

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):

A leadership team was selected using the following criteria:

One teacher from each grade level was selected to represent the grade. One representative was elected by their peers to represent all other teachers in the school (those who do not have a homeroom).

A sub-committee met in August to receive direction from the Federal Programs Dept. at the Walker Co. Board of Education.

Committee Members were presented information to disseminate to peers at meetings periodically during the spring and at the beginning of the school year. This data includes:

Survey results

Assessment data

Teacher information

Student Attendance Data

Student Discipline Data

Parent representatives and our community partner were given information and invited to participate in meetings for the above committees.

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 Martin -- Principal

Tim Hulse -- Positive Behavior Interventionist/Assistant Principal

Camille McCauley -- Intervention Teacher

Angie Payne -- Fifth Grade Representative

Christy Glass -- Fourth Grade Teacher Representative

Sherae Dunagan -- Third Grade Teacher Representative

Sandy Stockman -- Second Grade Teacher Representative

Jennifer Noles -- First Grade Teacher Representative

Kristi Stinson -- Kindergarten Grade Teacher Representative

Holly Woodley -- Library Representative

Connie Brown -- Reading Coach Representative

Michelle Gillespie -- Guidance Counselor

Leigh Tidwell -- Parent Representative
 Jenny Busby -- Parent Representative/Parent Leader
 Derinda Calvert -- Community Business Leader
 Wendy Davidson -- Parent Representative
 Leanne Brooks -- Parent Representative
 Tara McGuff -- Parent Representative
 Brenda Dix--Federal Programs WCBOE
 Connie Shubert---Federal Programs WCBOE

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).

A committee of administrators, Intervention Teacher and regular education teachers met to determine strengths and weaknesses from our AMAO, ARMT, and DIBELS end of year reports. Our leadership committee then analyzed those weaknesses in order for the improvement process to be developed. In order to address these academic needs the committee focused on prioritizing the needs with discussion of achievement data and attendance. Once the needs were prioritized, this information was discussed with the teachers to assist in developing goals to address these needs.

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

Teachers are placed in grade levels based on their certification.

Number and percentage of teachers Non-HQT:

0,0%

Number and percentage of Classes Taught by Non-HQT:

0,0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

We are a K-5th grade school. This assessment is not given to our students.

Weaknesses:

We are a K-5th grade school. This assessment is not given to our students.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Third grade strength--Math: Measure length in metric units; Reading: Demonstrate reading vocabulary knowledge. Fourth grade strength--Math: Add and subtract fractions with common denominators; Reading: Demonstrate word recognition skills. Fifth grade strength-- Math: Solve word problems involving decimals, fractions or money; Reading: Demonstrate reading vocabulary knowledge.

Weaknesses:

Third and fourth showed weakness in modeling equivalent forms of fractions. Fifth grade had a weakness in estimating perimeter and area of irregular shapes.

Alabama Science Assessment:**Strengths:**

There were no students in the Level I category. Area of strength: Identify evidence of chemical changes through color, gas formation, solid formation, and temporary change.

Weaknesses:

There were 25% of students in the Level II category. Areas of weakness: Contrast ways in which light rays are bent by concave and convex lenses; Define mass, volume and density; and Identify common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane.

Stanford 10:**Strengths:**

This assessment is no longer given.

Weaknesses:

This assessment is no longer given.

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

Last year the beginning ORF (Oral Reading Fluency) for second grade was at 60%. This year our beginning score for DORF (DIBELS Oral Reading Fluency) has increased to 75%. Our reading coach offered PD to our kindergarten - second grade teachers and testing team concerning the changes made on DIBELS Sixth Edition to DIBELS Next. This information included changes in the test and new benchmark goals.

Weaknesses:

After implementing DIBELS Next this year the kindergarten and first grade scores dropped in WWR (Whole Words Read), therefore this will be a focus. First and second grade will focus on DORF (DIBELS Oral Reading Fluency) and retell with quality of response.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Alabama Direct Assessment of Writing (ADAW):****Strengths:**

We are a K-5th grade school. This assessment is not given to our students.

Weaknesses:

We are a K-5th grade school. This assessment is not given to our students.

ACCESS for English Language Learners (ELLs):

Strengths:

33% of students tested scored 4.8 or higher overall.
67% of students scored level III or higher in reading.

Weaknesses:

33% of students scored level II in writing.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

We had 21 teachers integrating on Standard 2.2.

Weaknesses:

We had 19 teachers emerging on Standard 14.5.

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

Strengths:

All students scored level III in reading and all but one scored level III in math.

