component.

#### Weaknesses:

Only 10 English Language Learners scored a 4.8 or better on the writing portion of the English Language Proficiency Test. Twenty-seven percent of ELs in grades 3-5 scored 3.9 or lower on the literacy component of the 2011 ACCESS.

Thirty-four percent of ELs test with ACCESS 2011 scored 3.9 or lower on the writing component.

### EducateAL or other Professional Evaluation Profile Information:

#### Strengths:

Teachers were more involved with their professional development. Teachers evaluated show a strong grasp of coordinating item specs and curriculum with the material they still need in the classroom.

#### Weaknesses:

The principal is still in the process of developing methods and techniques to ensure better conversation about the evaluation process.

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

#### Strengths:

The fourth grade received three new wireless laptops for use in their classroom to meet the needs addressed in the technology plan.

The Third grade received two new laptops per classroom.

Three students participated in the AAA: One third grade and two fourth grade students. All three students scored a three or better on the math portion of the AAA.

#### Weaknesses:

The computer lab needs new replacements for old computers. Additional head phones need to be purchased for each child.

The AAA was taken by three students (Two fourth grade students and one third grade student) all three students scored a two in reading.

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

The STAR Literacy is being implemented to set benchmarks for reading and math, as well as progress monitor our tier III students.  
 STI Assessment is given four times a year.  
 DIBELS is given three times a year for baseline data and to monitor reading fluency. DIBELS is also used to monitor urgent intervention students.  
 Intervention By Design is being implemented for specific reading skills for special education students.

**Weaknesses:**

The implementation of several new programs and assessments will create so growing pains as professional development is implemented to increase knowledge of programs and assessments.

**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:**

Office referrals were down from 320 referrals in 2009 -2010 to 147 total referrals for the 2010 -2011 school year.

**Weaknesses:**

The implementation of the Positive Behavior Support Team still needs improvement so that all staff members are implementing and awarding students uniformly.

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

The graduation rate increased to 93%. This was an increase of 5% from the previous year rate of 88%.

**Weaknesses:**

The possibility exist that Douglas High may fall below 90% on the graduation rate for the 2011 - 2012 school year.

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

The teaching staff remained the in tact for the 2011 - 2012 school year. Attedance improved from the 319.5 days missed by certified staff in 2009-10 school year to 234 days missed in 2010-11.

**Weaknesses:**

Due to a decrease in student numbers Douglas Elementary lost one special education teacher. This causes one grade level to share a staff member which means a loss of additional instructional time that had been provided in previous years.

**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:**

Douglas Elementary did meet attendance goals for the 2010 -2011 school year.

**Weaknesses:**

The attendance goal was on the border of meeting the standard of 95% with an attendance rate of 95%.

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

**Strengths:**

A Parent Opinion Survey indicated that teachers here have high expectations for students.

**Weaknesses:**

Communication on a daily basis is still an area of concern.

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

**Strengths:**

Douglas Elementary did not take the PRIDE Survey.

**Weaknesses:**

Douglas Elementary did not take the PRIDE Survey.

**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:**

Two "sheltered" 3rd grade language arts classes are taught by an HQ EL teacher.  
Non-English speakers and very limited EL students are taught by an HQ EL teacher using Gateways (scientifically based researched reading intervention program)  
Gateways reading intervention piece focuses on developing literacy skills for ELs.  
Non-English speakers and very limited EL students are given a password to use Rosetta Stone. Non-English speakers work on Rosetta Stone daily during a scheduled activity period.  
ARI strategic teaching model supports the best practices for instruction for EL students.

**Weaknesses:**

There is limited EL curriculum available to address the EL needs in the content areas.  
Approximately 10% of ELs are non-English speakers which makes it difficult for a monolingual teacher working with these students.

### **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:**

There are 2 bilingual translators available on campus.  
 There is a full time Highly Qualified EL teacher.  
 The EL Director is based on campus and is available to discuss EL students or methodology with staff members.  
 Douglas Elementary School Staff participated in and completed the ALSDE's EL – Professional Development Academy as Cohort II in May 2011. This information was utilized in data meetings and in regular education classrooms.

#### **Weaknesses:**

Some staff members have little to no EL training in teaching methodologies for best practices with ELs.  
 More classroom support is needed to help existing teachers to implement best teaching practices to serve EL classroom needs.  
 In the upper grades, larger classroom sizes make it difficult for classroom teachers to provide individual instruction.  
 Not all classroom teachers understand the WIDA standards. More professional development is needed.

