

Assurances

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

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

☞ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

The Continuous Improvement Plan (CIP) is developed by the Aliceville Elementary School CIP Team which includes the Principal, Counselor, Media Center Specialist, Reading Coach, grade level teachers and parents. Data is collected throughout the year, reviewed and analyzed by the team and faculty, then used to write the CIP. The entire faculty is involved in disaggregating state academic assessments as well as other academic data such as DIBELS, Global Scholar, student observations, intervention results, weekly and unit assessments and class work. This review is done through bi-weekly grade level meetings and monthly data meetings. Parents are involved through conferences, newsletters, parent involvement meetings, surveys, individual instruction plans as well as workshops designed to aid parents in understanding how to provide additional help for students at home. The Positive Support Team (PST) following RTI (Response to Intervention) guidelines meets every grading period to establish goals and monitor progress of students with academic and/or behavior problems. Surveys are constructed regarding school culture for parents and teachers to complete. The CIP Team reconvenes to review and address these concerns. When the plan is completed, the CIP Team reviews the plan and presents it to the faculty for approval. The CIP Team submits the final approved plan to the LEA. The CIP is analyzed monthly to determine if goals are being achieved and if revision is 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)**

Russell Smart, Principal
Rhonda Mosley, Teacher
Lynne Marine, Reading Coach
Phyllis McClure, Librarian
Jennifer Sterling, Counselor
Michelle Dunner, Parent

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 is involved in the review and analysis of data collected from 12-13 ARMT PLUS, DIBELS, Reading and Math benchmark tests, Global Scholar, Reading baseline tests, Math tests, placement tests and weekly selections. The Problem Solving Team meets every six weeks and develops intervention plans for all struggling students. RTI logs are maintained by all classroom teachers and intervention teachers to verify that intervention is occurring and the students are working toward their established goals. The CIP committee meets to analyze and summarize this data by grade level, student subgroup, and subject to identify strengths and weaknesses in order to assess the academic needs of students. Intervention plans are modified according to the analysis of new data each six weeks.

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.

All teachers at AES meet the highly qualified standards. Continuous professional development, resource training, continued education and development of intervention strategies insure effective instruction to meet the academic needs of our students. Teachers are placed in areas where they demonstrate strengths.

Number and percentage of teachers Non-HQT:

Number and percentage of Classes Taught by Non-HQT:

Alabama High School Graduation Exam (AHSGE):

Strengths:

NA

Weaknesses:

NA

Alabama Reading and Mathematics Test (ARMT):

Strengths:

In 2013, 87% of third grade students met Annual Measurable Objectives in reading.
 In third grade math 84% of students were proficient in metric units.
 In fourth grade, 89% met Annual Measurable Objectives in reading.
 In fourth grade math, 95% of the students were proficient in adding and subtracting common denominators.

Weaknesses:

In third grade reading, 50% were not proficient in comprehending literacy- recreational materials.
 In third grade math, 71% did not meet standards in points, lines, perpendicular lines, parallel lines, angles and rays.
 In fourth grade reading, 49% were not proficient in comprehending literacy-recreational materials.
 In fourth grade math, 81% did not meet standards in recognizing equivalent forms of fractions and decimals.

Alabama Science Assessment:

Strengths:

NA

Weaknesses:

NA

Stanford 10:

Strengths:

NA

Weaknesses:

NA

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

At the beginning of the 2013-2014 school year, 80% of kindergarten students were benchmark in their composite score, and 100% of 1st grade were benchmark in their composite score.

Weaknesses:

At the beginning of the 2013-2014 school year, 23% of third grade and 36% of fourth grade benchmarked.

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

NA

Weaknesses:

NA

ACCESS for English Language Learners (ELLs):

Strengths:

Our school has access to an online resource, ROSETTA STONE. Teachers use alternate methods of implementing instruction, including Promethean Boards and other interactive resources. We administer the WIDA test to all ELL students in the fall and/or within ten days of enrollment. The ACCESS test is administered in the spring. All teachers with ELL students attended Samuel I-IV training throughout the 2012-2013 school year.

