



**2010 - 2011
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**



Note: Blank copy is available on www.alsde.edu , e-GAP, Document Library
Federal Programs Director submits required plans to LEA system's e-GAP Document Library

NAME OF SCHOOL: John S. Jones Elementary School			
STREET ADDRESS: 301 Lumley Road		CITY: Rainbow City	STATE: Alabama
		ZIP CODE: 35906	
CONTACT: Becky Miller		TELEPHONE: 256-543-7390	E-MAIL: becky_miller@ecboe.org
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2010.			
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.			
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Made AMAOs (EL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. This plan will be available for check out to all parents through the office. It will also be available on the school web-site and on Parent-Conference Day. Parents will be made aware of this plan at the first PTSO meeting and during the first Parental Involvement Meeting in September 2010. A copy of the Parent Involvement section of this plan will be in each child's first nine weeks report card.			
*Board Approval: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Board approval received on _____, 2010.			
Board Signature: Mack Butler			
Superintendent Signature: Dr. Alan Cosby		Date:	
Federal Programs Coordinator Signature: Barry Bottoms		Date:	
Principal Signature: Tanya Clark		Date:	

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period **May 2010- April 2011**

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):

In May 2010 the school leadership team reviewed the 2009-2010 Continuous Improvement Plan to assess the degree to which the implementation of strategies have been met. This information was made available to staff and interested parents. The staff and parents provided input on the following: which elements have been successfully mastered and no longer should be included in the next year’s plan; elements that have been mastered but still require continued monitoring during the 2010-2011 school year; the elements that have not been mastered and must be included in the 2010-2011 CIP. In July 2010 the school leadership team and school staff, along with interested parents convened to disaggregate standardized assessment data, PEPE data, and other local data. Faculty, staff, and parents were asked for their input. The school leadership team met to suggest strategies, professional development, and budget requirements for the CIP. When the draft was completed, faculty and staff reviewed the plan and had an opportunity to suggest modifications as needed. The CIP for the 2010-2011 school year was presented and shared. Requested modifications were examined and decisions made by the school leadership team and faculty/staff. The finalized CIP was submitted to the SIS.

Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including EL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	Signatures (Indicates participation in the development of the CIP)

Tanya Clark	Principal	
David Lackey	Assistant Principal	
Myra Hand	ARI Reading Coach	
Kim Nails	Title I Teacher	
Holley Hubbard	Teacher/ EL	
Lynne Thompson	Teacher/Reading	
Kristi Smith	Teacher/Math	
Aimee Collier	Teacher/Science	
Mandy Keeling	Teacher/Social Studies	
Jamie Preston	Teacher/Writing	
Amy Chastain	Parent	
Maria Matco	Parent/EL	
Jamie Robertson	Parent/Special Ed	
Luke Boyd	Student	
Sue Glidewell	Community Member	

Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education

Adequate Yearly Progress Status for 2010-2011

Based on School Year 2009-2010 Data

028 Etowah County - 0100 John S Jones Elementary School

2010-2011 AYP Status	This school met 17 goals out of 17 (100%).
	Made AYP
	Not in School Improvement

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	14.00	Yes
Special Education	100	Yes	5.58	Yes
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	100	N/A	12.47	N/A
Black	100	N/A	12.87	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	14.10	Yes
Limited English Proficient	~	N/A	13.32	N/A
Free / Reduced Meals	100	Yes	12.74	Yes

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	19.68	Yes
Special Education	98	Yes	15.93	Yes
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	100	N/A	21.80	N/A
Black	100	N/A	18.60	N/A
Hispanic	~	N/A	~	N/A
White	98	Yes	19.55	Yes
Limited English Proficient	~	N/A	22.26	N/A
Free / Reduced Meals	98	Yes	18.50	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP	Attendance Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	94%	Yes

Part I - continued – DIRECTIONS: NEEDS ASSESSMENT- SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students. Additionally, please report data pertaining to the Response to Instruction (RtI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
In May of 2010 the CIP team met with all members of the faculty to discuss the needs assessment for the 2010-2011 school year. At that time, faculty members were divided into groups and asked to discuss and prioritize the needs in each area as indicated on the assessment needs form. In July of 2010 grade levels met to review data from the 2010 SAT10/ARMT reports. In August of 2010 the entire faculty met with their grade levels to review data that was specific to their homerooms. At that time grade level teachers were asked to reflect on their own homeroom data reports and determine strengths and weakness as indicated by test scores for their students. Next, the grade levels met to look at group strengths and weaknesses and determine instructional strategies to improve student learning.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, wEL-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
When the principal interviews applicants, she checks his or her highly qualified status.	
Number and percentage of teachers Non-HQT: 50 out of 50 (100%) of the teachers are HQT	Number and percentage of Classes Taught by Non-HQT: 0/All faculty members are HQT
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A John S. Jones is a K-5 school.	Weaknesses: N/A John S. Jones is a K-5 school
Alabama Reading and Mathematics Test (ARMT):	
Strengths: Based on Spring 2010 ARMT results: 3 rd grade proficiency Reading 96% Math 95% 4 th grade proficiency Reading 97% Math 92% 5 th grade proficiency Reading 97% Math 94% In reading for the Special Ed subgroup according to the school status report, the proficiency moved from + 2.69 to +5.58. In math for the Special Ed subgroup according to the school status report, the proficiency indices showed positive trends in the Special Ed subgroup (1.75 to 15.93) and in the Black subgroup (14.53 to 18.60).	Weaknesses: 3 rd grade reading weakness-non-fiction text 3 rd grade math weakness is division of whole numbers and recognizing data as categorical or numerical 4 th grade reading weakness is comprehending literary/recreational materials 4 th grade math weakness is multiplying and dividing whole numbers 5 th grade reading weakness is comprehending literary/recreational materials 5 th grade math weakness is analyzing data from a survey or experiment When comparing the school status reports for 2009 and 2010 John S. Jones Elementary School's reading proficiency indices show a negative trend in the following subgroups:

	<table> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>16.39</td> <td>14.00</td> </tr> <tr> <td>Asian/PI</td> <td>16.27</td> <td>12.47</td> </tr> <tr> <td>Black</td> <td>13.67</td> <td>12.87</td> </tr> <tr> <td>White</td> <td>16.53</td> <td>14.10</td> </tr> <tr> <td>LEP</td> <td>15.00</td> <td>13.32</td> </tr> <tr> <td>F/R meals</td> <td>16.62</td> <td>12.74</td> </tr> </tbody> </table> <p>In Math the negative trends were in the following subgroups:</p> <table> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>21.79</td> <td>19.68</td> </tr> <tr> <td>Asian/PI</td> <td>27.73</td> <td>21.80</td> </tr> <tr> <td>White</td> <td>21.76</td> <td>19.55</td> </tr> <tr> <td>LEP</td> <td>27.31</td> <td>22.26</td> </tr> <tr> <td>F/R</td> <td>20.06</td> <td>18.50</td> </tr> </tbody> </table> <p>Also there was a negative trend in attendance rate when comparing 2009 (96%) to 2010 (94%).</p>		2009	2010	All students	16.39	14.00	Asian/PI	16.27	12.47	Black	13.67	12.87	White	16.53	14.10	LEP	15.00	13.32	F/R meals	16.62	12.74		2009	2010	All Students	21.79	19.68	Asian/PI	27.73	21.80	White	21.76	19.55	LEP	27.31	22.26	F/R	20.06	18.50
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Alabama Science Assessment:																																								
Strengths: Based on 2010 results The 5 th grade had a 95% proficiency on the Alabama Science Assessment	Weaknesses: Based on 2010 results 5 th grade science weakness was in the area of describing the relationship of populations within a habitat to various communities and ecosystems																																							
Stanford 10																																								
Strengths: Based on the spring 2010 test results: 3 rd grade reading 74% of students scored in the 6 th stanine; 3 rd grade math 71% scored in the 6 th stanine 4 th grade reading 71% of students scored in the 6 th stanine; 4 th grade math 73% scored in the 6 th stanine 5 th grade reading 78% of students scored in the 7 th stanine; 5 th grade math 76% scored in the 6 th stanine	Weaknesses: Based on the spring 2010 test results: 3 rd grade reading weakness is word study skills 3 rd grade math weakness is reason and problem solving 4 th grade reading weakness is synonyms 4 th grade math weakness is computation with decimals 5 th grade reading weakness is synonyms 5 th grade math weakness is number sense and operation																																							

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Based on the 2010 May Benchmark: Kindergarten PSF 99% First Grade ORF 88% Second Grade ORF 86%	Weaknesses: Based on the 2010 May Benchmark First Grade ORF 12% did not reach Benchmark Second Grade ORF 14% did not reach Benchmark

Part I - Continued:

Alabama Direct Assessment of Writing (ADAW):

<p>Strengths: When comparing 5th grades ADAW reports for 2009 and 2010 John S. Jones proficiency levels increased in the achievement levels for students who exceeded or met standards as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Expository Writing</td> <td>73%</td> <td>82%</td> </tr> <tr> <td>Writing Mechanics</td> <td>40%</td> <td>56%</td> </tr> <tr> <td>Grammar usage</td> <td>38%</td> <td>59%</td> </tr> </tbody> </table>		2009	2010	Expository Writing	73%	82%	Writing Mechanics	40%	56%	Grammar usage	38%	59%	<p>Weaknesses: When comparing 5th grades ADAW reports for 2009 and 2010 John S. Jones proficiency levels decreased in the achievement levels for students who exceeded or met standards as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Narrative Writing</td> <td>92%</td> <td>88%</td> </tr> <tr> <td>Descriptive Writing</td> <td>68%</td> <td>50%</td> </tr> <tr> <td>Sentence Formation</td> <td>58%</td> <td>57%</td> </tr> <tr> <td>Total ADAW</td> <td>78%</td> <td>73%</td> </tr> </tbody> </table> <p>John S. Jones writing weakness is in Descriptive Writing.</p>		2009	2010	Narrative Writing	92%	88%	Descriptive Writing	68%	50%	Sentence Formation	58%	57%	Total ADAW	78%	73%
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ACCESS for English Language Learners (ELs):

<p>Strengths: The students are given appropriate instruction and they are making gains toward meeting AMAOs. We have a designated teacher for each grade level with two teachers in first grade to work with EL students. We have a paraprofessional that works collaboratively with the classroom teacher to ensure that each EL student receive extra intervention to improve language skills. We presently have 4 teachers in our building that are working towards advanced certification for providing instruction to EL students. 5 Faculty members attend EL Institute at regularly scheduled intervals during the year.</p>	<p>Weaknesses: There is only one itinerant ESL certified teacher to serve 20 EL students at JSJ school.</p>
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Educate AL or other Professional Evaluation Profile Information:

<p>Strengths: Area of strength for teachers is Content Knowledge with the majority of our teachers falling into the integrating area.</p>	<p>Weaknesses: The area of weakness for our teachers is development and application of mathematical knowledge and skills as applicable to subject areas. The majority of our teachers fall into the emerging area of Standard 3.</p>
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Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: 6 students in the 3 rd grade were tested on AAA; 6 students in 4 th grade were tested on AAA; 3 students in the 5 th grade were tested on AAA. All students had III's and IV's proficiency rate.	Weaknesses: 3 rd grade reading weakness on AAA was context clues 3 rd grade math weakness on AAA was adding and subtracting single digit numbers 4 th grade reading weakness on AAA was synonyms 4 th grade math weakness on AAA was identification of coins and their values 5 th grade reading weakness on AAA was drawing conclusions 5 th grade math weakness on AAA was adding two digit numbers without regrouping
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RTI data):	
Strengths: Harcourt StoryTown weekly, theme, and benchmark assessments Harcourt StoryTown Tier 3 and strategic intervention check-ups Scott Foresman Reading Street weekly, theme and benchmark assessments Dynamic Indicators of Basic Early Literacy Skills Buckle Down Alabama ARMT for Math Coach ARMT for Reading and Math	Weaknesses: Benchmark Assessments for Math and Progress Monitoring materials for RTI in the area of math
Career and Technical Education Program Data Reports:	
Strengths: N/A John S. Jones is a K-5 school.	Weaknesses: N/A John S. Jones is a K-5 school

Part I – Continued (CULTURE RELATED 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: 0 Expulsions and 8 out-of-school suspensions	Weaknesses: Discipline referrals by classroom teachers need to be reduced
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: N/A John S. Jones is a K-5 school	Weaknesses: N/A John S. Jones is a K-5 school
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: Teacher attendance rate for 2009-2010 school year was 92% with 528 sick days, 121 personal days, 79 professional leave days, and 21 professional development days taken. Teacher turnover was 1 retirement, 3 maternity leaves, and 3 non-renewed contracts.	Weaknesses: For the 2010-2011 school year we will have 3 new regular education classroom teachers, 2 new paraprofessionals and 2 new physical education teachers.
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: Based on 2009-2010 school year data indicates an average daily attendance of 95.4%. There were 2385 parent excuses and 2233 doctor excuses.	Weaknesses: Based on 2009-2010 cumulative data we had a total of 2818 tardies with 1260 tardies being unexcused.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Contacting parents for student absences is consistent. LEA Code of Conduct and JSJ Student Handbook are distributed to parents each school year outlining the procedures and policies for student attendance	Weaknesses: Parents need access to resources to assist students with math and technology. Parent perceptions in regard to student tardies are a weakness.
School Perception Information related to student PRIDE data.	
Strengths: N/A John S. Jones is a K-5 school.	Weaknesses: N/A John S. Jones is a K-5 school
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).	
Strengths: Scientific research-based curriculum is used appropriately with all students. ESL teachers use WIDA standards and materials as a basis for instruction. Core reading series contains inclusive directions for instruction with EL students.	Weaknesses: Limited teacher training on WIDA LEP standards

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

Strengths:
An instructional aide to assist with EL student instruction.
ESL itinerant teacher is fluent in Spanish and has traveled abroad extensively.
Teachers receive information on teaching strategies for EL students during faculty meetings.
We have a designated teacher for each grade level with two teachers in first grade to work with EL students. We have a paraprofessional that works collaboratively with the classroom teacher to ensure that each EL students receive extra intervention to improve language skills.
We presently have 4 teachers in our building that are working towards advanced certification for providing instruction to EL students. 5 Faculty members attend EL Institute at regularly scheduled intervals during the year.

Weaknesses:
Due to growing population of EL students, we need an additional full time teacher for EL students rather than itinerant

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

Strengths:
BOBS (Building Opportunities Beyond School) 21st Century after school program offering Enrichment Activities such as : Fine Arts, Technology, Tutoring, Field Trips, Guest Speakers, Summer Program
EL parents are offered literacy opportunities
ARI strategies, Data Meetings, and PLC's have been implemented
Scientifically Researched Materials are utilized in reading
Use longitudinal data to chart academic growth
Job-embedded Professional Development for staff
Expanded Technology Program including 2 stationary computer labs, 2 mobile computer labs, Promethean Boards,
Smart Boards, access to active votes, SuccessMaker,
PALS program
Student Helpers from Southside High School
Gadsden State Exchange Students
Special Ed Resource Teachers/Title I Intervention Teacher /Paraprofessionals, Teacher Interns/Practicum Teachers/Service Learners
Math Pacing Guides
Harcourt, ARMT, SAT 10, and NAPE materials
Comprehension Toolkit
Stanford Math and Stanford Reading 10th edition, Alabama Reading and Mathematics item Specifications
Comprehension Assessment Reading Strategies
Researched Based Instructional Strategies for comprehension such as: finding main idea, making predictions, identifying author's purpose, using graphic organizers

Weaknesses:
Use of pacing guides needs to increase
Need improvement in the use of an interactive learning environment by all teachers
Need Scientifically researched materials for Tier 3 math students

**Strategy suggestions for use with EL students are included in the core reading program
StoryTown Reading Pacing Guide**

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND Rti CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
To continue to meet or exceed baseline AMOs in 3rd, 4th, and 5th grades during the 2010-2011 school year, because John S. Jones school in spring of 2010 scored 97% in 3rd, 96% in 4th, and 97% in 5th.

Data Results on which goal is based:
Spring 2010 ARMT and SAT 10 reading scores.

