

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 month of August members of the Instructional Leadership Team met to disaggregate the ARMT+, DIBELS and the Alabama AYP Accountability report. The team focused on trends in the data to identify specific weaknesses and strengths in Math and Reading. The team determined the weaknesses and strengths for the 3rd, 4th, and 5th grade. The team also screened the data for common trends in Math and Reading for all grade levels. The subgroups of special education and English Learners were discussed along with individual grade level data. The strengths and weaknesses that were identified were used to write the academic goals for the school's Continuous Improvement Plan. The committee also met to set the Specific Measurable Attainable Goals for the 2012-13 academic school year in Reading and Math. Meetings were held with the EL teacher to disaggregate the data for students making Adequate Progress in Language Acquisition. The data representing the EL population was used to determine the English Learner Goals. Members of the Instructional Leadership Team met to confer on counseling and guidance services within Wilmer Elementary.

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)**

Members of Instructional Leadership Team

Timothy Dollar	Principal
Robin Ogburn	Title 1 Facilitator
Malinda Gray	Counselor
Kimba Drakeford	Reading Coach
Gwen Bell	ELL Teacher
Cathy Schwall	Special Education Team Leader
Robin Ogburn	5th grade teacher
Jennifer Feltman	4th grade teacher/Lead Writing Teacher
Ida Sorrells	3rd grade teacher
Melissa Thomas	3rd grade teacher
Leigh Lewis	2nd teacher
April Alford	1st grade teacher
Angie Parker	Kindergarten
Lori Lane	Math Lead Teacher
Jillean Wiggins	Media Specialist
Amy Pettway	Speech

Angela Smith Parent Representative
Michelle Myers Parent Representative
Anna Freeman Parent Representative

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 data sources that were used to identify strengths and weaknesses in Reading and Math are ARMT+ and DIBELS. The team reviewed and discussed the student proficiency percentages to target content standards where student weaknesses and strengths exist. The weaknesses and strengths were noted and appropriate actions steps were devised. Data meetings and grade level meetings are scheduled throughout the 2012-2013 school year to continuously review action steps, implementation. classroom and academic strategies, and student achievement.

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.

Wilmer Elementary has 27 general education teachers and 11 specialty teachers. All 38 educators meet the highly qualified status for the NCLB requirements. The Mobile County Public School System (MCPSS) endeavors to attract and retain the highest quality employees who are capable and motivated to educate students. District: Our school system recruits via college fairs and job fairs statewide. We also offer an on-line application process in an effort to solicit teachers from areas that are not local. The goal of schools is to reach and maintain the percentage of HQ faculty and staff at 100%. The following strategies have been established in order to attract and maintain a highly qualified staff:

1. Secure official annual HQ status from Human Resources for all teachers and paraprofessionals.
2. Ensure assignments are made based on HQ status and certification.
3. Communicate district level initiatives for becoming HQ.
4. Secure brief updates each semester from HQ teachers and paraprofessionals summarizing progress toward HQ goals.
5. Educate Alabama orientation for all professional staff members and administrator training and follow-up, as required by state.
6. Establish mentor teachers for teachers new to the school and/or new to the district. This is a requirement for School Improvement schools.
7. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local level.
8. New, novice, and teachers new to the district participate in appropriate New Teacher Induction programs, New Teacher Orientation and other activities aimed at transitioning new teachers into the profession.

Number and percentage of teachers Non-HQT:

Number and percentage of Classes Taught by Non-HQT:

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Reading: Overall Wilmer Elementary had a +7.40 proficiency index in reading.

Strengths:

3rd Grade-Demonstrate reading vocabulary knowledge-87% mean correct

4th Grade-Demonstrate reading vocabulary knowledge-72% mean correct.

5th Grade-Demonstrate reading vocabulary knowledge. 73% mean correct.

Weaknesses:

The subgroup of Special Education had a proficiency index of -13.93.

3rd Grade-Use strategies to comprehend literacy/recreational materials-50% mean correct.

4th Grade- Use strategies to comprehend literacy/recreational materials -57% mean correct.

5th Grade-Recognize literary elements and devices from various text formats-59% mean correct.

Weaknesses:

Reading

Weaknesses:

The subgroup of Special Education had a proficiency index of -13.93.

