

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):

Teachers, reading & math coaches, administration, central office staff and a parent (The C.I.P. Team) attended a data meeting to review and analyze current school data. A plan of improvement was developed, including strategies to increase student achievement in math and reading. The C.I.P. Team incorporated these strategies into the Continuous Improvement Plan.

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)**

Bryant Marlow - Principal
 Patricia McNaughton - Assistant Principal/Counselor
 Jacqueline Thornton - Media Specialist
 LaTonya Bedgood - Special Services
 Bridgit Watson - Math Specialist
 Erin Klash - Reading Specialist
 Gina Till - Parent
 Angela Kelley - 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 Principal distributed longitudinal ARMT Data (2009 - 2012) to the C.I.P. members. The members determined strengths and weaknesses from this data. The team labeled the weaknesses as our "most missed standards." Then the team took a look at the pacing guides. After looking at the guides, changes were made. The team made sure that the "most missed standards" would be covered more frequently.
 From there the team took a look at the instructional gaps (ex. needed professional development, and instructional materials needed).

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 staffing/hiring must be approved by the Superintendent and the Butler County Board of Education. Both entities know and understand the importance of having highly qualified teachers (H.Q.T.).

Number and percentage of teachers Non-HQT:

0

Number and percentage of Classes Taught by Non-HQT:

0

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

94% of 3rd Grade students and 91% of 4th Grade students were proficient in Reading.
 95% of 3rd Grade students and 96% of 4th Grade students were proficient in Math.

Weaknesses:

4th Grade Reading Special Education scored 56%.

Alabama Science Assessment:

Strengths:

N/A

Weaknesses:

N/A

Stanford 10:

Strengths:

NA

Weaknesses:

NA

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

2 out of 4 students tested out of ACCESS, 1 made mandatory .5 gain on assessment, and 1 student made 4.8 on 1st attempt at assessment.

Weaknesses:

None

EducateAL or other Professional Evaluation Profile Information:

Strengths:

We are using Charlotte Danielson's Framework for Teaching. All teachers will be observed twice per year.

Weaknesses:

Professional Development for Domain III.

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

Strengths:

Two out of five 4th Grade students tested in Reading scored Level III, or Proficient.
3rd and 4th Grade students were 100% Proficient in Math.

Weaknesses:

Only 3rd Grade student tested in Reading scored "Not Proficient."
Three out of five 4th Grade students tested in Reading scored Level II, or Not Proficient.

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

Strengths:

Discovery Education, SF Baseline and Unit Tests, and Go!Math Chapter Tests, BoY, MoY, and EoY tests, ValEd Surveys

Weaknesses:

N/A

Career and Technical Education Program Data Reports:

Strengths:

N/A

Weaknesses:

N/A

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

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths:

No expulsions reported

Weaknesses:

238 referrals for last year. 146 of referrals were black males.

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

Strengths:

NA

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:

4 out of 7 new teachers hired have previous experience.

Weaknesses:

Near 50% retired/resigned teachers from previous year.

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:

N/A

Weaknesses:

Average daily attendance for the year is 63%.

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

Strengths:

None

Weaknesses:

None

School Perception Information related to student PRIDE data.

Strengths:

90% of students strongly agreed that teachers communicate with parents on academic and behavioral performance (as per Spring survey).

Weaknesses:

63% of students surveyed said that Principal/Asst. Principal often visit classroom.

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:

ELL student received intervention from Reading and Math Coaches.

Weaknesses:

N/A

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:

ELL students were provided with intervention by Reading and Math Coaches.

Weaknesses:

N/A

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

Strengths:

100% of teachers have implemented strategic teaching strategies, and teachers receive ongoing PD for instructional strategies.