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

#### **Strengths:**

Douglas Elementary has changed the schedule of third and fifth grade students so that reading and math classes have extended blocks of time. This adjustment will allow for more collaboration among teachers thus allowing for better instructional strategies to be applied.

#### **Weaknesses:**

Douglas Elementary could benefit from additional instructional material for mathematics.

## **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:**

Increase all students reading levels in order to meet or exceed baseline standards set at 92% for grade 3 and 5 and 91% for grade 4 for the 2011 -2012 school year. Third grade will need to increase 8% from the current 84% to reach the baseline goal of 92% for 2012. The fourth grade is currently 3% above baseline at 94% but should reach the expected goal of 97% for 2012. The fifth grade needs to increase 5% from the 2011 score of 87% to reach the goal of 92%.

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

ARMT results for 2010-2011. Third grade students scored three per cent below the baseline Standard (88%) with a eighty-five per cent meeting or exceeding the standard. Fifth grade students were one percent below the eighty-eight per cent standard with a score of eighty-seven per cent..

Target Grade Level(s): All Students  
 Target Content Area(s): Reading  
 ARMT: Reading

**Additional Academic Indicators:**

Douglas Elementary had the following AYP proficiency ratings for the 2010 -2011 school year: All students 6.61, Special Education -6.78, Hispanic 2.92, White 7.91, LEP 2.39, and Free/reduced Meals 5.56.

**Target Student Subgroup(s):**

Special Education and All Students.

**Courses of Study:**

Third Grade – Standards 3 & 4 Fourth Grade – Standards 3 & 5 Fifth Grade – Standards 2 & 4 WIDA Standard 1

**Strategies:**

**§1.1 NAEP Skills**

**Description:**

Incorporate NAEP to increase comprehension of literary/recreational, functional and textual/informational materials.

**Action Steps:**

**AS1.1.1 Reading - All Students**

**Description:**

All certified instructional staff as well instructional support staff will provide differentiate instructional strategies and texts to accommodate the various academic progress of developing readers and English Learners. Make thinking visible by modeling the process of gathering, recording, and discussing their learning.

**Benchmarks:**

Star reading will be used to monitor progress. Star reports will be run by the reading coach monthly and discussed during PST/Data Meetings. STI Assessment will be utilized to monitor mastery of course of study standards. The STI Assessment will be given four times during the school year. After each administration staff members will be given the data and it will be reviewed at that time. Teachers will also meet after each assessment with an STI representative. DIBELS (retell) progress monitoring is administered weekly for intensive students, bi-weekly for strategic students and monthly for benchmark students. This data is checked monthly during data meetings as well as randomly checked by the principal during walk throughs. Voyager Passport data is entered weekly on the VPort website and reviewed by the teacher and reading coach. All data is reviewed monthly during grade level data meetings.

**AS1.1.2 Collaboration**

**Description:**

1. Grade level teachers will have a common planning time to develop lesson plans and collaborate. The principal will review lesson plans to ensure that plans demonstrate collaborative planning. 2. The Reading Coach will conduct bi-weekly planning sessions with all reading teachers to ensure strategies are developed that reflect goals in The CIP as well as sound ARI strategies.

**Benchmarks:**

Lesson plans will be viewed and evaluated by the principal. The reading Coach will be the guide during planning sessions with third grade reading teachers. She will also monitor lessons to provide feedback to the teacher.

**Interventions:**

By closely monitoring urgent intervention students through Star reading, DIBELS progress monitoring, and Data Meetings. If the preceding data does not indicate growth the PST team will review the strategies monthly being used and make changes as needed. Teachers will be provided professional development to improve their lesson plans to better incorporate differentiated lessons for their students. If needed the CIP plan would meet to adjust goals and activities.

**Resources:**

Addition of 8 lap top computers at a cost of \$4152.00 will be added in the fall of 2011. Substitutes for data and team meetings will be hired monthly at cost of \$2000.

**S1.2 Reading 2****Description:**

Incorporate functional and textual/informational materials across the curriculum.

**Action Steps:****AS1.2.1 Reading 2****Description:**

Science and history teachers will use explicit instruction for integrating functional/textual reading in daily lesson plans.

**Benchmarks:**

The integration of functional and textual reading will be monitored by the principal using teacher observations, both formal and informal, screening of lesson plans to ensure that lessons are written to incorporate ARI strategies for desired results. Walk-throughs by Principal, CIP team, and reading coach will all be used to monitor lessons.