TARGET GRADE LEVEL(S): K-5 th	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Participation Rate	TARGET STUDENT SUBGROUP(S): All students in Free/Reduced Meals subgroup, EL subgroup, and All students subgroup
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)

<p>2007 English Language Arts ACOS</p> <p><u>Kindergarten Standard 5</u> Demonstrate listening comprehension of passages, including retELing stories and answering questions</p> <p><u>Grade 1 Standard 4</u> Read with comprehension a variety of first-grade narrative and informational reading materials, including recalling information and retelling a story with beginning, middle, and end.</p> <p><u>Grade 2 Standard 4</u> Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retELing directions and information from informational and functional reading materials.</p>	<p>STRATEGY: S1 Target strategies to comprehend Literary/Recreational materials</p> <p>ACTION STEP: S1-AS 1 All K -5th teachers will use longitudinal data to address weakest reading standards in all reading classes beginning in August</p> <p>S1-AS 2 All teachers in grades K -5th will identify the students and their strengths and weaknesses in reading during a data meeting in August</p> <p>S1-AS 3 All teacher in grades K -5th will place students in groups according to ARMT Reading data in August and 3rd grade students will be grouped based on the Harcourt Benchmark Assessments</p> <p>S1-AS 4 Teachers in K- 5th will utilize direct explicit comprehension strategies beginning in August</p> <p>S1-AS 5 All teachers in grades K-5th will monitor student comprehension of literary/recreational texts beginning in August and throughout school year by using weekly tests and theme tests(every 5 weeks)</p>	<p>100% of K -5th teachers will use longitudinal data to address weakest reading standards in all reading classes beginning in August</p> <p>100% of teachers in grades K -5th will identify the students and their strengths and weaknesses in reading during a data meeting in August</p> <p>100% of teachers in grades K -5th will place students in groups according to ARMT Reading Data in August and 3rd grade students will be grouped based on the Harcourt Benchmark Assessment</p> <p>100% of teachers in K- 5th will utilize direct explicit comprehension strategies beginning in August</p> <p>100% of teachers in grades K-5th will monitor student comprehension of literary/recreational texts beginning in August and throughout school by using weekly tests and theme tests (every 5 weeks)</p>	<p>SuccessMaker</p> <p>K-3rd grade Tier II and Tier III instruction(Harcourt Intervention)</p> <p>4th-5th grades Scott Foresman intervention (My Sidewalks)</p> <p>Small Group Instruction</p> <p>One-on-one instruction</p> <p>Implement “best practices” in teaching strategies</p> <p>Inquiry Circles</p> <p>Daily modeling and explicit instruction provided in the use of comprehension strategies</p> <p>Interactive learning environment</p> <p>Responding through descriptive writing to literary/recreational materials</p> <p>Embed the use of comprehension strategies into content areas of science, social studies, and writing</p> <p>Response to Instruction Plan</p> <p>Reading Coach Intervention</p>	<p>Core Reading Series</p> <p>Core Science and Social Studies Series</p> <p>SuccessMaker Licenses</p> <p>Leveled Texts</p> <p>Classroom Libraries with literary/recreational texts</p> <p>Charts</p> <p>Promethean Boards</p> <p>Flip Charts</p> <p>Active Expressions</p> <p>Markers</p> <p>Primary Internet Resources</p> <p>Comprehension Toolkit Primary and Intermediate</p> <p>Resource Teachers</p> <p>Rich and varied collection of instructional resources</p> <p>Coach ARMT workbook</p> <p>Use of recreational text in the areas of Social Studies and Science</p>
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Grade 3 Standard 3

Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend 3rd grade recreational reading materials in a variety of genres’.

Grade 4 Standard 3

Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences to comprehend 4th recreational reading materials in a variety of genres.

Grade 5 Standard 2

Use a wide range of strategies, including drawing conclusions and summarizing passages, to comprehend 5th grade literary/recreational materials.

<p>2007 English Language Arts ACOS</p> <p><u>Kindergarten Standard 5</u> Demonstrate listening comprehension of passages</p> <p><u>First Grade Standard 6</u> Recognize a variety of narrative text forms, including fairy tales, adventure stories, and poetry. Identifying characters, settings, problems, and solutions in a variety of texts. Comparing story elements through text-to-text connections.</p> <p><u>Second Grade Standard 4</u> Differentiate among folktales, tall tales, fables, realistic fiction, and other narrative texts.</p> <p><u>Grade 3 Standard 6 and 9</u> Recognize linguistic and cultural similarities and differences in multicultural literature. Compose narrative texts using an introductory paragraph, specific time frames, clear sequencing, and a conclusion.</p>	<p>STRATEGY: S2 Focus on reading comprehension strategies with at risk students</p> <p>ACTION STEP: S2 -AS 1 All teachers in grades K-5 will analyze data and determine weaknesses of at-risk students in August.</p> <p>S2-AS2 All teachers in grades K-5th will group at-risk students by using data</p> <p>S2-AS3 All teachers in grades K-5th will instruct at-risk students using SBRR materials to improve the use of strategies for comprehending texts beginning in August</p> <p>S2-AS4 All teachers in grades K-5th will monitor progress of at-risk students in reading comprehension using formal and informal assessments</p>	<p>AS1B1: 100% of all teachers in grades K-5 will analyze data and determine weaknesses of at-risk students in August .</p> <p>AS2B2: 100% of all teachers in grades K-5 will group at-risk students for using data</p> <p>AS3B3: 100% of all teachers in grades K-5 will instruct at-risk students using SBRR materials to improve student use of strategies for comprehending texts beginning in August</p> <p>AS4B4: 100% of all teachers in grades K-5 will monitor progress of at-risk students in reading comprehension using formal and informal assessments</p>	<p>SuccessMaker</p> <p>K-3rd grade Tier II and Tier III instruction Harcourt Series</p> <p>4th-5th grades Scott Foresman intervention (My Sidewalks)</p> <p>Small Group Instruction</p> <p>One-on-one instruction</p> <p>Implement “best practices” in teaching strategies</p> <p>Inquiry circles</p> <p>Daily modeling and explicit instruction</p> <p>Interactive learning environment</p> <p>Responding through descriptive writing to literary/recreational materials</p> <p>Response to Instruction Plan (RTI)</p> <p>Reading Coach Intervention</p>	<p>Core Reading Series</p> <p>SuccessMaker Licenses</p> <p>Leveled Texts</p> <p>Classroom Libraries with literay/recreational text</p> <p>Charts</p> <p>Promethean Boards</p> <p>Flip Charts</p> <p>Active Expressions</p> <p>Markers</p> <p>Primary Internet Resources</p> <p>Comprehension Toolkit</p> <p>Resource Teachers</p> <p>Rich and varied collection of instructional resources</p>
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<p><u>Grade 4 Standard 7</u> Compare story elements and experiences and feelings of literary characters to students' lives.</p> <p><u>Grade 5 Standard 3</u> Recognize the use and effect of literary elements and devices, including setting, character traits, stated purpose, metaphors, and simple symbolism to gain information from various text formats, including tables and charts.</p>				
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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. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 To continue to meet or exceed baseline AMOs in 3rd, 4th, and 5th grades during the 2009-2010 school year, because John S. Jones school in spring of 2009 scored 95% in 3rd, 92% in 4th, and 92.9 % in 5th.