Weaknesses:

N/A

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. Improving Proficient Readers

Description:

By the end of the 2011/2012 school year, we will increase the number of students scoring proficient in Reading for grades 3 and 4 on the Spring ARMT to: 3rd grade 88%-92% and 4th grade 86%-91%

Data Results on which goal is based:

Spring 2011 ARMT

Target Grade Level(s): 3 and 4

Target Content Area(s): Reading

ARMT: Language

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special Ed, Black, Free, Reduced Lunch

Courses of Study:

3rd Grade COS #4 ARMT Standards 3 and 4; 4th grade COS #s 3, 4, &5 ARMT Standards 3, 4, & 5

Strategies:

S1.1.1 Using Data To Drive and Plan Instruction

Description:

Teachers, Coaches, and Administrators, will use a variety of data sources to influence instructional decisions. Scott Foresman, Discovery Education, Strategic Teaching, Differentiated Instruction

Action Steps:

AS1.1.1 Analyze school and class data**Description:**

All teachers will analyze school and class data as outlined below to teach strategically and differentiate instruction. Summative assessments will be analyzed after each benchmark test to guide instruction.

Benchmarks:

Evidence of data from summative assessments, sign in sheets from meeting agendas, and adjust pacing guides once per nine weeks, as needed

AS1.1.2 Strategic and differentiated lessons**Description:**

Strategic and differentiated lessons will be planned and implemented by all teachers using content specific research based strategies and materials.

Benchmarks:

Observe teacher utilizing strategic strategies daily.

AS1.1.3 Collaboration**Description:**

All teachers will collaborate by grade span, department, or grade level monthly to discuss and reflect on the following: 1. Summative assessment data
2. Research based instructional strategies and resources

Benchmarks:

Agendas and sign in sheets for meetings

AS1.1.4 Summative assesments reflect state assessments**Description:**

All teachers utilize summative assessments reflective of state assessment format, vocabulary, and rigor per skill starting in October of 2012.

Benchmarks:

Copy of teacher assessments

Interventions:

School will provide support from administrators and coaches to teachers on reading, processing, and analyzing data, using it to guide instructional practices.

Resources:

Knowledge of how to use data to drive instruction and the physical data will be needed to implement strategy.

S1.2 Comprehension and Reading Skills**Description:**

Students will use a variety of strategies, such as strategic teaching and differentiated instruction, to build reading and comprehension skills.

Action Steps:**AS1.2.1 Graphic Organizers**

Description:

Graphic organizers will be used with weekly reading skills. Reading teachers will model graphic organizers in whole group and will revisit during small group instruction on a weekly basis.

Benchmarks:

Student displays

AS1.2.2 Open-Ended Questions**Description:**

Reading teachers will incorporate open-ended questions into daily instruction.

Benchmarks:

Teachers will post "Question of the Week/Day" and provide opportunities for students to answer questions.

AS1.2.3 Informational and Functional Text**Description:**

All reading teachers will increase volume of exposure to informational and functional reading material weekly. Informational material will be used for instruction on Thursdays in small group lessons.

Benchmarks:

Observation of teachers using informational text during small groups

AS1.2.4 Intervention**Description:**

Administrators will schedule at-risk reading students for reading intervention starting in August 2012.

Benchmarks:

Sign in sheets (October - May) from small group intervention

Interventions:

Administrators and instructional coaches will provide support to teachers through modeling and professional development.

Resources:

Teachers will need access to paper/ink/copies, graphic organizers, informational texts, and instructional coach for intervention.

G2. Increasing Proficient Math Students**Description:**

Implementing the new COS Teaching the COS standards (Grade Specific) Utilizing textbooks and resources

Data Results on which goal is based:

Spring 2012 ARMT results SDE Assessment probe

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

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

ARMT

Target Student Subgroup(s):

Special Ed Black Free/Reduced Lunch

Courses of Study:

Math COS/ ARMT

Strategies:

S2.1 Basic Math Skills

Description:

Teachers will implement concepts and strategies to improve student comprehension and fluency in math.

Action Steps:

AS2.1.1 Review/analyze data to identify MMS

Description:

Pacing of Most Missed Standards - all math teachers will un-wrap the most missed standards for their grade level/content and adjust their pacing guides to incorporate revisiting of these standards throughout the year.

Benchmarks:

Adjusted pacing guides reflecting Most Missed Standards. Agendas, Sign-in Sheets

AS2.1.2 Daily Open Ended Questions

Description:

All Math teachers will incorporate open-ended questions into daily instruction. Teachers will post the essential question for the day and provide opportunities for students to answer questions.