**Interventions:**

Diagnose reading deficiencies in non-mastery students and provide non-proficiency readers with intensive small group reading instruction through ARI intervention lessons and utilizing Voyager Passport lessons. Teachers will turn in all at-risk students each nine weeks to the principal. Counselor and Principal will meet with At-Risk students to discuss academic progress PST

**Resources:**

Voyager Passport Materials will cost \$2000.

**S1.3 Intervention by Design****Description:**

Special Education teachers will employ Intervention By Design in 40 minute blocks to all special needs reading students.

**Action Steps:****AS1.3.1 Intervention By Design****Description:**

Special Needs students will attend a small group Intervention By Design Class for 40 minutes each day.

**Benchmarks:**

The teacher assesses students progress weekly. If it is determine that additional instruction is needed he/she will schedule additional time for one on one assistance.

**Interventions:**

The program is monitored by assessments weekly. The teacher will monitor students progress and will provide additional instruction for the student in a one on one setting. The teacher will determine the type of instruction the student needs based on the weekly assessments provided by "Intervention By Design". The principal will monitor this monthly to ensure that these action steps are being followed.

**Resources:**

Program materials are provided by the Marshall County Special Education Department.

## **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. EL Writing Component**

**Description:**

Thirty-four percent of ELs test with ACCESS 2011 scored 3.9 or lower on the writing component. Increase the number of ELs in grades 3-5 attaining 3.9 or higher on the Writing Component by 5% as measured by the Spring 2012 ACCESS for ELs.

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

Data is based on ACCESS 2011 results

Target Grade Level(s): Grades 3-5

Target ELP Language Domain(s): Writing

WIDA Standards: The Language Arts WIDA Standard 2 (ELs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Strategies:**

#### **S1.1.1 EL Writing component**

**Description:**

Classroom and Content Teachers will utilize ARI strategies such as graphic organizers and small group instruction to enhance reading and writing comprehension with ELs.

**Action Steps:**

#### **AS1.1.1 Explicit Small Group Instruction Targeting Writing**

**Description:**

HQ EL Teacher will utilize Gateways Steck-Vaughn Reading Intervention with target EL students scoring below 3.4 on the literacy (reading + writing) component of ACCESS - HQ Teacher will utilize Journeys Intervention with targeted ELs - HQ EL Teacher will utilize a "sheltered" 3rd grade language

arts class for 3rd grade EL students. - Content teachers will utilize ARI strategies in small groups as well as when instructing ELs in the classroom as well as at the Tier II and Tier III level instruction. Teachers will be monitored through lesson plans, observations, and walk-throughs by the principal. During data meetings the principal will discuss the classroom monitoring as well as the data from Star Reader. If sufficient growth is not present reasons will be determine by the team and strategies will be provided for additional instruction for students and professional development for the teacher if needed. Professional development will be provided by the EL team.

**Benchmarks:**

Checkpoint assessment will be utilized with Gateways Checkpoint assessment will be utilized with Journeys, STI Assessment (given 3 times per year), along with Star Reader will be used to monitor growth. The data will be presented to the EL team members monthly.

**Interventions:**

The EL teacher will monitor student performance using Star reader and Star math weekly.

**Resources:**

Classroom computer maintenance and updating computer hardware. Cost \$500

**1.2.1.1 EL Writing Component**

**Description:**

Classroom and Content Teachers will utilize ARI strategies such as graphic organizers and small group instruction to enhance reading and writing comprehension with ELs.

**Action Steps:**

**AS1.2.1 Interventions**

**Description:**

HQ EL Teacher will utilize Gateways Steck-Vaughn Reading Intervention with target EL students scoring below 3.4 on the literacy (reading + writing) component of ACCESS - HQ Teacher will utilize Journeys Intervention with targeted ELs - HQ EL Teacher will utilize a "sheltered" 3rd grade language arts class for 3rd grade EL students - Content teachers will utilize ARI strategies in small groups as well as when instructing ELs in the classroom as well as at the Tier II and Tier III level

**Benchmarks:**

Checkpoint assessment will be utilized with Gateways, STI Assessment (will be given 3 times per year), STAR Reader will be used to measure progress and report to the EL team monthly the results. The team will be monitoring the progress for 3% growth for the year.

**Interventions:**

Using Star Reader and Star Math the EL teacher will monitor progress weekly.

**Resources:**

Computer maintenance and software updates will be needed during the year to help maintain the use of assistive material such as smartboards and projectors.. The cost estimate is \$500.

## **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. Communication**

### Description:

Communication with stakeholders is still a area of concern as indicated in the last parent survey.