Weaknesses:

Fourth grade math mean score of 67/120 on AAA (Level II)

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

Strengths:

we had 555 students on Comapss Learning for a total of 323,214 minutes of instruction.

Weaknesses:

504 students spent less than 50 minutes on Compass Learning.

Career and Technical Education Program Data Reports:

Strengths:

We are a K-5th grade school. This information is not available to our school.

Weaknesses:

We are a K-5th grade school. This information is not available to our school.

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:

We went from 134 incidents during the previous year to 62 incidents, 5 sent to Alternative School the previous year to zero, and 119 corporal punishment incidents to 58. No students were expelled and no students were sent to alternative school. Attendance was at 95%.

Weaknesses:

120 students accounted for 440 office referrals.

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

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

Attendance was 95%.

Weaknesses:

Teachers used 434 sick days.

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:

Only 17 students in fifth grade used parent notes for absence.

Weaknesses:

29 second grade students had 5 or more parent notes.

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

Strengths:

68% responded yes to the survey about community services available such as adult reading and writing services.

Weaknesses:

33% didn't know what the term "Title I" meant or the rights they were given as a result of Title I.

School Perception Information related to student PRIDE data.

Strengths:

Perception information is forthcoming through ASSIST.

Weaknesses:

Perception information is forthcoming through ASSIST.

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:

Three ELL students scored an average of 90% or more on English in a Flash.

Weaknesses:

Lack of available resources.

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:

District increased availability of training for teachers.

Weaknesses:

Lack of trained personnel.

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

Strengths:

PST weekly, grade level meetings, provide professional development and resources through collaboration and input which helps increase standard achievement.

Weaknesses:

Classroom observations are limited which has led to a deficiency in teacher's instructional accountability.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

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

G1. Reading

Description:

All students will meet Reading Proficiency goals as indicated on the AMAO.

Data Results on which goal is based:

DIBELS Next and AMAO REPORT 2013

Target Grade Level(s): Kindergarten through fifth grade.

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special education and all students.

Courses of Study:

All third to fifth grade Common Core Standards.

Strategies:**S1.1 Strategic Teaching****Description:**

Explicit instruction, multiple strategies with differentiation, individual and small group instruction, and instruction will be related to existing and collected data.

Action Steps:**AS1.1.1 Implement Before, during and after strategies****Description:**

3-2-1 charts, quick writes, ABC brainstorm, summarizing, chunking texts, BATS, TWIRL and other (see Content Literacy binders).

Benchmarks:

Walk through data will be collected each nine weeks.

AS1.1.2 TWIRL**Description:**

Talking, writing, investigation, reading and listening strategies will be emphasized in instruction.

Benchmarks:

Walk through data will be collected each nine weeks.

AS1.1.3 Implement Accelerated Reading Program**Description:**

Students will be reading non-fiction and fiction books on their level to improve reading performance. They will take quizzes and meet goals. This will be

a part of their grade.

Benchmarks:

Progress will be measured by charts in the classroom, monthly reports from AR website, and bi-weekly walkthroughs.

AS1.1.4 Utilize Compass Learning

Description:

Compass Learning will provide differentiated instruction for our students. Personalized learning: Creating an environment in which the needs of individual students are valued and integrated into a personalized learning experience helps every student reach his or her full potential. Academic rigor: Compass Learning's standards-aligned and research-based learning solutions deliver real results. Compass Learning curriculum covers every grade and every course, and includes solutions for Advanced Placement, College Readiness, Credit Recovery, ELL/ESL, Gifted and Talented, Response to Intervention, and Summer/Extended Day.

Benchmarks:

During weekly grade level meetings student progress reports will be viewed to see if interventions are working. Student utilization reports will be monitored monthly.

AS1.1.5 Incorporate writing across the curriculum

Description:

Open-ended questions are included in Scott Foresman literacy assessments to add an extra component for grades first through fifth. Other strategies include: TWIRL, inventive writing, writing journals, dictation, and shared writing.

Benchmarks:

Progress will be measured through PST/Grade Level, Data Meetings, walk throughs, and lesson plans.

Interventions:

More time and support before, during and after school. Based on universal screener and progress monitoring tool, DIBELS and PST data students will have the opportunity to receive extra time and support. During the school day struggling students will be provided small group instruction and web-based interventions to meet their individual needs. Timely assistance will be based on formative assessments from Renaissance, DIBELS progress monitoring and teacher input from weekly grade level meetings.

Resources:

Teachers will be provided PD paid from title II funds for implementation and planning strategic lessons. Great teachers are the best resources and we will utilize them by providing RTI, content literacy strategies and differentiated instruction.