3rd Grade-Use strategies to comprehend literacy/recreational materials-50% mean correct.

4th Grade- Use strategies to comprehend literacy/recreational materials -57% mean correct.

5th Grade-Recognize literary elements and devices from various text formats-59% mean correct.

Math

Weaknesses:

The subgroup of Special Education had a proficiency index of -6.17.

3rd Grade-Model equivalent forms of fractions -44% mean correct

4th Grade-Recognize equivalent forms of fractions and decimals-24% mean correct.

5th Grade-Solve problems involving decimals, fractions, or money and Convert units of measurement within the same system (customary or metric)-51% mean correct

Alabama Science Assessment:

Strengths:

86% of students scored level 3 or 4 on the Alabama Science Assessment

Strengths: Compare distances from the sun to planets in our solar system-77% mean correct.

Weaknesses:

Weaknesses: Contrast ways in which light rays are bent by concave and convex lenses-41% mean correct.

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Strengths:

- Grade K: 90% of students Established on Phoneme Segmentation Fluency
- Grade 1: 88% of students Established on Nonsense Words Fluency
- Grade 2: 14% of students at Risk, increase from 10% at beginning of the year.

Weaknesses:

Weaknesses:

- Grade K: 60% of students at Low risk on Letter Name Fluency, which is 20% short of 80% goal.
- Grade 1: 71% of students on Low Risk, 9% below goal.
- Grade 2: 70% of students were established on Oral Reading Fluency.

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:

Strengths: 45% of students exited the program which is 31% above the target goal of 14%.

Weaknesses:

Weaknesses: 9 out of 11 students scored below a level 4 in writing in grades 1-5.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Strengths: Addressing technology needs, every classroom at Wilmer Elementary has a smartboard with unified LCD projector and there are 3 smart document cameras for each grade level and 1 smart response system for the school. All teachers have been trained to use the smartboard, smart document camera, and smart response system. There are two teachers on staff that have attended "Train the Trainer" workshop to assist staff with smartboard lesson construction, and smart document camera, smart response system usage.

Weaknesses:

Weaknesses: Teachers need to increase the level on usage of smart document camera, and smart response system

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

Strengths:

Strengths: Student achieved mean mastery of 3.0 in Reading which results in Level III achievement

Weaknesses:

Weaknesses: Student achieved mean mastery of 1.0 in one subcategories of Science which results in Level II achievement

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

Strengths:

Data sources reviewed are 4th quarter EQT for 2010-2011 and 2011-2012, STAR Reading and Math Summary pretest and posttest for 2011-2012, RTI 2011-2012, and Grade Failure Rate per Classroom Averages.

Strengths: Grades 2-4 showed at least 1.1 increase in grade equivalent using pretest and posttest scores in STAR Reading. All grades scored proficient on 4th quarter EQT in Reading and Math. 5th grade had 0% failure rate in Reading and Math. 3rd Grade showed a 40% growth on STAR Math test using pretest and posttest scores in STAR Math. Grades 3-5 showed at least 1.0 growth in grade equivalent in STAR Math. 23 students were referred for Special Education testing from PST and 18 qualified for Special Education Services.

Weaknesses:

Weaknesses: 1st and 2nd Grade had only .07% and .08%, respectfully, growth rate in STAR Reading. All grade levels began the school year at least 1 grade level equivalent behind, based on STAR Reading pretest. While proficient all grades except for 2nd grade, decreased in EQT 4th quarter in comparison to 2010-2011 4th quarter EQT scores. 2nd grade had 4% failure rate in Reading and Math per Classroom Averages. 36 students were served in PST.

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:

Strengths: Student attendance for the month of September has maintained 95% for the past 2 years.

Weaknesses:

Weaknesses: There were 1271 tardies for 2011-2012.

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:**

Strengths: Most faculty absences were maternity leave, family leave, professional leave of absence, military leave, and chronic illness

Weaknesses:

Weaknesses: Wilmer Elementary has a total of 905 days of faculty absences for 2011-2012, which is an increase of 121 days due to multiple pregnancies and injuries.

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:**

Strengths: Student attendance for the month of September has maintained 95% for the past 2 years.

Weaknesses:

Weaknesses: Yearly student attendance is consistently 93% to 94% for the past 6 years.