Data Results on which goal is based: Spring 2010 ARMT and SAT 10 math scores.

TARGET GRADE LEVEL(S): K-5 th	TARGET CONTENT AREA(S): Circle One Reading <input type="radio"/> Math <input checked="" type="radio"/> Science <input type="radio"/> Other <input type="radio"/>	AHSGE: Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/>	ADDITIONAL ACADEMIC INDICATORS: Participation Rate	TARGET STUDENT SUBGROUP(S): All students in the EL, and Asian/Pacific Islander subgroups
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)

<p>Alabama Course of Study for Math</p> <p><u>Kindergarten Standard 3</u> Recognize that a whole object can be divided into parts.</p> <p><u>Grade 1 Standard</u> Identify parts of a whole with two, three, or four equal parts. Dividing an object into equal parts.</p> <p><u>Grade 2 Standard 3</u> Label equal parts of a whole using $\frac{1}{2}$, and $\frac{1}{4}$.</p> <p><u>Grade 3 Standard 5</u> Model equivalent fractions with concrete objects or pictorial representations.</p> <p><u>Grade 4 Standard 5</u> Round whole numbers to the nearest ten, hundred, or thousand and decimals to the nearest tenth.</p> <p><u>Standard 8</u> Recognize equivalent forms of common used fractions and decimals.</p> <p><u>Grade 5 Standard 1</u> Demonstrate number sense by comparing, ordering, rounding, and expanding whole numbers through millions and decimals to thousandths.</p>	<p>STRATEGY: S1 Use longitudinal data to address weakest math standards in all math classes</p> <p>ACTION STEP: S1-AS1 All teachers in grades K-5th will analyze longitudinal math data to address strengths and weaknesses in August</p> <p>S1-AS2 All teachers in grades K-5th will make a list of their strengths and weaknesses in August</p> <p>S1-AS3 All teachers in grades K-5th will instruct students using best practices, differentiated instruction, and cooperative learning beginning in August</p> <p>S1-AS4 All teachers in grades K-5th will assess students using formal and informal assessments beginning in August</p>	<p>AS1B1: 100% of all teachers in grades K-5th will analyze longitudinal math data to address strengths and weaknesses in August</p> <p>AS2B2: 100% of all teachers in grades K-5th will make a list of their strengths and weaknesses in August</p> <p>AS3B3: 100% of all teachers in grades K-5th will instruct students using best practices, differentiated instruction, and cooperative learning beginning in August</p> <p>AS4B4: 100% of all teachers in grades K-5th will assess students using formal and informal assessments beginning in August</p>	<p>SuccessMaker</p> <p>Small group instruction</p> <p>Individual instruction</p> <p>Peer tutors</p> <p>Resource/special education teachers</p> <p>Implement “best practices” in teaching strategies</p> <p>Inquiry circles</p> <p>Daily modeling and explicit instruction provided in the use of comprehension strategies</p> <p>Interactive learning environment</p> <p>Tier 2 and Tier 3 instruction</p> <p>Embed the use of targeted math skills into the science content area</p> <p>Response to Instruction Plan</p>	<p>Core Math Series</p> <p>SuccessMaker Licenses</p> <p>Math Manipulatives</p> <p>Charts</p> <p>Promethean Boards</p> <p>Flip Charts</p> <p>Active Expressions</p> <p>Markers</p> <p>Primary Internet Resources</p> <p>Resource Teachers</p> <p>Rich and varied collection of instructional resources</p> <p>Alabama ARMT Coach Grades 4 and 5</p> <p>Buckle Down to Math Grade 3</p>
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<p>Alabama Course of Study for Math</p> <p><u>Kindergarten Standard 1</u> Demonstrate concepts of number sense by using one-to-one correspondence</p> <p><u>Grade 1 Standard 2</u> Demonstrate conceptual understanding of addition and subtraction</p> <p><u>Grade 2 Standard 2</u> Apply operations of addition and subtraction facts</p> <p><u>Grade 3 Standard 2</u> Solving addition and subtraction problems</p> <p><u>Standard 3</u> Multiplying whole numbers</p> <p><u>Standard 4</u> Dividing whole numbers</p> <p><u>Grade 4 Standard 6</u> Solve problems that involve addition and subtraction</p> <p><u>Standard 7</u> Solve problems using multiplication and division</p> <p><u>Grade 5 Standard 2</u> Solving problems involving basic operations on whole numbers</p> <p><u>Standard 3</u> Solving word problems that involve decimals, fractions, or money</p>	<p>STRATEGY: S2 Target basic mathematical concepts of addition, subtraction, multiplication, and division.</p> <p>ACTION STEP: S2 –AS1 All teachers in grades K-5th will use longitudinal data to address weakest math standards in all math classes beginning in August.</p> <p>S2-AS2 All teachers in grades K-5th will identify the students and their strengths and weaknesses in math during data meetings in August.</p> <p>S2-AS3 All teachers in grades 4th 5th will place students in groups according to ARMT math data in August and k-3rd students will be grouped based on classroom assessments and teacher observation beginning in late August.</p> <p>S2-AS4 All teachers in K-5th will utilize direct explicit instruction for small group instruction beginning in August.</p> <p>S2-AS5 All teachers in grades K-5th will monitor math skills beginning in August and throughout school year by using weekly tests and basic fact drill texts.</p>	<p>AS1B1: 100% of all teachers in grades K-5th will use longitudinal data to address weakest math standards in all math classes beginning in August.</p> <p>AS2B2: 100% of all teachers in grades K-5th will identify the students and their strengths and weaknesses in math during data meetings in August.</p> <p>AS3B3: 100% of all teachers in grades K-5th will place students in groups according to ARMT math data in August and k-3rd students will be grouped based on classroom assessments and teacher observation beginning in late August.</p> <p>AS4B4: 100% of all teachers in grades K-5th will utilize direct explicit instruction for small group instruction beginning in August.</p> <p>AS5B5:100% of all teachers in grades K-5th will monitor math skills beginning in August and throughout school year by using weekly tests and basic fact drill sheets.</p>	<p>Small Group</p> <p>Peer Tutoring</p> <p>Individualized Instruction</p> <p>Resource Teacher</p> <p>Math Manipulatives</p> <p>Inquiry Circles</p> <p>Student interactive learning environment</p> <p>Daily modeling and explicit instruction</p> <p>Tier 2 and Tier 3 small group instruction</p> <p>Response to Instruction Plan (RTI)</p>	<p>Core Math Series</p> <p>SuccessMaker Licenses</p> <p>Charts</p> <p>Promethean Boards</p> <p>Flip Charts</p> <p>Active Expressions</p> <p>Markers</p> <p>Primary Internet Resources</p> <p>Resource Teachers</p> <p>Rich and varied collection of instructional resources</p> <p>Time allocated for teacher collaboration</p> <p>Math Manipulative</p> <p>Alabama ARMT Coach Grades 4 and 5</p> <p>Buckle Down to Math Grade 3</p>
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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the EL Data Compilation as part of the needs assessment in forming goals. If any EL student did not make AMAOs complete this page.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
In 2010-2011 John S. Jones will move EL students up 1 proficiency level on the ACCESS for ELLs English Language Proficiency Test in grades K-5th

