

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):

Iola Roberts' faculty, in September 2011, analyzed the SAT and ARMT data to assess our strengths and weaknesses as to prepare for the 2011-2012 school year and set academic goals. The faculty also uses Scott Foresman, teacher assessments, STAR, DIBELS, progress reports, and report card data sources to improve the achievement of individual students and the overall school instruction program.

The information gained is shared at the school level with all faculty, staff and parents. After the school level meeting, CIP section team leaders were assigned and met with to discuss a course of action for the school year. CIP section team leaders then held informal discussions with the other members assigned to their team.

All of the CIP teams are required to place their CIP section information and changes on the T-Drive. These folders can be viewed at anytime by other CIP section teams.

The plan is reviewed on an ongoing basis and changes are made as needed.

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)**

Roy Bliss - Principal
 Kristi Robinson - K. Teacher
 Jennifer Donaldson - Counselor
 Harley Phillips - 4th Grade Teacher
 Heather Rawlinson - 4th Grade Teacher
 Melissa Kelley - 1st Grade Teacher
 Jill Abbott - Reading Coach
 Hollye Higdon - 1st Grade Teacher
 Monica Haynes - Parent
 Amy Brown - Parent
 Jason Castleberry - Community Involvement

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 faculty used several different tools to conduct the needs assessment. These tools included parent and teacher surveys, data from state and local testing, as well as data gathered from STI.

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.

Staffing decisions are made by the administrative staff. Every effort is made to ensure that those hired are highly-qualified. Teachers are placed in grade levels within their certification. Academic weaknesses are identified through data. Once identified, collaboration between teachers is used to ensure that academic needs are being met.

Number and percentage of teachers Non-HQT:

There are zero (0%) Non-HQT

Number and percentage of Classes Taught by Non-HQT:

Zero (0%) classes are taught by Non-HQT

Alabama High School Graduation Exam (AHSGE):

Strengths:

Iola Roberts is a K through 4th grade school, thus we do not participate in the AHSGE.

Weaknesses:

Iola Roberts is a K through 4th grade school, thus we do not participate in the AHSGE and have no weaknesses in this area.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Reading: 90% of third graders and 95% of fourth graders scored at Level III and IV. No third grade or fourth grade students scored at Level 1. Reading vocabulary knowledge is a strength in which third graders earned 84 mean percent correct and fourth graders earned 81 mean percent correct.

Reading: The proficiency index on the Alabama AYP accountability Report shows that the Proficiency Index increased from 6.08 in 2010/11 to 10.00 in 2011/12.

Math: 94% of third graders and 85% of fourth graders scored at Level III and IV. Comparing, ordering, and expanding whole numbers is an area of strength in which third grade students earned 88 mean percent correct. Determining outcomes of simple events and writing money amounts in dollar & cent notation are areas of strength in which fourth grade students earned 87 mean percent correct.

Math: The proficiency index on the Alabama AYP accountability Report shows that the Proficiency Index increased from 4.31 in 2010/11 to 10.98 in 2011/12.

Weaknesses:

Reading: Open-ended responses are an area of weakness for third and fourth grade students. On almost all open-ended responses, third and fourth grade students obtained less than half of

the points possible.

Math: Gridded responses are an area of weakness for fourth grade students. On almost all gridded response, fourth grade students only obtained about half the points possible.

Reading: Using strategies to comprehend literary/recreational materials is an area of weakness in which third graders earned 59 mean percent correct. Using strategies to comprehend functional and textual/information materials is an area of weakness in which fourth graders earned 58 mean percent correct.

Alabama Science Assessment:

Strengths:

Iola Roberts is a K through 4th grade school, thus we do not participate in the Alabama Science Assessment.

Weaknesses:

Iola Roberts is a K through 4th grade school, thus we do not participate in the Alabama Science Assessment and have no weaknesses in this area.

Stanford 10:

Strengths:

SAT 10 data for Spring 2011 indicates the third graders scored in the fifth and sixth stanine in all subtests. 87% of third graders scored average or above average in reading vocabulary. 94% of third graders scored average or above average in mathematics procedures.

SAT 10 data for Spring 2011 indicates the fourth graders scored in the sixth and seventh stanine in all subtests. 96% of fourth graders scored average or above average in reading vocabulary. 93% of fourth graders scored average or above average in mathematics procedures.