Weaknesses:

Teachers need additional training and resources. The present training needs to be extended to at least one teacher per grade level. The Samuel I-IV training that the teachers are receiving will benefit only current teachers of ELL students.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

The Educate Alabama self assessment showed that 82% of the teachers believe they are integrating in the use age-appropriate instructional strategies to improve learners' skills in critical literacy components. Additionally, 27% ranked themselves as innovating in communicating mathematical concepts, processes, and symbols within the content taught.

Weaknesses:

Educate Alabama self-assessment showed weaknesses in how teachers believe they teach EL students. Only 21% of teachers believe they rank higher than applying in standards 4.4 and 4.5. Standard 4.4 relate to supporting learners to accelerate language acquisition by utilizing their native language and linguistic background. Standard 4.5 relates to guiding second-language acquisition and utilizing English Language Proficiency strategies to support learning.

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

Strengths:

NA

Weaknesses:

NA

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

Strengths:

End of the Year assessments for fourth grade indicated that 81% of our students are performing at or above grade level on drawing conclusions and 79% on main idea/details. In third grade, End of the Year assessments indicate 79% of students scored proficient in drawing conclusions and 88% were proficient at compare/contrast. The State Performance Report/ARMT(Star Reading/Math)data in fourth grade revealed that 86% of students in reading and 89% of students in math were on the Pathway to Proficiency. This report indicates that these students would score 3 or 4 on the ARMT. The State Performance Report/ARMT(Star Reading/Math)data in third grade revealed that 93% of students in reading and 89% of students in math were on the Pathway to Proficiency. RTI logs indicate that we had only two Tier III behavior intervention students.

Weaknesses:

End of the Year assessments in fourth grade showed a 58% weakness in sequencing and a 46% weakness in Author's purpose. End of the Year assessments in third grade showed 52% of students are not proficient in Author's purpose.

Career and Technical Education Program Data Reports:

Strengths:

NA

Weaknesses:

NA

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:

There has been a steady decrease in discipline problems due to the implementation of the Seven Habits of Highly Effective People. Our staff has been trained extensively in how to apply the Seven Habits in all aspects of the school. In addition, we have two training facilitators on staff. Students are rewarded each six weeks based on the Positive Behavior Rewards System.

Weaknesses:

The majority of discipline problems are bus related.

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

NA

Weaknesses:

NA

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

We have low teacher turnover and an experienced faculty. Three teachers in the school are non-tenured. All other teachers have five or more years of experience in elementary education.

Weaknesses:

Although there are some improvements there is still a problem with teacher absentees. Last year, absentee totals for teacher sick days were 226.5 and 14.5 absentees for personal reasons.

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:**

Excessive unexcused absences by individual students are decreasing. The Pickens County Board Absentee policy helps correct the large number of tardies/checkouts through the use of an Early Warning Program, and INOW will only accept grades of zero for unexcused absences to encourage parents to cooperate.

Weaknesses:

There is a large number of tardies/checkouts among the students.

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

Based on our current survey, parents viewed AES in a positive manner.

Weaknesses:

Attendance at parent workshops and PTSO meetings is low.

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

NA

Weaknesses:

NA

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:

Translators are available for hire when needed.

Weaknesses:

Teachers need to be better informed of the specific needs for ELs.

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

Strengths:

We have two ELL that is English proficient and requires no additional services.

Weaknesses:

Teachers need additional training on the use of Rosetta Stone, as well as other strategies and resources to use with EL students.

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

Strengths:

- *Reading and Math texts are research-based and district approved. The new math text meets the Alabama College and Career Readiness Standards. The new reading text meets the Alabama College and Career Readiness Standards, although most schools were unable to purchase the new reading texts and are still using an earlier version.
- *All classrooms are technologically enhanced with interactive boards, multiple computers with internet access in every classroom, two staffed labs scheduled for school wide use with research based programs.
- *Bi-Weekly grade level meetings to discuss math and reading progress
- *Monthly data meetings to address all current instructional needs based on data.
- *My Sidewalks addresses the needs of students who are performing below grade level.
- *Access to research based online programs, Stride Academy, My Skills Tutor, Accelerated Reader, Global Scholar and Pearson Success Net.
- *Implementation of RTI, 3 - tiered intervention model that provides additional support for students who are performing below grade level expectations.
- *Problem solving team meets every 6 weeks to discuss students who are struggling academically and behaviorally and develops intervention plan to increase student success.
- *Library instruction includes virtual research skills with additional computers within the library.