S1.2 Non-mastery support

Description:

The PST team will identify struggling students for TIER II and TIER III instruction.

Action Steps:

AS1.2.1 Universal screenings

Description:

All students will be given a Universal Screen for Reading.

Benchmarks:

Reports will be collected 3 times each year. K-2 will use DIBELS and 3-5 will use reading benchmark assessment. For K-2 students will grow 5% between each successive assessment. For 3-5 5% more students will show a SGP of 50 or higher.

AS1.2.2 Tier II instruction**Description:**

Students will be taught strategic lessons by a highly qualified teacher in small groups and individually based on data.

Benchmarks:

Progress monitoring for Tier II students will occur twice a month using DIBELS. There will be a decrease in number/percentage each collection. After 10 weeks of instruction if a student has 3 or more consecutive data points below the goal line, he/she will be moved to Tier III. Any student who tests twice in the benchmark or ON WATCH levels can be moved to Tier I.

AS1.2.3 Tier III instruction**Description:**

Students will be given instruction by a highly qualified teacher in small groups and individually based on data.

Benchmarks:

Progress monitoring data will be collected once each week using DIBELS. There will be a decrease in number/percentage each collection. Students who have 3 consecutive data points that meet or exceed his/her goal may move to Tier II. Progress monitoring should continue for 8 weeks.

Interventions:

More time and support will be provided based upon available data.

Resources:

Compass Learning is an online resource for instruction and intervention that has been supplied by title funds.

G2. Math**Description:**

All students will improve in math, including SPE subgroup, as based on the AYP report for 2013.

Data Results on which goal is based:

AYP Reports

Target Grade Level(s): 3-5

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Attendance goal was not met for AYP.

Target Student Subgroup(s):

Special education and All students

Courses of Study:
3-5 COS.

Strategies:

S2.1 Strategic Teaching

Description:

Differentiated whole, small group and individual instruction.

Action Steps:

AS2.1.1 AMSTI

Description:

Students will be instructed by highly qualified teachers in strategically planned lessons for mastery.

Benchmarks:

Walk through data will be collected each nine weeks.

AS2.1.2 Universal Screening

Description:

A universal screener for math, will take place in grades 2-5 three times a year. First grade will take middle and end of year assessments.

Benchmarks:

Student SGP on the growth report will be at least 50.

Interventions:

More time and support.

Resources:

Teachers will implement strategic/AMSTI lessons using kits provided through AMSTI. All teachers will use adopted textbook series and resources related to that for implementation of COS.

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Attaining English Proficiency

Description:

Curry Elementary will increase the number of students achieving English Language proficiency by 5 percent.

Data Results on which goal is based:

ACCESS for ELP test

Target Grade Level(s): EL students grades 1-3

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

WIDA Standards: : LoSocial Studies, LoMath, LoScience, LoLanguage Arts

Strategies:

1.1.1 Strategic Teaching

Description:

Students will be administered 3/yr assessment. All teachers are literacy teachers and will implement strategic teaching into the classroom that involves multiple strategies, strategies that meet daily outcomes, purposeful planning, explicit instruction and collaborative learning.

Action Steps:

AS 1.1.1 Implement Before, During, and After Strategies

Description:

ARI researched-based actions will be used to improve student academic performance based on their specific strategies: 1) promote recall of prior learning (before) 2) use strategies to promote learning and to meet lesson outcomes (during) 3) make connections with the lesson (after) 4) give students feedback on their progress (daily assessment)

Benchmarks:

Principal's review of walkthrough (once per 9 weeks) will indicate an increase in the percentage of teachers including before, during, and after strategic lessons. Teacher observations will be made on a continuous basis and will be noted in lesson plans.

AS 1.1.2 Implement Explicit Instruction

Description:

Before, During and After Learning connections will be made by choosing strategies depending on the purpose of the lesson, students' data, and the nature of the material being studied.

Benchmarks:

Summative and formative assessments

AS 1.1.3 Utilize Collaborative Learning

Description:

To encourage student work teachers will incorporate strategies such as Jigsaw, Carousel, Brainstorm, and Reciprocal Teaching

Benchmarks:

Exit Slips, Journal Responses, GIST, or Quick Write

AS 1.1.4 1.2.3 Tier III

Description:

Corrective instructional strategies will be used to target specific individual student needs as indicated on the instructional planning report.

Benchmarks:

Student progress, teacher observation, and Progress Monitoring Data

Interventions:

Students will receive small group or individual instruction from their teacher, with the direction of the EL teacher, on the focus skills. Extra time and support can be provided with ENGLISH IN A FLASH and COMPASS.