Weaknesses:

SAT 10 data for Spring 2011 indicates that 27% of third graders scored below average in the area of reading on the skill structural analysis. 23% of third graders scored below average in the area of reading on the skill literary. 27% of third graders scored below average in the area of math on the skill reasoning and problem solving.

SAT 10 data for Spring 2011 indicates that 16% of fourth graders scored below average in the area of reading on the skill synonyms. 22% of fourth graders scored below average in the area of math on the skill patterns/relationships/algebra and reasoning & problem solving.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

DIBELS data for April 2011 indicates that 83% of kindergarten students scored in the "Benchmark" category. Only eight students in kindergarten scored in the "Intensive" category.

DIBELS data for April 2011 indicates that 92% of first grade students scored in the "Benchmark" category. Only three students in first grade scored in the "Intensive" category.

DIBELS data for April 2011 indicates that 77% of second grade students scored in the "Benchmark" category.

Weaknesses:

DIBELS data for April 2011 indicates that 8 kindergarten students scored in the "Strategic" category.

DIBELS data for April 2011 indicates that nine second grade students scored in the "Strategic" category.

DIBELS data for April 2011 indicates that only 45% of third grade students scored in the "Benchmark" category. Twenty-four third grade students scored in the "Strategic" category.

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

Alabama Direct Assessment of Writing (ADAW):**Strengths:**

Iola Roberts is a K through 4th grade school, thus we do not participate in the ADAW.

Weaknesses:

Iola Roberts is a K through 4th grade school, thus we do not participate in the ADAW and have no weaknesses in this area.

ACCESS for English Language Learners (ELLs):**Strengths:**

5 out of 7 kindergarten through fourth graders tested received an overall reading proficiency level of 4.8 or greater. 88% of these tested received a comprehension score of 5.0 or greater.

Weaknesses:

100% of kindergarten through fourth graders tested scored a proficiency level of 3.3 or lower in writing.

100% of kindergarten through fourth graders tested scored a proficiency level of 3.9 or lower in literacy.

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

Educate Alabama is a formative evaluation system. Teachers are currently evaluated at least twice per year.

Weaknesses:

Educate Alabama is an evaluation system with which most teachers are still getting acquainted.

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

Iola Roberts is equipped with a state of the art computer lab as well as a mobile laptop lab for student research and use. Teachers are empowered with online testing resources which correlate with the current reading series. Iola Roberts is also equipped with Accelerated Reader and compliments databases. Just recently LCD projectors were installed into every classroom so teachers are able to more with interactive lessons.

Weaknesses:

Iola Roberts is lacking in that we do not have ample technology in each classroom in the form of smart boards and document cameras. This limits the staff on the level to which they could involve students.

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

Parent surveys were conducted and over 85% of our parents state they both understand testing data/report cards, and feel that the teachers are accessible for discussion when needed.

Weaknesses:

17.25% of our parents reported attending a school function with their child outside the normal school day.

Career and Technical Education Program Data Reports:

Strengths:

Iola Roberts is a kindergarten- fourth grade school thus we have no Career and Technical Education Improvement Plan.

Weaknesses:

Iola Roberts has no weakness in this area due to not offering Career and Technical Education programs.

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:

Iola Roberts had no School Incident Reports in the 2010-2011 school year.

Weaknesses:

Iola Roberts reported 59 referrals for tardies to school.

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

Strengths:

Iola Roberts is a K through 4th grade school. We do not have any drop-out data.

Weaknesses:

Iola Roberts is an elementary school and does not have any weaknesses in this area.

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

Strengths:

Only 4 out of the 29 certified staff members have less than 3 years experience.
Out of 29 faculty members 20 (69%) hold a Masters or above certificate.

Weaknesses:

We have no weaknesses in this area.

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:

Iola Roberts only had 20 students turned in for Early Warning due to absences.

Weaknesses:

Iola Roberts had 55 students transfer in during the 2010/11 school year.
Iola Roberts had 54 students transfer out during the 2010/11 school year.

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

Strengths:

According to parent surveys 80% of parents know what their child should be able to accomplish in reading and/or mathematics for his/her grade level.
According to parent surveys 85% of parents understand their child's test scores and report card grades.

Weaknesses:

According to parent surveys, only 14% of parents attended Family Reading/Math Nights.
According to parent surveys, 68% of parents do not know how they can be involved in school planning /review committees.