Benchmarks:

Observation of open-ended questions being strategically implemented.

AS2.1.3 Math Wiz Wednesday

Description:

All math teachers will explicitly teach and model open-ended questions on Wednesday.

Benchmarks:

Observation of open-ended questions being strategically implemented on Wednesday.

AS2.1.4 Basic Facts Drill

Description:

All Math teachers will administer 5 to 10 minute drills of basic addition, subtraction, multiplication, and division facts on Fridays.

Benchmarks:

Posted progress of mastered facts outside of classroom.

AS 2.1.5 Word Walls**Description:**

All Math teachers will create and use math word walls.

Benchmarks:

Posted vocabulary words from previous and current math chapter.

AS 2.1.6 Spiral Review**Description:**

Math teachers will provide a spiral review to students to promote retention of material covered in previous lessons at the beginning of each class on a daily basis.

Benchmarks:

Daily implementation of spiral review at the beginning of each math class.

Interventions:

Additional assistance will be provided by the Math Specialist to help implements strategies and concepts.

Resources:

No cost to school

S 2.2 Implementing the new Math COS standards.**Description:**

Teachers will become familiar with the new math COS standards and implement strategic and differentiated instruction to all students.

Action Steps:**AS 2.2.1 Differentiated PD****Description:**

All teachers will attend differentiated PD on the new math COS by the end of August 2012.

Benchmarks:

Sign-in Sheets Agenda

AS 2.2.2 Pacing Within Pacing**Description:**

All math teachers will meet quarterly by grade level, department, and/or District wide to organize data driven pacing within pacing and to identify

professional development needs.

Benchmarks:

Sign-in Sheets Agenda Notes (List of PD needs, List of adjustments to District Pacing Guides, etc.)

AS 2.2.3 Strategic Teaching/Differentiated Instruction

Description:

All math teachers will teach strategically as well as differentiate in content, process, environment, and/or the product when implementing the new math COS throughout the school year.

Benchmarks:

Researched based instructional teaching and learning strategies being implemented by teachers and students. Lesson plans including strategic and differentiated instruction.

AS 2.2.4 SDE/District Assessments

Description:

All math teachers will develop, administer, and analyze results of one District/SDE Assessment probe per 9 weeks to access mastery of a standard(s).

Benchmarks:

Copy of probe and disaggregated data per teacher.

AS 2.2.5 Tier III Intervention

Description:

Administrators will schedule at-risk math students in math intervention classes starting August 2012.

Benchmarks:

Student sign-in sheet

Interventions:

Teachers that struggle with implementing the new math COS standards will be provided support by peers who are successful at this action step, administrators, and central office staff. Administrators will be given support when needed to schedule at-risk students into intervention classes as well as given support to monitor implementation of this strategy.

Resources:

3rd grade math teacher - 43% of salary - \$15,541.92

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. Adequate Progress on Language Acquisition (APLA)****Description:**

By the end of the 2012-2013 school year Greenville Elementary School will increase the student's APLA score by 0.7. The students overall score was 280 on the scale score and 2.7 proficiency level score.

Data Results on which goal is based:

Korean Student's WIDA Standard Score

Target Grade Level(s): 3rd Grade

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

WIDA Standards: Speaking in English Writing in English English Literacy Oral Language

Strategies:**S1.1 Student Goal Setting****Description:**

Teachers engage in student goal setting for ELs that did not make APLA during the 2012 school year.

Action Steps:**AS1.1.1 Schedule and Complete Goal Setting Activity****Description:**

By October 2012, classroom teacher will schedule & complete student goal setting meetings to review and analyze each EL's comprehensive data.

Benchmarks:

All reading teachers will complete goal setting activity with all students.

AS1.1.2 Student Goal Setting Review**Description:**

By December 2012, classroom teachers will review, analyze, and set student learning goals and teacher instructional goals using student goal setting forms.