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

Strengths: 99% of Parents feel welcome in the school and are encouraged to be involved in student's education.

Weaknesses:

Weaknesses: Only 63% of parents are aware of how to be involved in the school's planning/review committees.

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

2010-2011 Pride Teaching Survey (In elementary schools only teachers complete this survey)

Strengths: 97% of teachers at Wilmer Elementary truly enjoy teaching and 91% look forward to coming to work each day.

Weaknesses:

Weaknesses: 47% of teachers state that salary influences intentions to maintain a career as a teacher. Pride survey was not conducted for the 2011-2012 school year.

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:**

Access data was reviewed for ELL 2011-2012. All ELL students are able to work with existing curricula in the regular classroom.

Strengths: 67% of students made APLA which is 21% above the 2012 target goal of 46%

Weaknesses:

Weaknesses: 2/2 students scored below a level 3 in Literacy in grades 1 and 3.

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:

Access data was reviewed for ELL 2011-2012. All ELL students have daily access to re-teaching and intervention programs.

Strengths: ELL teacher and classroom teacher collaboration, 4 out of 5 students obtained English proficiency in grade 2.

Weaknesses:

Weaknesses: 50% of Kindergarten students did not obtain English proficiency.

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

Extended day results using EQT scores for 2011-2012 were reviewed.

Reading

Strengths:

3rd Grade-There was a 4% increase in the average EQT scores during 2nd, 3rd, and 4th quarters compared to 1st quarter.

4th Grade- There was a 20% increase in the average EQT scores during 2nd, 3rd, and 4th quarters compared to 1st quarter.

5th Grade- There was a 2% increase in the average EQT scores during 2nd, 3rd, and 4th quarters compared to 1st quarter.

Math

Strengths:

3rd Grade- There was a 54% increase in the average EQT scores during 2nd, 3rd, and 4th quarters compared to 1st quarter.

4th Grade- There was a 26% increase in the average EQT scores during 2nd, 3rd, and 4th quarters compared to 1st quarter.

5th Grade- 3 of 5 students scored proficient on 4th quarter EQT. There was a 15% increase in the average EQT scores in 4th quarter compared to 1st quarter.

Weaknesses:

Reading

Weaknesses:

3rd Grade-only 2 out of 5 students scored proficient on 4th quarter EQT.

4th Grade-only 1 out of 2 student scored proficient on 4th quarter EQT.

5th Grade-1 student of the 5 did not complete the program. No students scored proficient on 4th quarter.

EQT.

Math

Weaknesses:

3rd Grade-only 2 out of 3 students scored proficient on 4th quarter EQT.

4th Grade-2 students did not score proficient on 4th quarter on EQT.

5th Grade-the average EQT score for 2nd, 3rd, and 4th quarter was -6% compared to 1st quarter.

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. G 1. Goal Increase Reading Achievement**

Description:

To increase the number of students scoring proficient in Reading for grades 3-5 on Spring ARMT+ by the end of the 2012-2013 school year: 3rd from 91% to 92%; 4th grade from 89% to 91%; 5th grade from 88% to 92%

Data Results on which goal is based:

ARMT+

Target Grade Level(s): 3rd-5th

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special Education

Courses of Study:

3rd Grade-Use strategies to comprehend literacy/recreational materials 4th Grade- Use strategies to comprehend literacy/recreational materials 5th Grade-
Recognize literary elements and devices from various text formats

Strategies:

§1.1 Reading Comprehension

Description:

All K-5, special education teachers, principal, intervention teacher and reading coach will collaborate to implement reading comprehension strategies and skills into daily instruction for at risk and/or all students.

Action Steps:

AS1.1.1 Research Based Comprehension Strategy Instruction

Description:

Teachers will implement research based comprehension strategy instruction through whole group and small groups for all students daily, using Reading Street comprehension target posters and incorporating Research Based Comprehension Strategies through explicit instruction using think aloud, active participation and anchor charts.

Benchmarks:

Progress will be measured through Reading Street Assessments, District Common Assessments, End of Quarter Assessments and Walk Throughs.