School Perception Information related to student PRIDE data.

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

The ELL teacher along with our school counselor work to intergrate ELL and WIDA ELP standards with the general education objectives.

Weaknesses:

WIDA standards have not been integrated into lesson plans.

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:

The Pell City School System has a full time ELL teacher.
The current ELL teacher works with students daily and collaborates with the classroom teacher.

Weaknesses:

Iola Roberts does not have a full-time,in-house ELL teacher.

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

Strengths:

Iola Roberts has a full time Reading Coach offering support and supplements with the Scott Foresman reading series.
The Iola Roberts Reading Coach and administration provide monthly meeting times allowing teachers to strategize and analyze curriculum alignment.

Weaknesses:

The reading series does not cover ever science and social studies objective listed in the courses of study.

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. Open Ended Questions

Description:

Third grade students obtained approximately 38% of the possible points on open-ended questions on the reading portion of the Alabama Reading and Math Test (ARMT). Our goal is to increase from 38% to 60% of possible points on open-ended questions for the 2011-2012 reading portion of the ARMT Plus.

Data Results on which goal is based:

During 2010-2011 school year the third grade students scored 38% on the reading portion of the ARMT.

Target Grade Level(s): 3rd grade

Target Content Area(s): Reading

ARMT:

Additional Academic Indicators:

ARMT Plus and Teacher Test

Target Student Subgroup(s):

Courses of Study:

Third Grade Standard 3 & 4

Strategies:

S1.1.1 Open Ended Questions

Description:

Provide opportunity and support for students scoring a 2 or below on the reading portion of the open-ended portion of the ARMT.

Action Steps:

AS1.1.1 Identify and List

Description:

ACTION STEP 1: Teachers will identify/list low scoring students based on ARMT data in August.

Benchmarks:

A list of low scoring students will be developed by the end of August.

AS1.1.2 Master Schedule

Description:

ACTION STEP 2: Administrators and counselor will create a master schedule to ensure that all low scoring students will be enrolled into a Reading intervention by the last day of August.

Benchmarks:

A schedule will be completed by the beginning of school.

AS1.1.3 Intensive Instruction**Description:**

ACTION STEP 3: Teachers will implement explicit, intensive instruction through the use of small group learning in every classroom for 30 minutes a week for reading.

Benchmarks:

100 percent of low scoring students are making individual progress towards mastery of non mastered objectives every quarter with the dates as follows 10/07/11, 12/16/11, 3/9/12, and 5/24/12.

AS1.1.4 Reading Strategies**Description:**

ACTION STEP 4: Teachers will incorporate content area reading strategies into the total curriculum.

Benchmarks:

Consistent use of cross curriculum reading sections in the text books.

AS1.1.5 Exiting Intervention**Description:**

ACTION STEP 5: Teacher's will use a common unit test to determine if and when a student will exit intervention/small groups.

Benchmarks:

Exiting of students after each grading period with the dates as follows 10/07/11, 12/16/11, 3/9/12, and 5/24/12.

Interventions:

After each quarter with the dares as follows 10/07/11, 12/16/11, 3/9/12, and 5/24/12 teachers, reading coach, and administrators will Diagnose reading deficiencies in non-mastery students at data meetings. Teachers will provide non-proficiency readers with addition intensive, small group instruction.

Resources:

Weekly tests and unit test from September 2011-March 2012 when the ARMT Plus test will be given. Success Maker will also be used weekly in the computer lab and in the classroom.

G2. DIBELS**Description:**

DIBELS data indicates that only 45% of third grade students scored in the "Benchmark" category. Our goal is to increase from 45% of third grade students to 75% of third grade students to score in the "Benchmark" category on DIBELS.

Data Results on which goal is based:

During April 2011 55% of the third grade students did not "Benchmark" on DIBELS testing.

Target Grade Level(s): 3rd grade

Target Content Area(s): Reading

ARMT:

Additional Academic Indicators:

DIBELS and Teacher Test

Target Student Subgroup(s):

Courses of Study:

Standard 3 and 4

Strategies:

§2.1 DIBELS/Fluency

Description:

Provide opportunity and support for students not "Benchmarking" on the DIBELS test.

Action Steps:

AS2.1.1 Identify and List

Description:

ACTION STEP 1: Teachers will identify/list low scoring students based on DIBELS data in August.