Benchmarks:

Principal will develop a checklist that teacher will sign once they have completed all student goal setting documents. Lesson plans reflecting student's instructional goals that aide in language development (examples: explicit vocabulary development and language experience approach).

AS1.1.3 Nine Weeks Progress Monitoring**Description:**

After each interim assessment (benchmark) has been administered classroom teachers will adjust/amend goals based on student progress.

Benchmarks:

Classroom teacher will use benchmark assessment information to adjust student goal setting forms.

Interventions:

100% of the students will set goals with the reading teachers. All EL students will set goals with their reading teachers.

Resources:

No cost

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. Climate of Caring

Description:

Create a Climate of Caring

Strategies:

S1.1.1 Increase Parent Participation

Description:

Student and parent surveys

Action Steps:

AS1.1.1 Parenting Classes (Day and Night)

Description:

Student and parent surveys

Benchmarks:

Flyer and sign in sheet

AS1.1.2 Math and Reading Night

Description:

Student and parent surveys

Benchmarks:

Flyer and sign in sheet

AS1.1.3 EatLunchwithyourChild/AmericanEd.Week/ReadAcrossA

Description:

Student and parent surveys

Benchmarks:

Flyer and sign in sheet

AS1.1.4 Movie Night

Description:

Student and parent surveys

Benchmarks:

Flyer and sign in sheet

AS1.1.5 Parent Volunteer Luncheon

Description:

Student and parent surveys

Benchmarks:

Flyer and sign in sheet

Interventions:

Each time we have an activity we will establish a baseline sign in sheet. Once we have established the baseline we will be able to compare attendance numbers for subsequent parenting events.

Resources:

Title I parenting money will be able to cover expenses. We will also ask our partners in education for help.

S1.2 Student First

Description:

Reward students for their academic and behavioral achievements Student and parent surveys

Action Steps:

AS1.2.1 AR Celebration

Description:

Students will receive varies awards each nine weeks for making their goal.

Benchmarks:

List of students making their goals each nine weeks

AS1.2.2 Honor's Day

Description:

Awards program for students with A/AB academics

Benchmarks:
Bulletin Boards Certificates for achievement Increase in academics

AS1.2.3 Raising Stars

Description:
Spotlight students who have made improvement in behavior and academics

Benchmarks:
Bulletin Boards Certificates for Improvement

AS1.2.4 School Nurse

Description:
Nurse will address health concerns.

Benchmarks:
INOW

AS1.2.5 Counselor

Description:
Character Education

Benchmarks:
Monthly calendar

Interventions:
Decrease in office referrals and improvement in student performance

Resources:
Student incentives fund and PTA

S1.3 Teacher Appreciation

Description:
Teacher surveys

Action Steps:

AS1.3.1 AR Achievements

Description:
Teachers obtaining model and master certification will receive release time from duty.

Benchmarks:
AR certificates

AS1.3.2 Secret Angel

Description:

Student and parent surveys

Benchmarks:

Photos of the teachers with gifts received and copies of letters and memos of encouragement.

Interventions:

Principal monitoring

Resources:

None

G2. Technology Initiative

Description:

We will expose teachers and students to 21st century technology.

Strategies:

S2.1 Transfer Computer Lab to 21st Century Lab

Description:

Expose teachers and students to 21st century technology

Action Steps:

AS2.1.1 Computer Lab

Description:

Teachers and students will be exposed to 21st Century technology

Benchmarks:

Technology terms to be posted, computer lab schedule, sign in sheets

AS2.1.2 Teacher Laptops

Description:

Teachers will use laptops for instructional purposes, such as lessons, planning, and data analysis.

Benchmarks:

Walk-through observations

Interventions:

Monitor computer lab and teacher professional development as needed to be provided by media specialist

Resources:

Instructional supply money - \$12,400

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

New math teachers are mentored by the math coach (Bridgett Watson). New reading teachers are mentored by the reading coach (Michelle Barrow).

Budget:

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

Title I Budget: Personnel (50% Counselor& Benefits: 33,386.00, 25% Nurse & 21% Teacher Sub Benefits: 17,157.51
 Staff Development (Technology Teacher: 3,218.95)
 Parent Involvement (1,672.29)
 Instructional Supplies (1,154.58)
 Total: 73,205.81

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.