AS1.1.2 Student Intervention

Description:

All K-5 and Special Education students identified as at risk using DIBELS, ARMT+ and Reading Street, STAR Enterprise will receive Tier II or Tier III instruction daily. Tier III students will be pulled out on a daily basis for intervention by the Intervention teacher, paraprofessionals, and/or Special Education personnel

Benchmarks:

Principal, Reading Coach and Special Education teachers will meet to analyze data and identify students that are at risk. Students receiving interventions will have an increase of at least 5% in test scores (STAR Enterprise, EQTs and/or DIBELS)

AS1.1.3 Reading and Vocabulary Practice**Description:**

All K-5 teachers, Principal, Special Education teachers, Reading Coach and Media Specialist will collaborate to increase student reading practice and vocabulary practice.

Benchmarks:

100% of K-5 classes will participate in accelerated reader and have a quiz average of 90% and an average of 25 words learned on vocabulary quizzes, when available. Averages will be monitored on a monthly basis.

Interventions:

Teachers not incorporating research based comprehension strategies into Reading Street will be required to attend training on how incorporate strategies with the Reading Coach. Interventions Students who continue to perform below proficiency will be referred to PST for additional intervention and support. Interventions Teachers not participating in accelerated reader or teachers who have students not averaging 90% on quizzes or 25 words on vocabulary words learned will meet with the media specialist to review strategies to incorporate into his or her class.

Resources:

STI-PD Paid for by district. Reading Street online support (Reading Street Program paid for by district), Reading Coach, Intervention Teacher, Substitute personnel for ½ day Data meetings (Source 4110, \$5,176) Renaissance (paid for by district), material and supplies

G2. Improve Mathematics Proficiency**Description:**

To improve mathematics proficiency from 87% to 89% in 3rd grade, 88% to 89% in 4th grade, and 91% to 94% in 5th grade in the subgroup of special education

Data Results on which goal is based:

ARMT+

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

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special Education

Courses of Study:

3rd Grade-Model equivalent forms of fractions 4th Grade-Recognize equivalent forms of fractions and decimals 5th Grade-Solve problems involving decimals, fractions, or money and Convert units of measurement within the same system (customary or metric)

Strategies:**S2.1 Intensive Intervention System****Description:**

Establish an intensive intervention system by using a Math Intervention Teacher, Common Core Math, Singapore Math Program, incorporating data analysis, and providing extended learning activities.

Action Steps:

AS2.1.1 Data Analysis

Description:

Using data, all grades will identify and address weaknesses in the math standards

Benchmarks:

100% of K-5 and Special Education teachers will meet to identify non-mastery standards that will be taught within the school year and how to address these quarterly.

AS2.1.2 Common Core Math

Description:

Teachers will fully implement Common Core Math Standards.

Benchmarks:

100% of Classroom, Intervention and Special Education teachers will fully trained in Common Core Math

AS2.1.3 Provide tutorial services

Description:

Teachers will provide tutorial services based on math proficiency needs including identification of areas of need, remediation during the day, and after school tutoring.

Benchmarks:

100% of K-5 and Special Education teachers will utilize diagnostic pretest(s) and STAR Math diagnostic to determine areas of deficiency and document strategies to correct insufficient prerequisite knowledge.

Interventions:

Teachers not attending the initial analysis meeting will be required to meet with principal to identify non-mastered standards that will be taught within the school year and quarterly. Teachers who are unsuccessful in planning for and using the Common Core Math Standards will receive support from the support services, Principal, and Lead Math teacher. Teachers who are not successful in planning for and using pre-assessments and STAR Math as a diagnostic tool will receive support from their grade level and program representatives.

Resources:

Pre-service Grade Level collaboration meetings, grade level meetings. Job embedded professional development/grade level data meetings. During data meetings RTI/PST will be addressed to assist teachers with successful strategies and intervention needs. (see budget for ½ day subs used for quarterly data/RTI/PST meetings) Professional Development will be provided throughout the year by district trainer and school based trainers.\$0 Cost. Quarterly Grade Level collaboration meetings, Monthly data/RTI/PST meetings. (dp see budget for ½ day subs for data/RTI/PST meetings)

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. APLA

Description:

By the end of the 2012-2013 school year, Wilmer Elementary will continue to meet or exceed the SDE target of 48%.

Data Results on which goal is based:

Access test for ELL's

Target Grade Level(s): Grades 1-2 (met or exceeded APLA goal of 48%); Grade 3 needs to increase APLA from 0% to 48% in 2013.