Benchmarks:

A list of low scoring students will be developed by the end of August 2011.

AS2.1.2 Master Schedule

Description:

ACTION STEP 2: Administrators and counselor will create a master schedule to ensure that all low scoring students will be enrolled into an additional Reading intervention by the last day of August.

Benchmarks:

Schedule will be completed by the beginning of school.

AS2.1.3 Intensive Instruction

Description:

ACTION STEP 3: Teachers will implement explicit, intensive instruction through the use of small group learning in every classroom for 30 minutes a week for reading.

Benchmarks:

100 percent of non "Benchmarking" students are making individual progress towards mastery of "Benchmarking" with the DIBELS Testing dates as

follows December 2011, and April 2012.

AS2.1.4 Successmaker

Description:

ACTION STEP 4: Teachers will incorporate Successmaker into weekly computer/reading time.

Benchmarks:

Consistent use of Successmaker will be measured weekly through the computer program.

AS2.1.5 Exiting Intervention

Description:

STRATEGY 2- ACTION STEP 5: Teachers will use DIBELS Data to determine if and when a student will exit intervention/small groups.

Benchmarks:

Exiting of students after each DIBELS testing with the dates as follows December 2011, April 2012.

Interventions:

After each DIBELS Testing with the dates as follows August 2011, December 2011, and April 2012 teachers, reading coach, and administrators will Diagnose reading deficiencies in non-mastery students at data meetings. Teachers will provide non-proficiency readers with additional intensive, small group instruction.

Resources:

Success Maker and Fresh Reads will be used to implement a fluency improvement intervention.

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):

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. Safety Issues

Description:

The size, shape and location of the school campus makes it difficult to monitor.

Strategies:**S1.1 Video Monitoring****Description:**

To help IRES monitor student activities and reduce the possibility of unauthorized persons entering the campus undetected, the school will place security cameras at strategic locations and monitor the cameras from the school office.

Action Steps:**AS1.1.1 Adding Additional Fencing****Description:**

To help IRES control access to vital areas on the school campus, the school system will add sections of four and five foot tall chain link fencing. This will greatly reduce the likelihood of unauthorized walk-in intrusion.

Benchmarks:

Visual inspection will be used to verify that the measures have been implemented.

Interventions:

If the strategies do not change performance, the school will increase patrols by school personnel in high risk areas.

Resources:

The school will install four cameras at a cost of \$500 each. The addition will give the school a total of fifteen cameras.

G2. Professional Development**Description:**

To help teachers keep up with changes in education, IRES needs to offer professional development opportunities.

Strategies:**S2.1 Professional Development Opportunities****Description:**

Teachers will attend training in areas such as Smart Board usage, school website changes and how to utilize them and, in preparation for the upgrade of Microsoft Office to the 2007 version, teachers will be trained in the usage of Word 2007, Excel 2007 etc. A new testing database will come on line this year and our faculty will begin using I-Now student database software. Teachers will be trained on how to use this software.

Action Steps:**AS2.1.1 Training Opportunities****Description:**

Teachers will be required to attend at least four technology training sessions during the academic year. Some of the new knowledge gained will be required in order to use new software such as I-Now which replaced the old STI student database software. Other knowledge gained will enhance prior knowledge and help teachers be more productive in teaching and record keeping.

Benchmarks:

Teachers' mastery of much of the new technology will be evident since teachers will be required to use new information on a daily or weekly basis in the performance of duties.

Interventions:

Remedial classes will be offered to teachers who need additional help. Help may be provided through classroom teachers who have achieved greater understanding of the subject matter.

Resources:

Beyond the purchase of site software licenses and computer hardware, no additional expenditures are anticipated.

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)

Iola Roberts Elementary has access to a system wide mentoring program. The goal is to provide ongoing one-on-one support and to improve teaching practice. The mentor and new teacher meet on a regular basis to plan and share ideas. Iola has three teachers that have a mentor at this time.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Iola Roberts Elementary. The following is a comprehensive list of fund sources, with an explanation of their usage:

§ The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2011-2012 school year the state is funding (27.62) twenty-seven and sixty-two hundredths units, plus fringe benefits common purchases, teacher supply money, Technology, Library Enhancement, Professional Development, ELL, and Textbooks. Due to proration the state did not fund common purchases, Technology, and Library Enhancement for the 2011-2012 school year. The grand total of state money is \$1,986,612.00. A budget detail is enclosed in this plan.