GES students visit GMS at the end of the academic year school year to become acclimated to the school setting and meet teachers and staff. W.O Parmer students and parents visit GES campus and are oriented to the school, teachers, and staff.

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.

Interviews are conducted to solicit H.Q. Teachers. Central Office recruits H.Q. Teachers.

Assessments and Teacher Involvement:

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

Teachers meet weekly to prepare for upcoming week and discuss lesson plans, teaching methods, and assessments. Data meetings are held to discuss progress monitoring results and plans.

Special Populations:

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

All SLD students are fully included in the regular class room setting. These students are pulled out according to the times that are stated in their individual education plans. E.L.L. students are also included in the regular classroom setting. Special provisions have been made for these students. Provisions include but are not limited to: student mentors, computer programs, reading coach, language coach)

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.

We offer an after school program for \$15.00 per week.

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.

The school counselor will hold a meeting for parents in which Title I will be discussed and the Parent Involvement Plan will be explained.

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.

This year 1,672.29 has been allotted through Title I for Parent Involvement. There will be a series of meeting with parents in order to decide on how this money can/should be used. The meetings that will be offered are listed below:

Parenting Classes (4 each year)

Annual Title I Meeting

Annual ARMT Data Meeting

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.

Parents are informed through newsletters, the school website page, STI Home, and through individual notes of school news, upcoming events, meetings, and opportunities for involvement.

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 school-parent-teacher compacts are sent home. Students, teachers, the principal, and parents sign the compact, agreeing to work together to insure the child experiences success. Mid-term progress reports and report cards are sent home in the communications folder so parents can be aware of student progress.

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

Parents are free to express their opinions by requesting conferences or emailing, at P.T.A. Meetings, or parent conferences.

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)

Parenting classes are provided to explain state assessments, in addition, information is shared on how to help students improve in reading and math, complete homework, and demonstrate acceptable behavior.

(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)

Material is available to parents as requested.

(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)

Professional development is provided to educate teachers and staff on communication strategies with all stake holders. The school encourages parent volunteers and participation in all special events.

(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)

State Parenting Day is observed, and the Butler County Board of Education supports a county wide parent center with classes and material available.

(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)

Information is sent home weekly in the communications folder advising parents of all school related functions.

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

An effort is made to provide parents any assistance requested to help their child academically as well as socially.

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.

The school has access to TransACT, which can interpret all written school information into a language readable by the parents of ELL students. The newsletter, and other parent information relating to reading and/or math are available in Spanish.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- j_m Yes
- j_m No

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

- j_m Yes
- j_m No

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

Learning Activities:
Strategic Teaching

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

Observations indicate that students are more compliant than engaged and that teachers are not using a variety of instructional strategies that promote student engagement.

What types of professional learning will be offered?

Strategic Teaching

When will the session be delivered?

Starting in September and continuing throughout the 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?)

Improvement in teacher instruction and increase student engagement

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

Sign-in sheets will be collected from PD. Strategic teaching will be monitored through routine observations. Teachers will document strategic teaching processes in lesson plans.

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

Strategic Teaching pt 1 - no cost Strategic Teaching pt 2 - no cost Strategic Teaching Webinar - \$300 Strategic Teaching materials - \$2000

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	22.23	23.23	1,428,508.05
Administrator Units	1	1	105,088.40
Assistant Principal	0	0	0

Counselor	.5	.5	44,031.17
Librarian	1	1	70,128.64
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			7,419.00
Library Enhancement			12,115.00
Total of All Salaries:			\$1,667,290.2

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

- .50 counselor \$33,386
- .30 nurse \$11,607.96
- sub \$116
- .43 Thomas teacher \$15,541.92
- sub \$116
- Benefits on above salaries \$21,410.94
- tech teacher stipend \$4599.27
- parent Inv \$1742.79
- inst supplies \$15,213.19
- Total \$103,734.07

Total : 103,734.07

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

AmeriCorps \$8224.13
Building Services \$42,936.00 Total :