Target ELP Language Domain(s): Reading, Writing

WIDA Standards: Language of Language Arts

Strategies:

S1.1 Incorporate WIDA Standard into the cycle of Instru

Description:

100% of selected teachers of ELLs will attend Professional Development by February 4th. 100% of teachers of ELL students will sign upon receipt of the information. 100% of classrooms with ELL students will visually display key content vocabulary and provide meaningful opportunities to use the academic language in the language domains

Action Steps:

AS1.1.1 Core Teacher Training of WIDA Standards

Description:

Selected General Education teachers serving ELLs will attend a day of district Professional Development on successful integration of WIDA Standards into the Cycle of Instruction.

Benchmarks:

100% of selected teachers of ELLs will attend Professional Development by February

AS1.1.2 WIDA Can-Do Profile and Accommodations for Core Te

Description:

ELL Staff will provide Core teachers of ELL students with the student's English proficiency level and the WIDA Can-Do Profile and Accommodations page within the first month of school (K-8).

Benchmarks:

100% of teachers of ELL students will sign upon receipt of the information.

AS1.1.3 Instructional Strategies for comprehension

Description:

Instructional strategies will be utilized daily by teachers throughout the Cycle of Instruction to facilitate comprehension of the content for ELL students.

Benchmarks:

100% of classrooms with ELL students will visually display key content vocabulary and provide meaningful opportunities to use the academic language in the language domains

Interventions:

List of teachers selected to attend and PLCIA for turn-around training. Academic language of content (key vocabulary) is displayed visually with graphic support. ELLs have opportunities to speak, hear, read, and write the key vocabulary in a variety of group settings.

Resources:

Substitutes for teachers attending training.(Source 6001) Documentation page signed and dated.

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. Student Attendance/ Student Tardies

Description:

Maintain a 95% or higher yearly attendance / decrease student tardies by 10% from 1271 to 1141.

Strategies:

S1.1.1 Maintain/increase attendance and decrease tardies

Description:

Use attendance committee to analyze student attendance/tardy data and address identified needs and create incentives to maintain/increase student attendance/tardy.

Action Steps:

AS1.1.1 Attendance Plan of Action

Description:

The attendance committee will develop an Attendance/Tardy Plan of Action to be implemented by the faculty and staff.

Benchmarks:

100% implementation of Attendance/Tardy Plan of Action by all faculty and staff; Average Daily Attendance (ADA) 20 day reports-goal of 95%

Interventions:

The principal will meet individually with faculty and staff members who are struggling with implementing the Attendance/Tardy Plan of Action

Resources:

Incentives for 20 day (donations from partners in education) and quarterly attendance goals

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 new teacher at Wilmer Elementary is paired with an experienced veteran teacher for guidance in all situations. Mentors meet with new teachers numerous times throughout the month and document the meetings and accomplishments on a PLCIA. Mentors assist new teachers with orientation, parent meetings, preparing for instruction, classroom management, I-NOW, etc. Teachers new to the school will be paired with the grade level chair for support.

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.

All funding sources are used to enhance instruction. The school is aware of schoolwide authority for Title I schoolwide schools and ensure state and local funds and resources are used first to refute the assumption of supplanting. State and locally funded allocations include 1 principal, 1 guidance counselor 2 SPED teachers and 2 SPED paraprofessionals. The principal plays an important role as an instructional leader and mentoring other administrators. The principal provides and coordinates ongoing professional development from the district to ensure appropriate instructional methods are being presented and implemented. The guidance counselor plays a critical role in working with target groups in meeting the needs of at-risk students. The counselor also serves as AYP test coordinator. Through careful planning, all services and programs are coordinated to offer efficient and productive use of funds. Wilmer Elementary did meet AYP requirements.

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.

Wilmer Elementary provides academic and social support during transitional periods for students. The support systems that we provide are:

- Pre-registration period for kindergarten students
- "Bridges" program for incoming kindergarten students
- Meet the teacher day before first day of school
- Grade Level parent meetings are held during the first three weeks of school
- Supply list for upcoming grade are mailed with final report card
- During fourth quarter, fifth grade students meet with 6th grade counselor from Semmes Middle School for transition information and visit the school for tour and information.
- K-4 program

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.