Title I – Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2011-2012 school year, Title I monies are being used to fund salaries, the schools website, parenting materials, and professional development.. This budget total \$249,101.00 and is spent in addition to state/local monies.

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.

Iola Roberts Elementary desires to support the emotional and academic transition from early childhood programs to elementary school and from a child's current school to our school. We offer the following transition activities:

*Iola Roberts sends a letter to Head Start making the parents aware of Kindergarten registration and the items that will be needed in order to register.

*Head Start is invited to tour our school during the spring of the year preceding their advancement to Kindergarten.

*Kindergarten registration is held in the spring by our Kindergarten teachers.

*Summer phone calls introduce the new teacher and give the time and place of Meet the Teacher Day.

*New student counseling is offered by our counselor.

*Any new student or parent may also log in to our website to find out about our school and to read introductory letters from any prospective teachers.

*4th Grade students are given orientation and tour of Williams Intermediate by Williams Intermediate Principal and Counselor.

Highly Qualified Teachers:

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

Every year Pell City School System representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Pell City. Prospective teachers are given information about the school system and the community. Contact information is collected from prospective teachers, and they are encouraged to apply and consider relocating to the area. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local school administrator. Principals are required to have the knowledge of each teacher's highly qualified status and the areas in which the teacher is qualified to teach. All teachers are required to participate in professional development activities organized by the administration of the local school staff and encouraged to seek

Assessments and Teacher Involvement:

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

Teachers at Iola Roberts Elementary School meet monthly to discuss academic assessments pertaining to individual student performance and as to how teachers can improve the overall instructional program. Teachers administer assessments to determine if students have mastered taught objectives and make decisions if further instruction should continue or if remedial instruction needs to be implemented.

- The faculty collaboratively studies the disaggregated data and the results of academic assessments.
- Problem solving team (PST) members evaluate data collected on their students to determine if there are any indicators that would warrant RTI and or a referral for special needs services.

Grade level meetings for K,1st, 2,nd 3rd, and 4th are held monthly to adjust methods of instruction and strategies based on progress monitoring data in Math and Reading. These meetings help identify any gaps in instruction or overlaps that may occur between grade levels. During these meetings, discussions are held about student progress and what strategies or methods of instruction should be used for students demonstrating weaknesses in academic areas.

Teacher representation and teacher input is included on school budget committees, textbook selection committees, and school calendar committees. These committees are school-wide and system-wide.

Special Populations:

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

Pursuant to the requirements of No Child Left Behind Act of 2001 and the McKinney-Vento Homeless Education Act of 2001, all homeless, migratory, and limited English proficient children must have equal access to the same free appropriate public education, provided to other children and youth. This shall be the policy of Iola Roberts Elementary School. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. All programs including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services are accessible to all students at Iola Roberts Elementary School. Also, Iola Roberts Elementary uses Kiwanis, local churches, local banks, and other community resources to provide students with necessary school supplies, food, and clothing.

Upon enrollment the counselor and classroom teacher identify limited-English proficient students. When a student enrolls they are given a Home Language Survey for the parents to complete. The purpose of the survey is to determine the child's primary language. If a survey indicates that the student uses a language other than English as the primary language or it is used at the student's home, the student is then classified as ELL (English Language Learner). The parents are given written notice that their child has been classified as ELL. The notice shall request parental approval to place the student in the ELL program.

The student is then referred to the English Language Learner Committee. The committee consists of the school counselor, the student's teacher, the parent or guardian of the student, the bilingual teacher assistant, and/or the administrator. The duties of the English Language Learner Committee are to designate the language proficiency and instructional placement of each ELL student. A variety of services to all ELL students are provided, such as content area tutoring, pull-out individual support and counseling. A bilingual teacher assistant provided services to all ELL students at Iola Roberts Elementary. The assistant also serves as an interpreter to communicate with the parents and translates written information sent home with the students. The WIDA Access test is administered to ELL students in the spring of each school year. A student may not be exited from the ELL program in kindergarten through grade one. A student in grades two through twelve shall be classified as English proficient when he/she scores at the 40th percentile of the state approved achievement test (ACCESS). When a student becomes eligible to exit the ELL program they will be monitored for two years to ensure success. Of the seven ELL students tested in the spring (2010-2011), 5 of the 7 exited out of the ELL program. We will continue monitoring the success of students who have successfully exited due to their score of 4.8 or hig

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

Iola Roberts is an elementary school and this section does not apply.