Resources:

Title funds have provided access to several online resources.

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. Improve student discipline and attendance

Description:

Discipline and attendance issues continue to arise in our school. We want to focus on helping our students become better citizens of our community by addressing discipline and attendance issues. We will use daily attendance reports to track and monitor students' absenteeism and tardies. CES will utilize ABES; which is a web-based behavior intervention that directly correlates with student behavior.

Strategies:

S1.1 Improving Character to affect change in students

Description:

The Stephen Covey book "The Seven Habits of Highly Effective People" has long been used to improve the character of business professionals around the world. This book has been re-written to address the needs of student through a book called "The Seven Habits of Happy Kids". A similar book called "The Leader in Me" has been adapted to the school setting. Professional development activities will be held to implement "The Leader in Me" school wide. This will involve staff that has not been previously trained. Research shows that having a mentor for at-risk students improves behavior as related to discipline and attendance. Students will be identified several times throughout the academic year to attend focus group session. CES utilizes Positive Behavior Intervention and Support (PBIS). School wide expectations are communicated up to three times a week during the morning face to face announcement. Behavior charts that recognize positive and negative behaviors with due process are provided. Students who are sent to the office for class I and II behavior incidents must have three teacher interventions before being sent to the office. Class III offenses are sent directly to the office. Students will be very familiar with expectations through continuous exposure.

Action Steps:

AS1.1.1 Implement Leader in Me across grade levels

Description:

We will conduct a book study to introduce the book to all staff. Professional development activities will be held to implement "The Leader in Me" school wide. This will involve all staff. Training for staff and parents will begin next summer with intensive instruction on developing the seven habits outlined in the book.

Benchmarks:

We will analyze discipline referrals, attendance rates and teacher attitudes toward student character annually to measure progress. We desire a 5% reduction in the number of SIR incidents throughout the year.

AS1.1.2 Create focus groups to address discipline

Description:

Research shows that having a mentor for at-risk students improves behavior as related to discipline and attendance. Students will be identified several times throughout the academic year to attend focus group session. Focus groups and individualized counseling sessions with our Positive Behavior Interventionist will be used to address this challenge.

Benchmarks:

Student discipline reports will be assessed to determine if a 5% reduction in number of SIR report incidents are reported by the end of the year.

Interventions:

If this implementation does not change discipline, attendance and overall attitudes, we will search for another strategy to improve these areas, including but not limited to, focus groups and individualized counseling sessions with our Positive Behavior Interventionist. CES will utilize ABES; which is a web-based behavior intervention that directly correlates with student behavior.

Resources:

Title II funds will be used to train teachers in the Leader in Me process. The cost will be \$1600 to purchase books for the teachers who haven't been trained. CES is currently collaborating with the federal programs director to secure funds for this training.

G2. Extended Learning Opportunities

Description:

Extended Learning Opportunities through district initiative and school site before school program.

Strategies:

S2.1 E L O in District Initiative and Before School Pro

Description:

District Initiative – Intervention Program and Before School Program at school site.

Action Steps:

AS2.1.1 Before School Intervention

Description:

Before School Intervention includes school program at all Title I schools from 7:00 to 7:45 in local school Title I Budgets; Provide extended learning time from 3:15 to 4:30 through an after school reading and math program at Oakman Elementary, Lupton Jr. High and Curry Middle in local school Title I Budget.

Benchmarks:

Performance Measures Students participating in extended learning will show an increase in mastery of standards as reported on Compass Learning reports in reading and math at each checkpoint. (Monthly)There will be an increase in the number and percent of students (attending ELO) reaching mastery of standards at each administration of reading universal screener (Pearson) and math universal screener (Compass) at each administration (3 times per year). There will be at least a 5% increase in the number/percent of students (in ELO)moving from Intensive to Strategic and from Strategic to Benchmark at each adminsitration of DIBELS (3 times per year). If target is not met during ELO, instructional practices will be adjusted

AS2.1.2 District initiative**Description:**

District Initiative – Intervention Program LEA Initiative (one site in each of the four districts in order to be more accessible to parents): Saturday's from 9:00 to 12:00 and during the summer from 9:00 to 12:00 to assist struggling students. This pay supplements with HQ teachers and materials and supplies The program will provide three teachers at each site one for reading/Lg. Arts, one for Math and one for individual intervention support and to assign and monitor software lessons.