Wilmer Elementary has 27 general education teachers and 11 specialty teachers. All 38 educators meet the highly qualified status for the NCLB requirements.

The Mobile County Public School System (MCPSS) endeavors to attract and retain the highest quality employees who are capable and motivated to educate students. District: Our school system recruits via college fairs and job fairs statewide. We also offer on-line application process in an effort to solicit teachers from areas that are not local.

The goal of schools is to reach and maintain the percentage of HQ faculty and staff at 100%. The following strategies have been established in order to attract and maintain a highly qualified staff:

1. Secure official annual HQ status from Human Resources for all teachers and paraprofessionals.
2. Ensure assignments are made based on HQ status and certification.
3. Communicate district level initiatives for becoming HQ.
4. Secure brief updates each semester from HQ teachers and paraprofessionals summarizing progress toward HQ goals.
5. Educate Alabama orientation for all professional staff members and administrator training and follow-up, as required by state.

6. Establish mentor teachers for teachers new to the school and/or new to the district. This is a requirement for School Improvement schools.
7. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local level.
8. New, novice, and teachers new to the district participate in appropriate New Teacher Induction programs, New Teacher Orientation and other activities aimed at transitioning new teachers into the profession.

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.

Grade level teams hold monthly PST meetings to discuss successful instructional strategies and behavioral strategies for use with at-risk students. Student data and academic progress are used to plan intervention opportunities within the school day as well as extended day.

Special Populations:

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

The Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected & LEP students are provided with the opportunity to meet the same challenging state content and performance standards which all students are held without isolation or being stigmatized.

Services are provided by the named district initiatives: 1. Migrant - Department of Special Programs 2. LEP - Department of Special Programs 3. Neglected or Delinquent - Division of Federal Programs 4. Homeless - Student Support Services

Migrant procedures from the district is as follows, The Migrant Home/School Liaisons have been trained in the Motherhead Family Literacy Program and provide Motherhead literacy sessions with pre-school children and their mothers in Migrant homes. Wilmer Elementary provides extended Day and Summer School Activities at our school to provide academic support to Migrant students in reading and mathematics.

LEP procedure include the WIDA ELP Standards that are designed as a curriculum planning and assessment preparation to help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels. EL and classroom teachers receive training in the WIDA standards and their implementation in instruction and assessment

Homeless: The MCPSS Homeless Education Program provides the following for homeless students and families:

- . Provide case management, direct and indirect services (uniforms & school supplies), advocacy, enrollment assistance, provision of resources and community referrals to and for homeless students and their families.
- . Provide tutoring assistance to homeless children and youth with the intent of maintaining and/or positively impacting student achievement levels.
- . Provide to parents/guardians of homeless children and youth a cooperative and supportive program that will target areas of need in order for their students to achieve educational success.
- . Provide educational training to parents/guardians of homeless children and youth on their rights as defined by McKinney-Vento.
- . Provide educational training to school personnel, community agencies and community stakeholders on the rights of homeless children, youth and parents.
- . Provide summer enrichment opportunities for homeless students to sustain/maintain their academic achievement levels.
- . Provide transportation to school of origin for homeless students.

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

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

Applies Only to Secondary Schools

N/A

Extended Learning Opportunities:

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

Wilmer Elementary provides after school tutoring to at-risk and struggling students. After school tutoring is offered for an extended period of time each semester in Reading and Math for grades 3-5. Data and item analysis from common assessments, PST referrals, EQT's and baseline data are used to guide tutoring efforts. Wilmer Elementary also offers a Bridges Program for incoming Kindergarten Students. Bridges is held for 2 weeks prior to the start of academic school year. Wilmer Elementary holds migrant summer school program for students from area schools. This program is conducted for 2 weeks in June.

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.

During the first quarter that school is in session Wilmer Elementary will hold its annual meeting. Parents will be notified by through school newsletter, voice message system, email, and notices sent home with students. We will host 2 meetings one in the evening hours and one during school the school day to provide opportunity for all parents to be able to attend. Topics that will be discussed are:

- The schoolwide plan, its services, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The school parental involvement plan
- School-parent compacts
- The Parent Center
- Parent survey

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

The leadership and staff of Wilmer Elementary have a strong belief in the importance of parental involvement and have put measures in place to offer parent meetings on a flexible schedule. We have parent representatives on our schoolwide advisory committee, who are active participants in the development of the plan. In addition, all schoolwide parents are given the opportunity to review the plan and offer their input before the plan is approved. Funds are used for printing of parent materials and for purchasing parenting materials for parenting center.