### Strategies:

#### **S1.1 Parental/Guardin contact**

### Description:

Improve communication with parents through direct contact.

### Action Steps:

#### **AS1.1.1 Phone Contact**

### Description:

The school will use school messenger service to increase contacts between the school and home for programs,closings, and other important school wide messages. Personal phone calls will be made about atendance, academics, and discipline matters.

### Benchmarks:

Phone logs.

### Interventions:

Reports will be kept from the school messenger to verify the number of contacts and the amount of times contacted.If we have a high percentage of non contacts we will check for correct numbers in the system and try different times for the contacts.If phone contact is unsuccessful letters will be sent to parents.

### Resources:

The a calling system is provided by The Marshall County Board of Education at no cost to the school. Phone service for daily through the school is an estimated \$200 a month for a cost of \$2400. Stamps for letters is an additional cost of \$176.

## **G2. Culture Differences**

### Description:

Improve the staffs understanding of Culture Differences.

### Strategies:

#### **S2.1 Understanding Culture Differences**

### Description:

Improve the understanding of culture differences through Strategies learned by the EL-PDA team.

### Action Steps:

**AS2.1.1 Professional development****Description:**

The EL team will provide new information related to cultural differences to all staff members on a monthly basis.

**Benchmarks:**

One hundred per cent of the staff will participate in training sessions and exhibit a sensitivity to cultural differences as evidenced in walkthroughs.

**Interventions:**

Progress will be monitored through Attendance of meetings and use of more appropriate instruction for Hispanic students. Continue monitoring of instruction and data meetings will allow for continuous monitoring (walkthroughs and Lesson plans) and adjustments.

**Resources:**

The need for substitute teachers for various trainings. Cost \$500

**G3. Academic Language****Description:**

Instructional strategies focused on developing academic language in conjunction with literacy tasks (reading, writing, speaking, comprehension, and listening) should be implemented across content levels.

**Strategies:****S3.1 SIOP and ARI Strategies****Description:**

ELL –PDA team will implement SIOP and ARI strategies to focus on student achievement.

**Action Steps:****AS3.1.1 EL -PDA Team****Description:**

EL-PDA team will lead meetings to discuss methodology monthly and conduct walkthroughs quarterly of all classrooms. Observations both formal and informal will note the increase or lack of cultural sensitivity.

**Benchmarks:**

Notes from meetings and walkthroughs will show growth or the need for more improvement.

**Interventions:**

Change will be provided on a continuous basis as the need arises.

**Resources:**

Not specific funds will be needed for this strategy.

**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)**

New teachers are provided a school mentor. The mentor and mentee work together through out the school year. The mentee has several opportunities to observe the mentor's classroom. All teaching staff members have a grade level common planning time. In addition new teachers are provided additional aide from the ARI Reading Coach.

**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.**

Title One Allocation - \$104,775.00

Parent Involvement Funds- \$2191.00

Instructional Assistant- \$78,912.32 Salary and Benefits

Instructional Copier- \$8300.00

Instructional Materials and Supplies/Intervention Material- \$ 4,786.10

Instructional Computers/Technology and equipment- \$ 9000.00

Instructional Staff Development Substitutes- \$1185.53

Extended Day After school and Summer- \$2591.05

Title One Initiative - \$19,017.35 provides funding for the following: Technology support, STI Achievement, RTI, and Star Enterprise.

**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.**

Douglas Elementary School recognizes that students need support emotionally and academically during transition from Sloman Primary School to Douglas Elementary and from Douglas Elementary to Douglas Middle School. Douglas Elementary also realizes the need for support when transitioning from one grade level to the next grade level. The following are transition activities offered:

- Douglas Elementary School provides transition activities for Sloman Primary School second grade students in May of each year. A "Move-Up Day" is scheduled which coincides with the date the primary school holds their awards program. The parents and second grade students are invited to visit Douglas Elementary School following the awards program. Parents and students are escorted by Douglas Elementary Peer Helpers. Information is provided by the principal, counselor, school nurse, and Grade 3 Teachers. Parents are given a folder in which to store the information. The following are examples of information provided to the parents: student "drop-off" and "pick-up" procedures, welcome letter from the principal, information on 21st Century program/Extended Day Program, attendance policy, pamphlet outlining the guidance and counseling program, third grade supply list, medication procedures (forms and instructions).
- Special Education students entering the 3rd grade are familiarized with the new environment with walk-throughs and introductions to the office staff and teachers. Severe needs are met by visiting no less than 1 time per week for 2 months. In-school transition is accomplished by visiting all classrooms for the grade entering the coming school year.
- The third and fourth grade students are also provided with transition activities. After Douglas Elementary School's Award Program the parents and students are invited to visit the next grade level teachers. The teachers provide basic information for the upcoming school year. The teachers are available to answer questions or address concerns the parents may share.
- A Move-Up Day is also scheduled for the fifth grade students as they transition to Douglas Middle School. The schedule and activities are similar to the ones provided to second graders.
- When a student transfers to Douglas Elementary, he/she is paired with another student in an effort to assist them as they become acclimated to the school. If the student is identified as ELL – through information gained on the Home Language Survey – he/she is recommended for ELL services. Records are requested or the WAPT screener is administered to verify placement. The student's parents are invited to an informational meeting and if all are in agreement, an ELL committee places the student in the ELL program. The committee also tracks the progress of the student.
- Class schedules are posted at the school. Student registration is also held for new transfers and returning students.
- One to two weeks before school begins the parent and stu

**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.**

The administrative staff at Douglas Elementary School makes continuous efforts to ensure that all members of the instructional staff are highly qualified teachers. The principal analyzes the areas of certification for each teacher. Schedules and teaching assignments are developed based upon curriculum needs and teacher certifications. All non-tenured teachers are observed a minimum of two times each year by the principal. Areas of strength and areas of improvement are detected during these observations. All tenured teachers are observed on a rotation basis and are observed a minimum of two times each year. Professional development activities are also developed based on these observations. At least twenty-four hours of professional development are required from each teacher yearly. The professional faculty at Douglas Elementary School consists of 32 members. All members of the professional staff are Highly Qualified. The professional faculty is comprised of mostly tenured teachers with ten or more years of teaching experience. Four teachers are non-tenured this year.

**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.**

Douglas Elementary School teachers abide by the local and state mandates pertaining to standardized testing. Results from these tests are used to assess the weaknesses and strengths of each student. Teachers prepare an analysis of the tests scores at the beginning of each school year to determine what teaching strategies need to be utilized. These results also help teachers determine which students may need additional assistance. A committee of teachers collaborates with the administration in the development of schedules, school-wide curriculum, discipline, and other such activities. The collaborative groups receive input from all stakeholders they represent. This input is then used to form a school-wide plan that best benefits all students and faculty. Teachers serve on various committees in order to help with the decision making process. Even though teachers serve on specific committees, their comments, ideas, and suggestions are always welcome in the decision making process.

**Special Populations:**

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

The growth of over 50% in the EL population has necessitated the need for additional support in the EL student population. Before a student can be identified as a potential EL student, the Home Language survey must be filled out and signed by the parent and the survey must indicate that the native language of the student is not English. The Home Language Survey is available in English as well as Spanish. If the Home Language Survey indicates a language other than English, the student will need to be evaluated for the EL Program. The ELL teacher will notify the parents within three school days of enrollment that his/her child potentially could qualify for EL services and that further testing will be necessary. The EL teacher will evaluate the student's English Language Proficiency through the W-APT screener and/or ACCESS. This process should take no more than eight school days from enrollment of the student. The parents will be notified of the student's evaluation, classification and qualifying status for the EL program within ten days of the evaluation process. The parents will be invited to attend the ELL Committee Placement Meeting. At this time, the EL Committee will make the recommendation, based on the W-APT screener and/or ACCESS test results, whether a student will be placed within the EL Program.

Special Education students are provided services through an inclusive environment in a regular education classroom, as well as small group instruction in resource classrooms. The resource teachers use a variety of scientifically based research programs to enhance the intervention process. A number of online resources supplement instruction.

In an effort to assist the homeless students in a timely manner, the following procedure has been implemented. Homeless students will be referred to Dr. Wisener.

All migrant students are provided an opportunity to be served before or after school and during the summer. Migrant students receive services from the Migrant Program for three consecutive years, after which time they are exited from the program. In addition to academic assistance, the Migrant Program provides family services in accordance to state law to help families avoid social isolation and to provide necessary information on local services and agencies.

Douglas Elementary is a Title I school with over 80% of students qualified for free/reduced lunch. As a title one school all students receive benefits from Title One. Students in need of assistance are offered summer and after school programs free of charge or at a reduced rate.

All faculty members are required by law to report any suspected abuse of any type. When abuse or neglect is suspected, faculty members inform the school administration and the appropriate calls are made immediately to ensure the safety and well being of the child.