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.

- Teachers review of student permanent record, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction
- Communication with previous teachers and parents who have insight about students' learning styles
- Classroom and intervention teachers use of My Sidewalks materials for reading instruction in addition to the use of the core reader
- Providing daily small group instruction and intervention by lead teachers for children experiencing difficulty in math or reading
- Utilization of Reading Specialists and Title I staff to provide additional assistance and intervention for students in small group or individual instruction setting in the classroom, and if needed, as a pull out intervention session.
- Progress monitoring students in a timely manner based upon DIBELS benchmark assessment and common assessment in math fluency
- Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed
- Utilizing the assistance of the Reading Coach
- Encouraging parental involvement in student education through conferences, telephone conversation, and grade level parent meetings
- Establish alternative learning programs for ELL students
- Monitoring student progress through the Pearson website which is where all student reading tests are taken – including selection tests and Unit Benchmark tests
- Provides math intervention for 30 minutes twice per week for children experiencing difficulty in math
- Use of Success Maker program by Pearson for all students.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

On September 18th, Iola Roberts Elementary School will hold its annual Open House for all parents with children at our school. Before Open House we convene in the gym where our principal discusses our role as a Title I school as well as gives information regarding AYP (Adequate Yearly Progress).

Topics to be discussed at this year's meeting:

Title I Information
 Continuous Improvement Plan
 School-Parent Compacts
 Parent's role in creating a successful school
 Adequate Yearly Progress
 PTO

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 Iola Roberts Elementary School have a strong belief that parent involvement is essential to the success of the students of our school. At Iola Roberts Elementary we believe that it is important to have parental involvement in the planning process of our school. Therefore, we have compiled a new form of leadership at our school called the Parent Teacher Organization (PTO). This committee of parents and staff will work together to help our school by doing fundraisers, helping teachers as well as being advocates for our school. It also gives parents the opportunity to voice their opinions about issues concerning them. PTO will meet each month on the first Tuesday.

We achieve this through:

- Parent Survey
- Student Survey
- School Wide Suggestion Box
- School Website
- School Email
- Administration Open Door Policy
- Parent involvement on the CIP Team
- Parent Teacher Organization (PTO)

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.

We notify the parents in several ways: 1) We send home notices through our school office a few weeks before to let parents prepare for the event, 2) We post the date and time of this event as well as others on our school's marquee, 3) We also post the dates and times of this event as well as others on our school's website, 4) Teachers are required to post these dates on their weekly newsletters which also go on the school's website, finally, 5) our school uses an automated system called TeleParent to relay these events as well as others to parents of participating students. For those students and parents who speak different languages we use a translator to help us contact the parents as well as assist them during the meeting. Parents are able to request a meeting with any of the faculty of Iola Roberts Elementary School by calling, through email or through a letter to the teacher. Iola Robert's teachers send out a weekly newsletter stating the projects, goals and academic expectations for the week. The same detailed information is also posted on the teacher's website located under the school's website. This information is updated weekly. The teacher's email is also located on the school's website which allows daily communication between the parent, student and teacher. The interpreter also translates any written information between the teacher and parents as needed. Finally, we offer a Parenting Day in October. During Parenting Day, parents are able to come to the school and meet with their child's teacher. During these events, the parents have access to the teachers and the school's administration to discuss their child's individual needs within the guidelines of the Title I program.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The parent-student-teacher compacts set the groundwork for all accountability and shared responsibility for improving all academics at Iola Roberts Elementary school. All parents are given a copy of this compact during their initial visit to the school or on a request basis. The compact is explained in detail and all stakeholders will be asked to sign and return the compacts in a timely fashion. The compacts are then further discussed in faculty and grade level meetings.

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

Iola Roberts has a comment box located in the building where parents can anonymously voice their concerns. Parents also fill out a parent survey each year. The CIP team is then able to review the data and make adjustments to the document as needed. Iola Roberts also has an active Parent Teacher Organization that meet on a regular basis (monthly). Iola's principal also has an open door policy which allows parents the opportunity to sit down and discuss any issues that they feel needs to be addressed. The parents are also able to address issues to the school staff, teachers or principal through the Iola Roberts website. Finally, the Iola Roberts CIP team has parent members that take an active role in the functions of the team.