Benchmarks:

Performance Measures Students participating in district initiative will show an increase in mastery of standards as reported on Compass Learning reports at each checkpoint. (Summer=weekly, Sat= monthly). There will be an increase in the number and percent of students reaching mastery of standards in Compass Learning (reading and math) at each checkpoint during summer program (weekly). There will be an increase in the number and percent of students (attending Sat program) reaching mastery of standards at each administration of reading universal screener (Pearson) and math universal screener (Compass) at each administration (3 times per year). There will be at least a 5% increase in the number/percent of students moving from Intensive to Strategic and from Strategic to Benchmark at each adminsitration of DIBELS (3 tiimes per year).

Interventions:

If target is not met during summer or Saturday School, instructional practices will be adjusted. If students are not showing progress in before school program, instructional practices will be adjusted.

Resources:

District Initiative-This pay supplements with HQ teachers and materials and supplies (Summer program and Sat program. The program will provide three teachers at each site one for reading/Lg. Arts, one for Math and one for individual intervention support and to assign and monitor software lessons. Before School program provides stipends for teachers to operate computer lab before school.

G3. Supplemental Personnel**Description:**

The school employs an Interventionist, Positive Behavior professional, and Reading Coach using Title funds.

Strategies:**S3.1 Supplemental Personnel****Description:**

Provide personnel to meet student needs in terms of academics and behavior using small group and individual sessions.

Action Steps:**AS3.1.1 Intervention Teacher****Description:**

Teacher works with students individually and in small groups to address needs identified on formal and informal assessments. Teacher uses scientifically based, researched programs to focus on specific skills that struggling readers and math students need. Works with teachers to monitor progress, create goals and implement plan.

Benchmarks:

Grades and informal assessments to determine growth, rates of progress and modify plans. Students must have three progress monitoring checkpoints above the aim line to be released from intervention. Three checkpoints below the aim line indicate a need to modify the plan.

AS3.1.2 1.0 FTE Positive Behavior Interventionist

Description:

Positive behavior interventionist will work with students and teachers to modify student behavior. The majority of this will be individually, however, some small groups can be created. We will use a researched based program to intervene with students when appropriate. Students will be assigned lessons related to behaviors that need addressed.

Benchmarks:

Data will be collected by the following: 1. Students will have progress monitoring in the program, 2. Administration will use iNow information to monitor progress, 3. teacher information will be included in the decision-making, 4. communication with parents and guardians will assist in measuring progress. 5. Data will be collected monthly from ABE.

Interventions:

Our PST team meets at least monthly to plan, implement and evaluate strategies for instructional purposes to meet student needs.

Resources:

Existing buildings and computer equipment.

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)

Due to few new teachers and no Non-HQ teachers this area is currently an area of strength for our school. However, when those teachers are employed we have a plan as follows:

We are participating in the state funded teacher mentoring program. New teachers are provided support through this program with a master teacher who visits regularly to help the teacher with instructional goals, school cultural issues, finance and professionalism. These master teachers are trained by the Central Office to work on goals relative to improvement in instruction for the novice teacher.

We also assign a mentor in-house to help with school-specific goals, especially instructional and financial.

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.

Basic Foundation program provides all state earned teachers, counselors, librarian, and administrators, instructional supplies and textbooks. Federal dollars supplement state and local dollars.

Fy 14 Title I provides:

Instructional teacher, instructional assistant, subs, salary, benefits 82,991.92
 Student classroom supplies, equipment, hardware, 45,887.81
 Parent instructional supplies 2747.25
 Instructional improvement consulting teacher, salary, subs, benefits, 40,716.67
 Staff development stipends, benefits, 3,584.10
 Extended day teacher and benefits 5,973.50

Title II funds are used district-wide to provide the following:

Class Size reduction units- 2 Sumiton, 2 Sipsey. (245,377.02)

Professional development activities for teachers, principals, and paraprofessionals, in content knowledge, instructional practices, and use of state content standards, data, and assessments. (131,743.18)

Teacher advancement initiatives, teacher mentoring, technology PD and admin cost.

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.**

We have an orientation prior to the school year for kindergarten students to become aware of the campus and to discuss school rules with parents.

Our fifth graders transition to the Middle School upon exit from Curry Elementary School. We provide them with a campus visit coordinated by the Middle School counselor to visit the classrooms, library and gym in the Middle School. The Elementary School and Middle School share a cafeteria and dining space. They get to meet teachers and administrators while on their visit. Rules and procedures are introduced as well as class schedules, locker information, PE dress out process and other important information is shared with the students.

We also meet in Feeder school patterns regularly to review data and discuss strategies for improvement.

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.**

All teachers at Curry Elementary School are highly qualified. Our district has not had many issues dealing with attracting highly qualified applicants. Therefore, we are able to retain a staff that is fully highly qualified.