Data on which goal is based:
ACCESS for ELLs English Language Proficiency Test indicated the following strengths: K-listening, 1st - reading, 2nd, 3rd, and 5th all students exited, 4th grade- reading and listening. Areas of weaknesses K- reading and writing, 1st writing, 4th speaking and writing.

TARGET GRADE LEVEL(S): K-5 th	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Writing	<input type="radio"/> Listening	<input checked="" type="radio"/> Speaking	<input type="radio"/> Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)

<p>1st and 2nd grade WIDA Writing Standard Levels 2 and 3: EL students will make lists, phrases, short sentences, and notes. Students will describe events, people, processes, and procedures.</p> <p>3rd, 4th, and 5th grade WIDA Writing Standard Levels 4 and 5: Edit and revise writing, create original ideas or detailed responses. Students will author multiple forms of writing.</p>	<p>STRATEGY: S2 Close the gap between writing and the other language domains for EL students in 1st -5th grades</p> <p>ACTION STEP: S1-AS 1 All teachers in grades 1st-5th will use longitudinal data to address the weakest areas of writing for EL Students in all classes beginning in August</p> <p>S1-AS 2 All teachers in 1st-5th will identify the EL students and their strengths and weaknesses in writing during a data meeting in August</p> <p>S1-AS 3 All teachers in 1st-5th will place EL students in groups according to ACCESS proficiency levels in the writing domain in August</p> <p>S1-AS 4 All teachers in 1st-5th will provide direct instruction in the areas of reading and writing for EL students beginning in August</p> <p>S1-AS 5 All teachers in 1st-5th will monitor EL students throughout the school year by using portfolios, theme tests, and writing samples</p>	<p>AS1B1: 100% of all teachers in grades 1st-5th will use longitudinal data to address the weakest areas of writing for EL Students in all classes beginning in August</p> <p>1AS2B2: 100% of all teachers in 1st-5th will identify the EL students and their strengths and weaknesses in writing during a data meeting in August</p> <p>AS3B3: 100% of all teachers in 1st-5th will place EL students in groups according to ACCESS proficiency levels in the writing domain in August</p> <p>AS4B4: 100% of all teachers in 1st-5th will provide direct instruction in the areas of reading and writing for EL students beginning in August</p> <p>AS5B5: 100% of all teachers in 1st-5th will monitor EL students throughout the school year by using portfolios, theme tests, and writing samples</p>	<p>Planning and collaboration will take place with the EL teacher, classroom teacher, and instructional-aide</p> <p>Instructional-aide will work individually with EL students</p> <p>The ESL teacher will provide individual instruction on alternating days</p> <p>ESL teacher will work with students within the classroom</p> <p>Individualized instruction</p> <p>Small group instruction</p> <p>Cooperative learning groups</p> <p>Scaffold instruction for writing</p> <p>Provide authentic writing opportunities</p> <p>Using realia to as prompts for writing</p> <p>Inquiry Circles</p>	<p>Professional development in EL Literacy for elementary grades, WIDA Standards, peer coaching</p> <p>Primary Internet Resources</p> <p>Resource Teachers</p> <p>Flip Charts</p> <p>SuccessMaker for ELs</p> <p>Rich and varied collection of instructional resources</p>
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<p>Based on WIDA’s English Language Proficiency Standards</p> <p>Kindergarten WIDA Writing Standard Level 1: Label objects, pictures, diagrams and use letters of the alphabet to produce words</p> <p>Kindergarten WIDA Reading Standard Level 1: Matching icons and symbols to words, phrases, or environmental print</p>	<p>STRATEGY: S1 Target reading and writing skills for EL Kindergarten students</p> <p>ACTION STEP: S1-AS 1 All Kindergarten teachers will use longitudinal data to address weakest reading and writing standards in all classes beginning in August</p> <p>S1-AS 2 All teachers in Kindergarten will identify the EL students and their strengths and weaknesses in reading during a data meeting in August</p> <p>S1-AS 3 All teachers in Kindergarten will place EL students in groups according to ACCESS proficiency levels in each domain in August</p> <p>S1-AS 4 All teachers in Kindergarten will provide explicit instruction