**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.**

The faculty and administration recognize that all students are individual learners with unique aptitudes and learning styles. Therefore, students may experience difficulty during the course of the school year with certain components of the curriculum without qualifying for special assistance. In an effort to identify such problems and provide appropriate intervention, the following steps will be taken.

- Teacher monitoring – Teachers will continuously monitor student progress and provide appropriate classroom modifications. Monitoring will be done through review of test scores, work samples, review of oral reading fluency, group interaction, and student-teacher conferences.
  - EL Committee—EL students who are having academic difficulties or are experiencing behavior concerns may be referred to the EL Committee for evaluation. The team will make a plan to help the student succeed
    - oAny student exhibiting a pattern of academic weakness will be referred.
    - oStudents exhibiting continual behavior or emotional problems will be referred.
    - oThe teacher must make a pre-referral at which time he/she will present work samples and assessments to the ELL committee to demonstrate the student’s academic weakness.
    - oThe EL committee will review all documentation and work samples.
    - oThe teacher will implement the intervention plan for six weeks.
    - oFollowing the six weeks of intervention, the student will be reevaluated to determine if further intervention is necessary. A new plan will be developed if further intervention is needed.
  - oIf a student continues to be unsuccessful after intervention, the EL Committee will discuss referral to PST for special education evaluation.
- After-school tutoring and homework training are offered to assist those students who show a deficiency in math, English, reading, and/or reading comprehension skills. 21st Century is offered to all struggling students. Daily activities for 21st Century include:  
Morning Sessions:  
Reading with the focus on comprehension, and Basic math skills.

- Afternoon Activities
  - o Sports Camp
  - o Field Trips
  - o Arts, Crafts, Music
  - o Computer Activities
  - o Organized Play

## **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.**

Douglas Elementary will conduct a Title One meeting during September to explain to parents about Title One and their rights. A synopsis of the meeting will be sent home and placed on the school web site for those parents not in attendance.

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

1. Meetings and activities will be scheduled at different times of the year and day to allow all parents access.
2. A Title One meeting will be held to discuss the current Title One Plan. A parent will serve on the Title One Committee. Parents will be able to provide feedback on the plan.
3. Parental funds are being used to provide monthly newsletters, conduct meetings, and other various activities.

#### **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.**

Douglas Elementary will provide information about programs to parents/guardians through our marquee, web site, printed notices, monthly calendar of events, telephone calls, flyers, news releases, weekly teacher newsletters, and posters. The school makes every effort to provide information on all meetings, reports, parent notices, etc., in both English and Spanish for the parents of our ELL students. A translator is located on campus that provides assistance to parents who need help understanding the paperwork. The translator is also available for parent conferences and telephone conversations. Assessment data will be provided to stakeholders in the following ways: Family Reading Night, Home Reports, parent-teacher conferences, grade level meetings, and access to the State Department of Education web site.

**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).**

Douglas Elementary School developed a School/Parent Compact form that outlines how parents, the school staff, and students will share the responsibility for improved student academic success. This compact serves to build a partnership to aide students' in their pursuit of the state's high standards of achievement. The compact also serves as a reminder of the continued importance of communication between stakeholders throughout the year. The compact is available in both English and Spanish.

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

All parents/guardians are invited to make comments at any time concerning the Douglas Elementary School Continuous Improvement Plan as to changes in the plan in order to make it better for all involved. Comments may be made to the school, the Marshall County Board of Education, or the Alabama State Board of Education. Any comments or suggestions can be made to the principal or any staff member. These comments or suggestions may be done in writing or by phone.

**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)**

Douglas Elementary believes that communication between home and school is regular, two-way, and meaningful. Our goal is to keep the parents regularly and thoroughly informed through all the channels of communication on the policies, programs, and planning of Douglas Elementary School. Our objectives are to increase positive interactions among stakeholders and to encourage parental involvement. The strategies we will incorporate are: Title One Night – parents are informed of types of assessment, assessment procedures and interpretation of data, Family Reading Night – parents are informed of reading assessments/scores by the reading coach and the classroom teacher, monthly newsletters, teacher and school web sites, current events on the marquee, utilization of the media, individual teacher newsletter, periodic positive oral communication, report card, progress reports, School Compact, communication through parents' primary language,, informational leaflets and banners posted in the community, advance notice of upcoming events, and parent participation in school events such as Open House, PTO, Family Reading Night, Awards Day, Move-up Day, and Reading Buddies.