Weaknesses:

*Specific training for teachers of special needs students is needed.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE

CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Reading Comprehension

Description:

By the end of the 2013-2014 school year, 50% of third and fourth grade students will score high or above average on Global Scholar.

Data Results on which goal is based:

In third grade, 24% of the students scored high or above average on Global Scholar. In fourth grade, 17% of the students scored high or above average on Global Scholar.

Target Grade Level(s): 3rd and 4th

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special Education students; Tier II and Tier III intervention students

Courses of Study:

Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 10. Read and comprehend complex literary and informational texts independently and proficiently.

Strategies:

S1.1.1 Reading-Strategic Teaching

Description:

Promote high levels of active engagement and student learning.

Action Steps:

AS1.1.1 Core Reading

Description:

In order to increase student performance in reading, all teachers will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction, including strategic lessons, and 45 minutes will consist of small group instruction. A class size reduction unit was added to allow teachers smaller classes in order to successfully implement the core reading program.

Benchmarks:

Progress of students will be monitored through weekly assessments, unit assessments, RTI data sheets, and Global Scholar progress monitoring. Master/Classroom schedules, walk throughs and classroom observations will be used to document implementation of core reading and small group instruction.

AS1.1.2 Reading-Intervention**Description:**

We will reteach skills to students experiencing difficulties based on assessment data. Tiered interventions will be provided by classroom teachers and intervention teachers (My Sidewalks). Assistants will also be available to help with Tier III interventions and assistance in the computer labs. In addition to our tiered instruction, a special emphasis is placed on fluency. Fluency kits were purchased for each teacher, and most teachers send fluency folders home each day. Progress monitoring is done routinely based on the individual needs of students.

Benchmarks:

In order to measure the effectiveness of reading interventions, progress will be monitored by reviewing and analyzing ARMT+ student reports, Skills Tutor, Global Scholars progress monitoring, unit assessments, weekly selection tests, and DIBELS. Intervention groups will be monitored by class schedules, classroom observations and walk throughs.

AS1.1.3 Technology Enhanced Lessons**Description:**

Leaders will be prepared to use and help students to use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare students with the skill, knowledge, and dispositions necessary to be successful.

Benchmarks:

The use of interactive boards will be monitored by walk throughs and classroom observations. Lesson plans will be monitored for documentation of interactive lessons. Computer labs schedules will be reviewed to assure that students are afforded the opportunity of interactive software and research based programs.

Interventions:

Analysis of data through PST, grade level meetings, data meetings, walk throughs, classroom observations, and shared teachings will be used to decide upon and provide assistance to teachers and students.

Resources:

Decodable readers, leveled libraries, classroom libraries; My Sidewalks; Pearson Successnet; Renaissance program (AR) - \$2241; Skills Tutor-district funded; Book Flix- \$1200; Destiny/Follett-\$920; Stride Academy-\$0; Global Scholar-State Funded; PBS Learning Media-\$0

G2. Math Comprehension**Description:**

By the end of the 2014 school year, 50% of third and fourth grade will score high or above average on Global Scholar.

Data Results on which goal is based:

In third grade, 36% of the students scored high or above average on Global Scholar. In fourth grade, 18% of the students scored high or above average on Global Scholar.

Target Grade Level(s): 3rd and 4th
 Target Content Area(s): Math
 ARMT: Math

Additional Academic Indicators:
 Attendance

Target Student Subgroup(s):
 Special Education; Tier II and Tier III Intervention Students

Courses of Study:

Grade 3: ALCOS 2010 (CCRS) 3.13 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by parts and size $1/b$ [3-NF1] 3.14 Understand a fraction as a number on the number line; represent fractions on a number line diagram [3-NF2] 3.15 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size [3-NF3] 3.15a Understand two fractions as equivalent if they are the same size, or the same point on a number line [3-NF3a] 3.15b Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent [3-NF3b] 3.15c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers [3-NF3c] 3.15d Compare two fractions with the same numerator or the same denominator by reasoning about their size [3-NF3d] Grade 4: ALCOS 2010 (CCRS) 4.12 Explain why a fraction a/b is equivalent to a fraction $(nxa)/(nxb)$ by using visual fraction models. Use this principle to recognize and generate equivalent fractions [4-NF1] 4.13 Compare two fractions with different numerators and different denominators [3-NF2] 4.14 Understand a fraction a/b with $a > 1$ as a sum of fractions [4-NF3] 4.14b Decompose a fraction into sum of fractions with the same denominator in more than one way. Justify decompositions [4-NF3b] 4.16 Express a fractions with denominator 10 as an equivalent fractions with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 [4-NF5]