in the areas of reading and writing for EL students beginning in August</p> <p>S1-AS 5 All teachers in Kindergarten will monitor EL students throughout school year by using portfolios, theme tests, and writing samples</p>	<p>AS1B1: 100% of all teachers in Kindergarten will use longitudinal data to address weakest reading and writing standards for EL students in all classes beginning in August</p> <p>AS2B2: 100% of all teachers in Kindergarten will identify the EL students and their strengths and weaknesses in reading during a data meeting in August</p> <p>AS3B3:100% of all teachers in Kindergarten will place EL students in groups according to ACCESS proficiency levels in each domain in August</p> <p>AS4B4: 100% of all teachers in Kindergarten will provide direct instruction in the areas of reading and writing for EL students beginning in August</p> <p>AS5B5: 100% of all teachers in Kindergarten will monitor EL students throughout school year by using portfolios, theme tests, and writing samples</p>	<p>Planning and collaboration will take place with the ESL teacher, classroom teacher, and instructional-aide</p> <p>Instructional-aide will work individually with EL students</p> <p>The ESL teacher will provide individual instruction on alternating days</p> <p>ESL teacher will work with students within the classroom</p> <p>Individualized instruction</p> <p>Small group instruction</p> <p>Cooperative learning groups</p> <p>Scaffold instruction for writing</p> <p>Provide authentic writing opportunities</p> <p>Using realia to as prompts for writing</p> <p>Use of SBRR materials for intervention in Tiers 2 and 3</p> <p>Use directions for EL students that are included in the reading series</p>	<p>Professional development in EL Literacy for elementary grades, WIDA Standards, peer coaching</p> <p>Primary Internet Resources</p> <p>Resource Teachers</p> <p>ESL paraprofessional</p> <p>Core Reading Series</p> <p>Rich and varies collection of instructional resources</p>
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*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl FRAMEWORK 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.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<p>WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?</p>	<p>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</p>	<p>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</p>	<p>HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?</p>	<p>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)</p>
<p>John S. Jones had a total of 2818 student tardies with 45% being unexcused</p> <p>John S. Jones has a need to create opportunities for increased home/school communication</p> <p>John S. Jones will continue to develop 21st century classrooms</p> <p>John S. Jones has a need to develop a leveled discipline plan that would address specific rule infractions for office referrals and is supportive of a 3 tiered response to discipline issues.</p> <p>John S. Jones has a need to increase the safety of the student in regards to the event of an emergency.</p>	<p>Additional community involvement in career fair</p> <p>Utilize Transact website</p> <p>Promote collaborative efforts with community members</p> <p>Response to Instruction in the area of Discipline</p> <p>John S. Jones will become a part of the Virtual Alabama School Safety System</p> <p>Administrator will attend School Safety Summit in October 2010</p>	<p>A survey will be made available for parents, students, and faculty. Areas of the survey will include:</p> <p>Technology</p> <p>School/Community Collaboration</p> <p>School/Parent Collaboration</p> <p>Academic Perception</p> <p>Discipline</p> <p>Cooperative efforts with first responders to ensure that access to school information is available</p>	<p>Phone calls, letters, emails, websites</p> <p>EARLY WARNING notices</p> <p>Increase communication with community concerning technology needs of the school</p> <p>Communication through communication notebooks, emails, newsletters</p>	<p>Build Community relations</p> <p>Provide additional support for EL families/student</p> <p>Create opportunities for increased home/school communication</p> <p>Access to school video cameras and pertinent information in the event of an emergency</p> <p>Build city and state relationships to support 21st century classrooms</p> <p>Build relations with emergency personnel</p>