**(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)**

Douglas Elementary believes that parenting skills are to be promoted and supported. Our goal is to inform and train parents/guardians in order to enhance the home environment and increase student achievement. Our objectives are to provide opportunities to learn about school programs and policies, to identify parenting skills needed, and to provide training opportunities. The strategies we will incorporate are: Parent Involvement Room – a room where parents can check out materials provided by the reading coach and/or the counselor, Parental Needs Survey, an "open door" visitation policy, and parental information opportunities such as Open House, Assessment Information Night, Family Reading Night, Awards Day, and Move-up Day. Douglas Elementary also believes that parents play an integral role in assisting student learning. Our goal is to bridge the gap between parental involvement and student learning. Our objectives are to make parents aware of their integral role in student learning and to provide training opportunities. The strategies we will incorporate are parental informational opportunities such as "Homework Helper" workshops, Open House, Assessment Information Night in which parents are informed of types of assessment, assessment procedures and interpretation of data, and Family Reading Night.

**(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)**

Douglas Elementary School invites all parents of participating students to an annual meeting at the school to explain the Schoolwide Plan. The objectives included in this explanation are the

benefits and activities, federal guidelines, and the role of all parents in the education of their children. Douglas Elementary seeks parental input to form a partnership with the parents. Numerous opportunities are available throughout the school year for parent participation including all policy and planning committees. Parents who act as substitutes are trained in the Voyager programs. Parents are also invited to a Family Reading Night. Parents and/or guardians are invited to tour the school, meet the faculty, and ask for general information regarding the school and its procedures during Orientation and Open House. The school also provides free brochures for parents to pick up covering various topics such as helping students with homework, coping with stress, boosting self-esteem, improving math and reading skills, discipline, nutritional health, and tips on motivating students to learn. These brochures are provided in both English and Spanish.

Parents are encouraged to arrange conferences with teachers at any time. They may take these opportunities to express any concerns they may have regarding their child's education. Awards Day is held at the end of each semester. These ceremonies are announced in advance. All parents are invited to attend. Sometimes classes will have the opportunity to go on field trips. Parents may be asked to attend these field trips as chaperones. Parents or guardians may also be asked to volunteer to serve as room parents to plan classroom events. The media specialist may invite parents or guardians to assist in the school book fair held in the fall and spring of the year. The book fair, as well as other school-wide activities, will be announced in the newsletters and also on the marquee located in front of Douglas Elementary

**(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)**

Douglas Elementary School's goal is to inform and train parents/guardians in order to enhance the home environment and increase student achievement. Our objectives are to provide opportunities to learn about school programs and policies, to identify parenting skills needed, and to provide training opportunities. The strategies we will incorporate are: Parent Involvement Room – a room where parents can check out materials provided by the reading coach and/or the counselor, Parental Needs Survey, an "open door" visitation policy, and parental information opportunities such as Open House, Assessment Information Night, Family Reading Night, Awards Day, and Move-up Day. We presently have parents of many ethnic backgrounds who are actively involved in parenting activities. We have an interpreter who communicates with parents to meet their needs. The Migrant Program provides family services in accordance to state law to help families avoid social isolation and to provide necessary information on local services and agencies.

**(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)**

Douglas Elementary makes every effort to provide information on all school meetings, reports, parent notices, etc., in both English and Spanish for the parents of our ELL students. A translator is located on campus that provides assistance to parents who need help understanding the paperwork. The translator is also available for parent conferences and telephone conversations.

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

Douglas Elementary makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. At the beginning of each school year, we send Parent Surveys, Parent Volunteer Forms and Parent Compacts home in order to open a door for parent involvement/contacts. All responses are acknowledged and procedures are put into place to follow up with activities if deemed necessary.

**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.**

Douglas Elementary makes all efforts to ensure participation for all parents. All information is sent home in English and Spanish.

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

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

### **Learning Activities:**

#### **Reading**

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

In reading, third, fourth and fifth grade students in all subgroups displayed a weakness using strategies to comprehend functional and textual/informational materials and literary/recreational reading materials.

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

-STI Achievement – offers assistance in planning and executing instructional change to improve student achievement. -Data Analysis – provided during grade level data meetings. Reading Coach will provide support. Voyager Consultation and training Support and Professional Development provided by ARI-Regional Coaches Problem Solving Team

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

Sessions will be embedded. Professional opportunities will occur mainly during the school day through data meetings and/or Problem Solving Team Meetings. Some training will be out side of the normal school day and my require professional leave.