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.

During our annual meeting of parents we will hold a general meeting where information will be presented about its schoolwide program, the curriculum, and forms of academic assessment used. Parents will learn about the schoolwide program and the subjects taught. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. Progress reports are sent home at mid-quarter to keep parents aware of the educational progress their children are making.

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).

Wilmer Elementary reviewed its school-parent compact in May of 2012. All parents will be given a copy of the new compact at our annual Title 1 parent meeting. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will house the compacts in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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

After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to central office. Parents can also request a meeting with the principal and/or Title 1 teacher to discuss concerns with the Continuous Improvement Plan

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)

Wilmer Elementary will accomplish much of this through its annual parent meeting to be held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title 1 services that will be offered, and how parents have the right to be involved in their children's education. An open house meeting will be held wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

(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)

Wilmer Elementary will provide parenting classes throughout the year on various topics including, but not limited to, reading with your child, creating a home learning environment, working as a partner with your child's teacher, and health and safety tips. We also will offer computer training for parents.

(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)

Wilmer Elementary will continue to educate teachers, office personnel, and other school staff, with the assistance of parents, to build the perception of the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equals. Wilmer will also continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and knowing that parents are our partners.

(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)

Wilmer Elementary presently has 27 ELL students and 10 Migrant students. Many of these parents are actively involved in our parenting activities. We have a bilingual teacher on staff that helps the facilitator in meeting the training needs of these parents. Wilmer Elementary will maintain parent resource center located on campus in the Title 1 Facilitator office. Resources are available to all parents and guardians of Wilmer students to promote healthy parenting skills and academic resources.

(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)

Parents of all participating children are informed of school and parent activities through diverse communications. School websites, teacher websites, school newsletters, MCPSS website, voice message system, emails, and classroom newsletters are all used to contact parents regarding any activities they should be involved in for the benefit of their child.

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

Wilmer Elementary makes every effort to work with parents in meeting their requests as related to their involvement and their child's education. Parent needs and activity suggestions will be reviewed by the CIP committee and parent advisor. Parental activities will be planned for the school year.

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.

Wilmer Elementary, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents. At this time, Wilmer Elementary has 10 migrant students. Every effort is made to accommodate parents with disabilities. Wilmer Elementary is a handicapped-accessible building.

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?

- j m Yes
- j m No

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

- j m Yes
- j m No

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

- j m Yes
- j m 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:
Singapore Math

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

AYP weakness was a negative proficiency in special education

What types of professional learning will be offered?

Research based strategies to increase learning of special education.

When will the session be delivered?

District Training and Job Embedded PD

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?)

We expect to see an increase in math proficiency on common assessments, EQT’s and ARMT+.

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

Successful implementation will be evident through STAR Math reports which will be monitored by administration. Student’s progress will be monitored during PST meetings. Data to determine improvement will be concluded through progress reports and other adequate progress monitoring.

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

No Cost

PD meeting with Lead Math Teacher/Principal

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

AYP weakness was a negative proficiency in special education

What types of professional learning will be offered?

Professional Development on Cycle of Instruction and Research based strategies to increase learning of special education students.

When will the session be delivered?

Faculty Meeting/Data Meetings

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?)

We expect to see an increase in math proficiency on common assessments, EQT's and ARMT+.

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

Teacher will see improvement with special education students using Common Core Standards. Teachers not able to successfully implement Common Core Standards will receive additional Common Core training from district trainers/school based lead teachers.

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

0

Reading Renaissance Training

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

Increase in Student Reading, AR quiz average, and vocabulary practice

What types of professional learning will be offered?

Guided instruction on reviewing AR data and STAR Enterprise data. Professional Development on Cycle of Instruction and Research based strategies to increase student quiz average and vocabulary quizzes.

When will the session be delivered?

First week of school all classroom teachers will meet with media specialist to review AR program, strategies for student participation, and methods to obtain AR reports. Additional training will be offered on an as needed base, after instructional school day

What are the expected outcomes of professional learning?