Strategies:

2.1 Math - Strategic Teaching

Description:

Implement strategic teaching through the use of manipulatives, graphic organizers, timed drills, flash cards, math stations, Skills Tutor, Pearson Successnet, Global Scholars and Stride Academy.

Action Steps:

AS2.1.1 Core Math

Description:

In order to increase the effectiveness of core math instruction on student performance, all teachers will implement the core math program for a total of 90 minutes. Up to 60 minutes will consist of whole group instruction and 30 minutes will consist of small group instruction and intervention.

Benchmarks:

Implementation of core math and small group instruction will be monitored through master/classroom schedules, walk throughs, classroom observations, and lesson plans. Progress will be monitored weekly through regular assessments and Global Scholars progress monitoring and benchmarks. For those students not showing adequate progress, intervention is provided from an intervention teacher and the classroom teacher.

AS2.1.2 Math - Intervention

Description:

Reteach skills to students experiencing difficulties based on assessment data. Tiered interventions provided by classroom teachers and intervention teachers (Go Math Intervention). Assistants are also available for Tier III Instruction and assistance in the computer labs.

Benchmarks:

In order to measure the effectiveness of the math interventions, progress will be monitored by reviewing and analyzing remediation schedules, Global Scholar reports, Skills Tutor, Stride Academy, Skill assessments and benchmark tests.

AS 2.1.3 Technology Enhanced Lessons

Description:

Leaders will be prepared to use and help students to use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare students with the skill, knowledge, and dispositions necessary to be successful.

Benchmarks:

The use of interactive boards will be monitored by walk-throughs and classroom observations. Lesson plans will be monitored for documentation of interactive lessons. Computer lab schedules will be reviewed to assure that students are afforded the opportunity of using interactive software and research based programs.

Interventions:

Analysis of data through PST, grade level meetings, and data meetings ensures that student progress is ongoing and instruction is modified based on needs. Goals are set and Individual Intervention Plans (IIP) are developed, implemented and monitored.

Resources:

Global Scholars - District Funding; Skills Tutor-district funded; Destiny/Follett-\$912

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):

G 1. ELL Goal

Description:

ELLs in grades K-4 will perform at English proficiency level 2 or higher in the language domains for writing and reading to increase composite scores so AMAO-A targets are met.

Data Results on which goal is based:

ACCESS for ELLs, which identifies weaknesses regarding analysis of existing curricula and existing personnel and significant gaps/weaknesses in the ELL Data Compilation Form. At this time, there are no significant gaps between our ELL learners and our student population. ACCESS testing will continue for all ELL students and plans will be modified as needed.

Target Grade Level(s): K-4

Target ELP Language Domain(s): Reading, Writing, Listening, Speaking

WIDA Standards: (WIDA Standards and language domains pertain to both strategies and respective action steps. Language Domain: Reading WIDA Standards: Language Arts; Language Domain: Writing WIDA Standards: Language Arts.

Strategies:

S1.1 Reading and Writing**Description:**

Using WIDA Model Performance Indicators (CAN Do's) as guidance for developing language objectives that focus on, but are not limited to, the language domains of reading and writing.

Action Steps:**AS1.1.1 ELL Literacy Strategies****Description:**

Teachers will provide explicit instruction, modeling, and instruction using the Rosetta Stone web-based software.

Benchmarks:

Rosetta Stone software provides sequential lessons which adjust according to student proficiency. Benchmarks are built in the software. Teachers also monitor performance based on classroom assessments and schoolwide assessments.

Interventions:

Certified teachers will provide individual instruction as needed. The school will provide planning and collaboration time for certified teachers and support personnel to focus on areas of instructional need using the Individual English Language Plan (I-ELP) for those particular students. We have an SIOP trainer on staff.