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)

Iola Roberts will accomplish this through our annual Title 1 meeting. During this meeting parents will receive an overview of the state's academic content standards, academic achievement standards and assessments such as DIBELS. We also post this information on our schools website under the parenting section. In addition an explanation will be given regarding Title I and the services that will be offered. We will also discuss how parents have a right to be involved in their child's education.

(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)

In order to reinforce skills learned in the classroom, Iola Roberts Elementary will provide parents with information regarding literacy development. We will do this by providing an overview of our state DIBELS assessment at our annual Title 1 meeting. We will also post this information on our website for our parents to view. Additionally, we also provide our parents with access to skill building websites some associated with our reading series as a way to reinforce skills taught in the classroom.

(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)

Communication between faculty, staff and parents is an ongoing process that is centered around the needs of our students. Professional development is provided for all staff and substitutes to aid in communication with parents and the community. We have also devised a new Parent Conference Report that will be the same throughout the whole school. This will allow teachers and parents to easily document conferences.

(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)

Parents have access to our school's resource area throughout the day. This room provides a place where parents can make file folder games and use the Ellis Machine for number and letter cut outs. Iola Roberts has an open door policy which allows parents the opportunity to visit their child's classroom on a regular basis. Parents are encouraged to volunteer in their child's room in order to better understand their child's instructional processes.

(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)

We have a translator on site that is able to translate teacher's weekly newsletters as well as notes and memos sent home to parents. Finally, the translator is available to make phone calls to parents and sit in on meetings in order to assist the teacher and parents.

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

Iola Roberts administration and teachers have an open door policy regarding our students and parents concerns. Parents may request activities through our school email, letter or through the Iola Roberts suggestion box.

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.

Iola Roberts uses a translator to help us communicate with our parents of limited English proficiency.

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?

- 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: **Technology Education**

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

Awareness of uses of new technology equipment and new programs implemented by the school system.

What types of professional learning will be offered?

Technology trainings in the school computer lab.

When will the session be delivered?

In after school sessions on the following dates: Sept. 20, Oct. 4, Nov. 8, Jan. 24, Feb. 21, Mar. 20.

What are the expected outcomes of professional learning?

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

An awareness of the correct use and application of new technology devices as well as new programs implemented by our school system, such as STAR Renaissance and Successmaker.

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

Through Data collection and usage, lesson plans, data meetings and walkthroughs.

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

No funding will be needed for these trainings.

Improvement on ARMT Style Resonances

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

We identified a weakness on our '10/'11 ARMT data on open ended and gridded responses.

What types of professional learning will be offered?

Activities will be researched and shared to support better performance on written responses using higher order thinking skill when responding to literature and when solving mathematical operations. This will be accomplished through job-embedded professional learning activities.

When will the session be delivered?

At scheduled data meetings and on planned In -service days. Data meetings for each grade level will be scheduled the week after each unit test. In-service days are as follows: August 2, 3, 4, and 5. Jan 2, and May 25.

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?)

More written responses to literature each week, as well as attention paid to written responses in math.

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

Lesson plans, data meetings, walkthroughs, and classroom observations.

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

No funding will be needed for this professional development.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

| | FTEs Earned | Units Placed | Total Salaries |
|--|-------------|--------------|----------------|
| FTE Teacher Units | 21.16 | 24.62 | 1096581 |
| Administrator Units | 1 | 1 | 73598 |
| Assistant Principal | 0 | 0 | 00 |
| Counselor | .5 | 1 | 41637 |
| Librarian | 1 | 1 | 51666 |
| Career and Technical Education Administrator | 0 | 0 | 00 |
| Career and Technical Education Counselor | 0 | 0 | 00 |
| Technology | | | 0 |
| Professional Development | | | 0 |
| State ELL Funds | | | 0 |
| Instructional Supplies | | | 3318 |
| Library Enhancement | | | 0 |
| Total of All Salaries: | | | 10965817359 |

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Salaries and benefits for 3 paraprofessionals and 1 certified teacher amount to \$181,246.64. Classroom supplies are purchased with \$40,000 received. The amount received for parenting communication is \$2855.31 which is spent on the Iola Roberts website as well as Teleparant. Technology support receives \$1415.76.

Total : 225517.92

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