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.**

We have grade level data meetings to discuss assessments and their results. We use this information to target specific students and attempt to provide extra time and support with strategic, intensive, small group instruction on a consistent basis. By targeting those students who are struggling, we are able to improve our overall instructional program. We also provide support to students through our Positive Support Team (PST). This team helps teachers with accommodations and modifications to the instruction provided students in need of assistance. We utilize our state-funded Reading Coach to provide guidance and assistance to teachers when they encounter a student who is having problems reading. This Coach helps the teacher develop strategies and instructional plans to focus on student needs. When the teacher implements these into his/her lessons, the entire class benefits. Also, should this teacher have a student with similar needs in the future, he/she should be well-equipped with ideas, strategies and modifications to make to help that student without the need to engage the Reading Coach.

Universal screenings and progress monitoring instruments are used for students in Reading and Math.

We also use Compass reports as data analysis during grade level data meetings and PST meetings.

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

This involves having an interpreter on standby, our EL coordinator being contacted, and using local resources (EL teacher, High School Spanish Teacher) to assist in enrolling and communicating with students and parents. Once identified as needing assistance, these students' teachers are provided with additional professional development to address students' needs.

We identify homeless students on a regular basis and attempt to provide them with community resources (Dept. of Human Resources, Day Break Women's and Children's Shelter, etc.) to provide housing assistance. We also use funds to provide clothing and food assistance when available. We can assist in getting them in touch with local food banks as well. Sometimes these parents need job assistance; we can refer them to local employment agencies also.

We will identify neglected and delinquent children as well and offer them support. Neglected students who are identified will first be reported to appropriate authorities and achievement and behavior will be closely monitored. Extra time and support will be offered to ensure academic and social success. Title I services will be provided.

Special education students and those who will be identified as SPED will be offered Individualized Education Programs with the appropriate resources and supports. Extra time and support will be offered to ensure academic and social success.

Students identified as economically disadvantaged will be provided with the appropriate resources including, but not limited to:

- Free or reduced lunch and breakfast program
- Work with outside agencies to provide meaningful Christmas
- Workbooks and school supplies provided upon need
- Field trip fees will be paid for those wishing to attend

We monitor academic progress of these homeless students very closely. We attempt to make sure they are provided extra resources in order to ensure that academic problems do not arise due to the housing situation. Funds are available to these students to assist with clothing and other expenses as well.

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 the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

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

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

Applies Only to Secondary Schools

N/A

Extended Learning Opportunities:

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

Students will be provided upon teacher's request an opportunity for additional intervention with an intervention teacher and computer time in the intervention classroom for working on skills that are deemed deficient. We have a limited access Extended Day tutoring program offered by the Reading Coach several times each school year. Students who are identified as needing intensive instruction will be given an opportunity before and after school to participate. This involves small-group instruction with teachers and the Reading Coach and time working on reading strategies in the Computer Lab.

Depending on funds at the conclusion of the school year, a list of most academically needy students will be created and invited to participate in a Summer Reading Program. This program would run about 8-10 days during the summer where students are given small group instruction for about 1 hour daily and given the opportunity to hear guest presenters talk on a wide range of topics; for example, bee keeping, computers, how to become a professional writer, becoming a teacher, dentistry and other topics.

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.

Parents will be invited to a Title I Annual Meeting on August 16, 2013 via automated phone service and notification publicized in the Daily Mountain Eagle newspaper. All parents will be given the opportunity to review schoolwide goals, expectations, and parental rights regarding the 1% set-aside will be discussed during the meeting.

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

1. HOW THERE WILL BE A FLEXIBLE NUMBER AND FORMAT OF PARENT MEETINGS OFFERED

Parents will be invited to a Title I Annual Meeting on August 16, 2013 via automated phone service and notification publicized in the Daily Mountain Eagle newspaper.

Parents and guardians of all students shall be given the opportunity to participate in at least one annual parent conference and any additional conferences to insure understanding and cooperation among the parents, students, respective school officials necessary for the student to benefit from his or her school experience. Parents will be encouraged to communicate with all teachers during the school term as needed. There will be at least one parent involvement workshop scheduled during each nine weeks with times varying from 8:30 a.m., 11:30 a.m., and 3:30 p.m. in order to give all parents an opportunity to be involved.

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.)

Parents shall be involved in the schoolwide planning, review, and improvement of program by attending the work sessions scheduled during July. The parents will also be involved in the schoolwide committee meetings scheduled during the school year to plan upcoming events and activities. These meetings shall be scheduled at varying times to give all parents an opportunity for input.