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

Student quiz average will be at or above 90% and an average of 25 words learned on vocabulary quizzes.

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

Progress will be measured through AR reports

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

Reading Renaissance Program is paid for by the district. School expense \$0

Reading Street Professional Development

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

Explicit Comprehension Instruction with an emphasis on strategies to comprehend literary recreational, functional, informational in addition to recognizing literary elements

What types of professional learning will be offered?

Face to Face Professional Development will be scheduled monthly. Reading Coach will go through the coaching cycle emphasizing the weaknesses, where needed

When will the session be delivered?

Monthly Data Meetings

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 should be able to explicitly teach comprehension strategies that focus on comprehending literary, recreational, functional, and informational text, in addition to recognizing literary elements through Reading Street using think aloud strategies, active participation and target skill cards.

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

Walkthrough documentation, Professional Development agendas and lesson plans (materials) will be used as evidence to show effective assimilation/integration of strategies.

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

DP

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	32.65	33.10	1,458,893.00
Administrator Units	1	1	78,875.00
Assistant Principal	0	0	0.00
Counselor	1	1	49,238.00
Librarian	1.25	1	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			0.00
Library Enhancement			0
		Total of All Salaries:	\$1,636,244.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Name	Salary	Account code	Budgeted	Salary
Dossett, Angela H-	Computer Lab	Paraprofessional	12-5-1100-101-0810-4110-0-1200-0000	20,638
Freeman, Anna.-	Library/Media Aide		12-5-1100-105-0810-4110-0-1200-0000	10,168.00
Bridges Teachers			12-5-1100-199-0810-4110-0-4300-1141	4074.00
Bridges Custodian			12-5-3200-199-0810-4110-0-4300-1141	164.00
Extended Day			12-5-9130-199-0810-4110-0-4800-0000	11031.00
Preservice Stipends			12-5-2215-192-0810-4110-0-8220-0000	2384.00
Subs for Data Meetings/PST meetings			12-5-2215-180-0810-4110-0-8220-0000	6495.00
Misc Pay				
			12-5-1100-199-0810-4110-0-1200-0000	4586.00
Description	Amount	Account Number		
Parenting	2,372.00	12-52190-413-0810-4110-0-5101-0000		
Bridges Supplies	200.00	12-51100-411-0810-4110-0-4300-1141		
Teacher Allocation	300.00	12-51100-411-0810-4110-0-1200-0000		
Library Reference Materials	100.00	12-52220-425-0810-4110-0-8220-0000		
Library Other Book/Periodicals	500	12-52220-429-0810-4110-0-8220-0000		
2SmartDocCam/Smartboard	5087.00	12-52220-491-0810-4110-0-8220-0000		
Library Books	3,000.00	12-52220-422-0810-4110-0-8220-0000		
Computers	20,142.00	12-51100-495-0810-4110-0-1200-0000		
Conference Registration	3000.00	12-52215-623-0810-4110-0-8220-0000		
Xerox Copier Board	10,020.00	12-51100-344-0810-4110-0-1200-7017		

Total : 179,220.00

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.

N/A

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Account Number	Name	Job Title	Salary	Benefits	Salary w/ Benefits			
11-51100-101-0810-6001-0-2900-0000	Rebecca Hall				SE Instr Paraprofessional	18,691	11,895	30,586
11-53400-101-0810-6001-0-2900-0000	Chris Albritton				Building /Maint Engineer	36,035	14,982	51,017
11-51100-180-0810-6001-0-1100-0000	Sub Pay	Sub Pay	1,318	103	1,421			
11-51100-180-0810-6001-0-1200-0000	Sub Pay	Sub Pay	16,049	1,252	17,301			
11-51100-180-0810-6001-0-2300-0000	Sub Pay	Sub Pay	35	3	38			
11-51100-180-0810-6001-0-2900-0000	Sub Pay	Sub Pay	51	4	55			
11-51100-180-0810-6001-0-8320-0000	Sub Pay	Sub Pay	579	45	624			
11-52190-191-0810-6001-0-8210-0000	Kimba McCants				Dept Head E/M/H	179	1,178	
11-53200-348-0810-6001-0-8320-0000	Garbage & Waste							2,121
11-53200-372-0810-6001-0-8320-0000	Water & Sewer							27,225

Total :