Resources:

Rosetta Stone-district funded, headphones-district funded, and TransACT-free; Samuel Training for all teachers of ELL students-district funding, SIOP Training.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

G1. Attendance and Discipline**Description:**

By the end of the 2013-2014, the number of discipline (classroom and bus) referrals will decrease by 5% and the attendance rate will increase by 5%.

Strategies:**S1.1.1 Increase Attendance/Decrease Discipline****Description:**

Although absences are improving, there is still a problem with excessive absences, tardies, and checkouts. Last year there were 1,466 days absent. These numbers were based on a student count of 329 with total days of attendance at 59,220 days in school. Additionally, discipline is a challenge with an excessive number of bus referrals.

Action Steps:**AS1.1.1 Positive Behavior System (PBS)****Description:**

In an attempt to improve attendance, as well as school and classroom behavior/discipline, a positive behavior system team was created and a plan was put in place to reward attendance and positive behavior. Each grade level will be responsible for the individualization and implementation of the rewards. In conjunction with this, all faculty and staff have been extensively trained using THE SEVEN HABITS as professional development. Our purpose was to continue to develop leadership qualities in our students, as well as to improve discipline and attendance.

Benchmarks:

Our PBS point system and rewards are modified based on grade level needs. For example, we realize that kindergarten students were not receiving the highest reward level. In response to this, the point system was revised to allow the lower grades more points in order for the students to earn rewards from the highest category.

AS1.1.2 Address Harrassment and Bullying**Description:**

Implementation of the Anti-Harrassment and Bullying Action Plan created by the district.

Benchmarks:

Implementation of this plan will be monitored through Professional Development sign-in sheets; various meeting agendas, minutes, and sign-in sheets; Counseling lessons/schedule; Library lesson plans; Teacher lesson plans; walk-throughs.

AS1.1.3 Leader In Me/The Seven Habits**Description:**

The implementation of Stephen Covey's Seven Habits will be visible throughout the school, both in and out of the classrooms.

Benchmarks:

Progress will be measured through walk-throughs, classroom observations, aesthetics of the school, leadership roles for the students, and lesson plans.

AS1.1.4 Graduation Tracking System**Description:**

A part of INOW, called InFocus, tracks students beginning in Kindergarten. The students that fall into certain parameters are labeled "at-risk".

Benchmarks:

Progress will be monitored through INOW data, attendance reports, failure reports, RTI logs, and PST team meetings.

Interventions:

Attendance will be monitored for improvement through INOW data, implementation of "Leader In Me", data meetings, Graduation Tracking System data, and concerns of the PST. Discipline will be monitored through INOW data, PBS tally sheets, principal input, implementation of "Leader In Me", and counseling schedule/lessons.

Resources:

*PBS rewards-\$1200 *Substitutes-\$500

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)

Mentoring is provided by grade level chairpersons, experienced teachers, the reading coach, and the principal. Shared teachings, modeling, and grade level meetings provide additional support for new teachers. Mentoring is ongoing based on walk throughs, current data and teacher requests.

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.

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 2013-2014 school year the state is funding 21 teaching units, 1 librarian, 1 principal, and 1 counselor. The grand total of state money is \$1,674,819.00. A budget detail is enclosed in this plan.

Title I – Part A (Federal): This money is used to SUPPLEMENT regularly funded programs. For the 2013-2014 school year, Title I monies are being used to fund a portion of a classroom teacher, two Title I instructional assistants, equipment repair and maintenance, instructional classroom supplies, audio/video aids, staff development (in-state), student/parent instructional supplies, library software, instructional substitute teachers and other purchased services. This budget total was \$83,995.58 and is spent in addition to state/local monies. Title II monies are used for professional development including lodging and travel. This budget total is \$2000.

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.

Kindergarten pre-registration is offered in the spring at which time students and parents may meet teachers, counselor, and nurse and possibly discuss any special needs that the student may have; students attending local daycare centers may visit Aliceville Elementary School for a school tour during the spring of the year preceding their advancement to Kindergarten.

Students in the fourth grade will attend an orientation visit to Aliceville Middle School in May. They tour the school which includes visiting fifth grade classes, meeting fifth grade teachers and learning about the courses offered. A supply list is sent home at the end of the school year. An open house for all grades will be held after the beginning of the new school year at which time students and parents may meet teachers and visit classrooms.