3) HOW FUNDS ALLOCATED FOR PARENT INVOLVEMENT ARE BEING USED IN THE SCHOOL. (Parent instructional supplies \$2747.25)

After a survey including teachers and parents it was decided that there is a need for better communication from classroom to home. Parent Involvement supplies will be used to address this issue. _____

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.

The parent of each child served will get an additional progress report monthly from the Intervention Teacher. This report requests parents call for a conference should there be any questions about the progress indicated, achievement expectations and to give input as to the improvement of the plan in place. The report shows how the student is assessed and his progress. The Intervention Teacher uses My Sidewalks intervention program provided through the reading series adopted by Walker County Board of Education. Assessments include DIBELS reports and informal/formal assessments, including assessments from the My Sidewalks program. 75% of students are expected to be on grade level by the end of the year.

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).

We have a compact that each parent will be given that shows teacher, school and parent responsibilities in relation to the achievement of the students. Each classroom teacher reviews the compact on orientation day with the parents and gains signatures indicating agreement. Teachers will be required to sign indicating agreement to his/her responsibilities. The principal signs indicating agreement to support school responsibilities. The

School-parent compact is developed by our leadership team (including lead teachers, parents and community liaison). It is revised annually and placed in the cumulative record for each student until a new one is in place. As new students enroll they will be given a copy of the compact, it will be reviewed upon registration and placed in the cumulative record.

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

Parents will be given two options for submitting comments of dissatisfaction with the CIP. They may either place that in writing to submit to the Principal or Federal Programs Coordinator or may verbally do so with either of those positions. These procedures are located on the back of the parent compact and in the Walker County Student Handbook each year.

WALKER COUNTY BOARD OF EDUCATION

Title I Complaint and Resolution Procedure

Complaints concerning violations of Title I, The Improving America's Schools Act P.L. 103-382, or applicable provisions of the General Education Provisions Act in connection with Title I, may be made to the Walker County Board of Education by parent advisory committees, parents, teachers, or other concerned organizations or individuals. Procedures for resolution of complaints are defined below:

1. Time for investigation and resolution of complaints shall not exceed thirty days from the date on which the written, signed statement of complaint is received by the Walker County Board of Education.
2. A hearing shall be scheduled providing an opportunity for complainant or the complainant's representative, or both, to present evidence, including an opportunity to question parties involved.
3. A written decision of complaint resolution shall be provided to the complainant by the Walker County Board of Education.
4. The complainant has the right to appeal the final resolution of the local Board of Education to the State Department of Education within thirty days after receipt of the written decision.

The Walker County Board of Education systematically provides information concerning these procedures to all Title I personnel, school and system administrators, all district and school parent advisory committees and any other interested parties. All inquiries should be directed to the Federal Programs Director at the Walker County Board of Education, 1710 Alabama Avenue, Jasper, AL 35501

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)

We will offer parent workshops to train parents in each of these areas. These will be offered at different times of the day so that parents may choose those convenient for them and to afford working parents an option to attend.

(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)

Parents have the opportunity to attend several trainings each year on using literacy products to improve reading skills. We also offer several STI Home training sessions each year to foster parental involvement. Parents are asked to assist in classrooms in a variety of ways, including but not limited to, listening to readers, assisting with non-instructional tasks, working to improve school functions.

(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)

Utilize our parent leaders to help with this goal. Collaboration with the central office staff and others will help up to build relationships between parents and the school staff.

(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)

We have parent resources that parents may check out to support student learning. Parents may check out items and use on a trust basis.

(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 send a written notice and make a parent phone calls using an automated service to notify parents of activities, events and special programs.

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

Parents may request support through several means, phone calls, letters and personal contact.

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.

Upon request, special accommodations will be made to present information in a language parents understand. Otherwise, we are fully accessible for those with disabilities.

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:

Leader in Me implementaton

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

We want to improve student discipline referrals and attendance by beginning a comprehensive character education program.

What types of professional learning will be offered?

Book study, face-to-face PD activities and online support.

When will the session be delivered?

Throughout this academic year and next summer.

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?)

To improve attendance by 2% and decrease discipline referrals by 10%.

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

All staff will implement the program and hold all students accountable for their actions. Documentation will be provided through lesson plans, daily attendance and discipline logs, end of year assessments.

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

This is paid by a grant through our In-Service center.

24/7 Online Compass Training**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

There is a need for teachers to be familiar with Compass in order to address reading and math goals.

What types of professional learning will be offered?

24/7 on demand training to address individual teacher needs.