#### **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?)**

Workshops with STI Assessment Representatives Detailing strategies and materials to improve ARMT scores -Classroom teachers will improve instruction for struggling learner through ongoing progress monitoring and interventions -Classroom teachers will know how to implement lesson and how to analyze data. Collaboration of all teachers and faculty working together to meet the needs of students Attend RTI meetings and training. Collaboration on procedures for staff implementation of RTI

#### **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 Analysis and feedback from State Representatives, lesson plan documentation, Reading Coach/ Principal observations. Scores on the ARMT test. Walkthroughs, sign in sheets, lesson plans, administrative observations of lessons Documentation of lesson plans, observations by Reading Coach and Principal and they will analyze data to determine if students further inventions. Professional development will be provided by Reading Coach –agenda and sign-in sheets Principal oversees all plans and implementation of plans. Plans and procedures will be discussed at monthly meetings

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

Title One \$1000 Cost covered by local LEA -No Cost Cost covered by local LEA Title One - Substitutes for Data Meeting-\$1000.00

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

Increase all Students reading levels to meet 2012 baseline goals.

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

STI presenter Patsy Sheffield will present AYP and ARMT Data.

**When will the session be delivered?**

Aug. 25, 2011

**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 have a better understanding of were their students are academically. Therefore, lesson plans will include differentiated lessons for students.

**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 principal will view lesson plans and conduct walkthroughs for visual evidence.

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

STI Assessment - Patsy Sheffield

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

Increase all students reading scores in order to meet baseline data for 2012.

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

Special Education and regular education teachers will learn how to better prepare students for open-ended questions.

**When will the session be delivered?**

Sept. 12, 2011 for special education teachers. Sept. 15, 2011 regular education teachers.

**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?)**

All teachers will incorporate open-ended questions on weekly test. Teachers attending the sessions will present the material to all other teachers.

**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 principal will check weekly test to ensure open ended questions are being used appropriately..

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

Julia Milstead

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

Improve all students reading scores to meet the baseline data for 2012.

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

Teachers will review formative test results.

**When will the session be delivered?**

Nov. 16, 2012 Feb. 15, 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 will adjust their lessons to accommodate those students not proficient on the assessment.

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

Walkthroughs and lesson plans will be used to collect data to verify the changes made base on formative test data.

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

STI Assessment - Patsy Sheffield

**Posttest ARMT Data Meeting**

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

All students will increase reading scores to meet the 2012 baseline data goals.

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

STI-Assesment review of item specifications and pacing guides.

**When will the session be delivered?**

March 22, 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 will review what they have taught and how and begin to make changes that will effective the 2012-13 school year.

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

During a local level data meeting teachers will discuss pacing guides, strategies, and course of study standards.

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

STI Assessment Patsy Sheffield

**Leadership and Justice for All**

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

All students will increase reading scores to meet baseline data for 2012.

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

ARI Traing session with the Leadership team.

**When will the session be delivered?**

Oct. 11, 2011

**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 leadership team will acquire improved techniques to improve methodology for reading.

**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 team will present material to all teachers at the school level.

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

ARI various presenters.

**Summer Academy**

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

Improve the staffs awareness of cultural differences.

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

Whole group presentation on diversity.

**When will the session be delivered?**

July 25, 2011

**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?)**

Open discussion among staff members about cultural and economic differences.

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

Informal observation and discussions with staff about cultural differences.

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

LEA Summer Academy

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

**I. State Foundation Funds**

	<b>FTEs Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	25.58	27.49	1,118,857.40
Administrator Units	1.0	1.0	77,376.60

Assistant Principal	0	0	0
Counselor	.50	1.0	52,288.00
Librarian	1.25	1.0	49,238.00
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			3818.00
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$1,301,578.0</b>

**II. Federal Funds**

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

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

- Employ three instructional assistants
- Technology for classrooms
- SBR Material that support Core Curriculum
- Materials and Supplies
- Intervention Material

**Total :** 92,700.00

**Title I: ARRA Funds**

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

N/A

**Total :** 0.00

**Title II: Professional Development Activities**

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

Professional Development Activities

**Total :** 4,871.63

**Title III: For English Language Learners**

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

Curriculum support and professional development

Total : 0

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

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

N/A

Total : 0

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

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

N/A

Total : 0

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

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

N/A

Total : 0

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

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

N/A

Total : 0

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

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

Summer School Program, After school activities and Enrichment activities

Total : 150,000.00

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

**Local Funds**

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

- 1. Pictures – 3000.00
- 2. Snack Sales – 8,000
- 3. School Store – 2000.00
- 4. Fundraiser – 2,500.00

Local Funds are used to purchase janitorial supplies, office supplies, substitutes for teachers PD and other needs, repair for technology, and basic school expenses.

Total : 15,500.00