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 district 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 Pickens County. Prospective teachers are given information about the school system, the city of Aliceville and neighboring communities, as well as information about the school system. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Title I school staff and administration determine personnel needs that require the use of Title I funds. 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 school administrator. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are mentored by the reading coach, grade level chairpersons, the principal and other veteran teachers. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going professional development is provided by federal funds.

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.

Aliceville Elementary teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered

objectives taught. These assessments are used to determine if further instruction can continue or if intervention or remediation needs to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction: the faculty collaboratively studies the disaggregated results of the state assessments; Response to Intervention members (Problem Solving Team), evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services; grade level data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data; multi-grade level meetings help identify any instructional gaps or overlaps that may occur in grades K-4; informal grade level meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.

Teacher representation and teacher input is included on Title I schoolwide budgets, CIP committees, RTI, PBS, PST, textbook selection committees and school calendar committees. This voice allows teachers to be involved in all areas of instruction and testing.

Special Populations:

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

All students at Aliceville Elementary School have access to all services and programs available. The Department of Human Resources, the Department of Mental Health, The Federal Correctional Facility of Aliceville, and various community resources are used to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The counselor identifies limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services.

The counselor identifies migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Aliceville Elementary School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. Aliceville Elementary School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students.

Aliceville Elementary School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity. Neglected/delinquent students are identified at Aliceville Elementary School when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Attendance Officer, or parent. The school counselor monitors students' grades and absences and ensures that neglected/delinquent students have access to additional services.

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

NA

Extended Learning Opportunities:

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

The Park Cameron Center offers an afterschool program.

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.

At the beginning of the school year, Aliceville Elementary School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through notices sent home with students, newspaper announcements, web pages, and public postings in English. Topics to be discussed at this year's meeting are: Continuous Improvement Plan; an explanation of the school's curriculum and the state's content standards; Title I program and participation, its services, and parents' rights; Parental Involvement Section of the Continuous Improvement Plan; and School-Parent Compacts.

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 Aliceville Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Parent meetings are scheduled at various times to accommodate the parents' daily routines. A parent notice is sent home to request meeting times that are best suitable for the parents. Parent meetings are scheduled at appropriate times for the parents to pick up the students' report card and conference with the teacher. Aliceville Elementary School believes in involving parents in all aspects of its Title I programs. The Title I Plan is now a part of the Continuous Improvement Plan (CIP). We have a parent representative on our CIP committee who is an active participant in the development of the plan and is involved throughout the entire process. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Parental involvement funds are allocated for parenting activities. These funds are used to purchase supplies to create parent involvement newsletters which provides a list of activities and ideas for parents that will allow them to help their child with homework, peer pressure, being responsible, and appropriate behavior at school. School handbooks/calendars are also purchased for parents with these funds.

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.

At its annual meeting of parents at the beginning of the school year, Aliceville Elementary School holds a general meeting where information is presented about its Title I programs, the curriculum, and the forms of academic assessments which are used to determine school accountability. Parents will learn about how to schedule parent-teacher conferences and how and when they can participate in decisions related to the education of their child. Parents are given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. Upon conclusion of the general meeting, parents are invited to visit their child's classrooms and meet their child's teachers. At this time, teachers provide additional information on the subjects they teach and how students are individually assessed. Handbooks are also available online on our website.

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 compact letter is sent home with the students so that parents can read and complete the survey. They are asked to sign the compacts signifying their commitment to working in partnership with the school and their child in order to ensure that their child is successful in school. The compacts are discussed with teachers at faculty meetings. Each teacher is given the responsibility of explaining the compact to the students and obtain the students' signatures. The teachers sign the compacts and house them 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.

In May of each year, Aliceville Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There is one parent on the Committee who represents all the parents of the school. Parents may obtain a copy of the CIP at the school or at the district office. Comments and suggestions for the plan are welcomed by the committee members. Parents also have the right to give input regarding the revision of the 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)

Aliceville Elementary School will accomplish much of this through its annual parents meeting held at the beginning of the school year. At that time, parents receive an overview of the state

academic content standards, academic achievement standards, and assessments. In addition, an explanation is given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Aliceville Elementary School also offers an Open House within of the first six weeks of school where parents are 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)

Aliceville Elementary School's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. Throughout the year, parenting classes are held on topics that address identified school goals. Since our CIP Committee identified increasing reading and math achievement as a goal, we will hold parental involvement classes on this topic and provide parents with related materials. Specific topics will include reading with your child, creating a home learning environment, and working as a partner with your child's teacher.