When will the session be delivered?

Anytime, anywhere

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 be able to implement Compass Learning effectively.

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

Compass reports will be monitored.

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

No cost to CES.

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

Students will be made aware of the dangers of drug as well as how to address the issue when it is presented to them.

What types of professional learning will be offered?

The students will take a the Pride survey which in turn will inform faculty of needed issues that will need to be addressed.

When will the session be delivered?

The survey will be administered in the fall.

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 be aware of drug issues related to students.

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

Teachers will recognize drug abuse if present and respond appropriately.

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

No cost to the school.

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

SPE proficiency index, all students in reading and math.

What types of professional learning will be offered?

"Train the trainer" model being implemented. Lead teacher went through training, implemented in her classroom and is modeling lessons for our teachers to view. Upon readiness, they then model the class for others until we have reached full implementation. Our goal is full implementation by March in grades 4 and 5.

When will the session be delivered?

Various times throughout the fall and winter.

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?)**

Improved professional practice to engage all students in the content taught. This will improve those students who struggle with concepts understanding and application of skills needed to be successful.

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

Walk through checklists by school and district administration will be collected. Student performance data will be available after AMRT+ results return.

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

Title II money will be used for substitutes when teachers need to supervise students.

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

Proficiency indices in reading for SPE subgroup, poverty and All students.

What types of professional learning will be offered?

Train the trainer model implemented with additional support by the Reading Coach and state ARI staff.

When will the session be delivered?

Training sessions will be administered throughout the school year a varied times which will include the fall, spring and winter.

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?)**

Improved professional practice toward instruction of reading skills. Increased participation in class by targeted subgroups and all students.

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

Walk through data sheets will be collected by school and district administrators.

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

Title II funds will provide substitutes when teachers need to miss class due to professional development.

Common Core

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

Teachers need more training and mastery of effective common core standards implementation.

What types of professional learning will be offered?

CCRS Content Literacy Training

When will the session be delivered?

Augsust 14

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?)

Participants will gain a deeper understanding of: 1. the writing standards. 2. how the key shifts support implementation of the standards with an emphasis on writing. 3. what reading, writing, and speaking grounded in evidence from text, both literacy and informational, look like in practice.

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

Walk-throughs, student samples

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

Title II

AMSTI training

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

Teachers will have the correct training for the grade level they are currently teaching.

What types of professional learning will be offered?

Year 1 math training is available for grades K-5 at UNA's East Campus

When will the session be delivered?

The sessions are being offered in September, October, and November during the current school year

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 be able to implement AMSTI strategies in their classroomsl

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, classroom visits

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

Title II

DIBELS next

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

Professional training is needed to make K-2 teachers and testing teams aware of changes in the DIBELS testing which will go into effect this current school year.

What types of professional learning will be offered?

Reading coaches will be trained by the district. The coach will offer turn around training to K-2 teachers and the testing team.

When will the session be delivered?

Reading coach training will be delivered August 15. Teacher training will follow.

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?)

Testing teams and teachers will become familiarized with the new testing format

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

Monthly data will be discussed at PST meetings

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

none

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	34.14	34.14	2,489,884.00
Administrator Units	1	1	0.00
Assistant Principal	.5	.5	0.00
Counselor	1	1	0.00
Librarian	1	1	0.00
Career and Technical Education Administrator	0	0	0.00
Career and Technical Education Counselor	0	0	0.00
Technology			0.00
Professional Development			0.00
State ELL Funds			0.00
Instructional Supplies			11,292.00
Library Enhancement			0.00
		Total of All Salaries:	\$2,501,176.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Fy 14 Title I provides:
 Instructional teacher, instructional assistant, subs, salary, benefits 82,991.92
 Student classroom supplies, equipment, hardware, 45,887.81
 Parent instructional supplies 2747.25
 Instructional improvement consulting teacher, salary, subs, benefits, 40,716.67
 Staff development stipends, benefits, 3,584.10
 Extended day teacher and benefits 5,973.50

Total : 181,901.25

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Title II funds are used district-wide to provide the following:
 Class Size reduction units- 2 Sumiton, 2 Sipsey. (245,377.02)
 Professional development activities for teachers, principals, and paraprofessionals, in content knowledge, instructional practices, and use of state content standards, data, and assessments. (131,743.18)
 Teacher advancement initiatives, teacher mentoring, technology PD and admin cost.

Total : 403,694.00

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA Walker County does not receive Title III funds. State EL funds pay EL materials and supplies district-wide.

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

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.

Public \$164,623
Non-public \$14,290.00

Total :