(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)

Aliceville Elementary School continues to work with its teachers through inservices, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP committee is placing special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. The principal sets the expectation that teachers work closely with our parents in planning parent involvement activities and materials that best meet our schools identified goals.

(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)

Aliceville Elementary School coordinates its parent involvement program for all parents. We have a district Title I coordinator that plans workshops for parents at our school. The CIP committee collaborates to plan parent meetings at our school throughout the year.

(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)

At the present time, information is shared with parents through newsletters, notices which lists or details all school meetings/functions, and our school and individual teachers' website .

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

Aliceville Elementary School makes every effort to work with parents in meeting their requests as related to needs regarding in their children's education. A workshop for parents is held in the fall to provide them with ideas on how to help with homework, how to use fluency folders and how to help with math skills. In the spring, another workshop is held to assist parents with ideas, strategies and activities that children can work on during the summer months. The Alabama Course of Study/College and Career Readiness Standards objectives for the students' new grade level are discussed and expectations explained. Other workshops offering strategies to help with homework, reading skills and mathematics skills will be offered throughout 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.

Aliceville Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. At this time, Aliceville Elementary School has no migrant students. Every effort is made to accommodate parents with disabilities. All written communication will be translated and an interpreter will be available as needed. Aliceville Elementary School 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?

• Yes

- No

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

- Yes
- No

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

- Yes
- No

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

Learning Activities:

Ongoing Professional Development

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

There were 1466 absences during the 2012-2013 school year. There has been an ongoing trend with excessive tardies and absences.

What types of professional learning will be offered?

The Alabama Fall Reading Conference, the INOW Conference, THE LEADER IN ME, Ipad training, AdvancEd, College and Career Readiness Standards, Alabama Education Technology Conference and Librarian Symposium, Mega Conference, monthly data meetings, Professional Library Group, and Physical Education Conference.

When will the session be delivered?

These sessions will occur throughout the school year and will continue through the summer months.

What are the expected outcomes of professional learning?

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

Teachers will learn new strategies to improve reading fluency, comprehension, math processing and problem solving, as well as new ways to incorporate technology in the classroom. As a result of teacher learning, student scores will improve on state assessments.

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

Faculty and staff will be held accountable through data, walk-through results, lesson plans, attendance, and tardies. The principal, reading coach and teachers will participate in walk-throughs to observe instructional strategies in reading and math as well as student engagement. Data will be examined through bi-weekly grade level meetings and monthly data meetings.

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

Title I - \$3758.60, Title II - \$2000 Professional Development - Reading Conference; INOW Conference; P.E. Conference; Mega Conference; ASLA/AETC; Leader in Me; Professional Learning Group/Library

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	21.01	21.02	1,424,151.00
Administrator Units	1	1	99,745.00
Assistant Principal	0	0	0
Counselor	1	1	73,379.00
Librarian	1	1	70,578.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0.00
State ELL Funds			0
Instructional Supplies			17,028.00
Library Enhancement			0
Total of All Salaries:			\$1,684,881.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

These funds are used to pay a portion of one teacher's salary and fringe benefits, two instructional assistants salaries and benefits. The remaining funds are used to purchase equipment, supplies, library books, and contracted services.

Teacher salary and benefits-\$14,734

Two Instructional Assistants salaries and benefits-\$58,472.21

Instructional equipment and maintenance-\$5000

Instructional supplies-\$17,028

Instructional audio/video \$6000

Instructional staff development (in-state)-\$3758.60

Other student supplies/parent instructional supplies-\$1354.79

Library Software-\$4352.22

Instructional subs/salaries and benefits-\$5395.00

Other purchased services-\$45,600.00

Technology Person - \$1000.00

Total : 166,264.11

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

These funds will be used to fund the annual Reading and Mega Conferences, as well as other state sponsored conferences.

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds are used to purchase janitorial supplies, instructional supplies, telephone, and student incentives.

Janitorial supplies-\$1857

Instructional supplies-\$5000

Telephone-\$5000

Student incentives-\$1200

Total : 13,057.00