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

<p>1. 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)</p> <p>Etowah County began a teacher mentoring program 4 years ago. John S. Jones has 3 novice teachers who are mentored by strong, competent colleagues who teach the same subjects. The goal of the program is to improve teaching practices and is designed to provide ongoing support for new or struggling teachers. Each new teacher will receive mentoring for a minimum of 2 years with an option of a 3rd year based on mastery of competencies. In addition to the mentoring program all teachers are given support from the school based reading coach. We have in place job-embedded professional development activities to support all teachers. All new teachers are involved in a Professional Learning Community with the reading coach who is a NBCT. They meet once a week for the first 8 weeks of school and then once a month. The PLC is designed to develop the new teachers' understanding of high quality reading instruction and support the teachers in the development of an interactive learning environment along with effective teaching strategies.</p>
<p>2. Budget: Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.</p>
<p>Title I, funds are used for improving the academic achievement of the disadvantaged. Title II funds are used in the area of school improvement and technology. Title III funds are used to support the academic achievement of the EL students in our building. Title IV funds are directed towards school safety because this year we will become a part of the Virtual Alabama School Safety Program. ARRA Funds are used to support 2 instructional paraprofessionals and a computer technician for the schools in the system. All of these funds are used to support student academic achievement in a safe learning environment. JSJ earns 46.10 teacher units but has additional units which total 50.10, 1 principal, .5 assistant principal, 1 counselor, and 1.5 librarians.</p>
<p>3. 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.</p> <p>Local preschool visits Kindergarten registration for 2010-2011 year was held in April. Students were given a readiness activity to determine strengths and weaknesses in the areas of reading and math. Parents received a "Summer Readiness Packet" which included activities and supplies to use with their child during the summer. A Parent Orientation for Kindergarten students is held each August to meet their teachers and visit their classrooms. Kindergarten students attend school for half a day during the first week of school; this helps students transition from home to school. We invite school administrators and teachers from the middle school to visit 5th grade students to help the transition to the middle school. We invite all parents to a school orientation in August before the first day of school. Parents are encouraged to bring their child's supplies, meet their child's teacher, tour the school, review dismissal procedures and select options for student pick-up or extended day activities. This allows for a smooth transition from one grade to the next or for those who are just entering John S. Jones.</p>
<p>4. 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.</p> <p>100% of John S. Jones teachers are highly qualified. Each year LEA representatives attend job fairs in several areas of Alabama that are sponsored by colleges and universities for the purpose of attracting HQ teachers to Etowah County. Prospective teachers are given information about the school system, city of Gadsden, and neighboring communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Applications are requested state-wide when openings are available in order to choose only those teachers who are HQ. The decision of hiring HQ teachers is made by administrators pending Board approval. Principals are required to have the knowledge of each teacher's HQ status and the area in which the teacher is qualified to teach. Scheduling and assignment decision must be made using this information.</p>

5. 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.

In August 3rd-5th teachers met to review the SAT 10/ARMT data of students from the previous school year. Teachers were asked to review the data of the students that were in their classrooms during the 2009-2010 school year. They were asked to reflect on the data indications of strengths and weaknesses of their own personal instruction during the 2009-2010 school year. Next they reviewed grade-level data and determined areas of strengths and weaknesses for the total grade. Then the teachers were asked to review the data of the students they will be providing instruction for during the 2010-2011 school year and form instructional groups. Students who scored 1's or 2's on the ARMT in the areas of reading or math were assigned to Tier 2 and Tier 3 groups for additional academic support. The groups will change based on ongoing data from the 2010-2011 school year. Teachers meet monthly to review the data.

In August of 2010, K-2nd teachers met to review the beginning of the year BM scores from the DIBELS assessment. Teachers were asked to form instructional groups based on this data. Data meetings will be held monthly to analyze progress monitoring data, review progress, and determine next steps. Progress monitoring tools are used in the Tier 1, Tier 2, and Tier 3 components of the core reading series. Classroom assessments are administered to determine mastery in core subjects. These assessments are used to determine if instruction should proceed or if remedial activities must be implemented. Teachers meet in weekly grade-level meetings and in vertical meetings to analyze test data to improve instruction and ensure continuity in subject areas.

Teacher involvement in decision-making is as follows:

The faculty collaboratively studies disaggregated data (results of state assessments)

RTI team members analyze data collected on students in order to determine next steps for effective instruction .

Vertical grade level meetings help identify gaps or overlaps in curriculum

Grade level and subject area meetings are held to adjust and improve instructional methods and strategies based on student data

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

All homeless, migratory, and limited-English proficient students at John S. Jones have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

John S. Jones has 24 EL students who have not exited the ESL program. The ESL teacher uses “English to a Beat,” and the ESL component of the core reading series. Both of these programs are scientifically research-based. Also the EL students utilize the “Discover English” program on Success Maker.

All students at John Jones, including limited English proficiency, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, ESL Services, SPE services, At-Risk, and counseling services. Also, John Jones uses the department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter.

All homeless and LEP students have equal access to the same free, appropriate public education. Also, all homeless and LEP students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held accountable without being stigmatized or isolated. The counselor and/or principal identify LEP students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for LEP testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA ACCESS Placement Test (W-APT) to determine if a student is eligible to receive services through the EL program. Parents or guardians have the right to waive EL services. If parents or guardians agree for the student to receive services the EL committee convenes to determine appropriate services and

placement for each individual student. The ESL Committee consists of the ESL teacher, parents or guardians of the students, the student's teacher, the school counselor, and an administrator. A variety of services are available to all EL students, such as content area tutoring, pull-out ESL, and pull-out for individual support. The classroom teacher and the ESL resource teacher provide services EL students at John S. Jones. The ESL teacher also serves as an interpreter to communicate with the parents of EL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and their native language. The ESL Committee reviews each student's progress annually. If a student scores proficient on the WIDA ACCESS test (4.8) and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ESL program and will be monitored for two years to ensure success.

John S. Jones has no migrant students at this time. Parents of each student receive a Migrant Education Survey upon enrollment, which determines eligibility for the migrant program. John Jones provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Referral Coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the students are eligible for SPE services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP is based on the results of the evaluation, the concerns of the parents, and the academic, developmental, and functional needs of the child. SPE students receive instruction in the least restrictive environment. SPE classes will occur only when the nature of the disability is such that education in the general education classroom cannot be successfully achieved. John Jones School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, EL, and physical education. In addition, SPE students are provided with an equal opportunity to participate in all extra-curricular activities available to non-disabled students.

The school counselor is responsible for identifying homeless students should they enroll. John Jones does not currently have any homeless students.

Neglected/delinquent students are identified at John Jones School when contacted by one of the following sources: DHR, Social Services, LEA Attendance Officer, or parent. The school counselor and administration identify possible needed services for neglected/delinquent students at John Jones. The counselor and teachers monitor student's grades and ensure that neglected/delinquent students have access to additional services as needed for food, school supplies, and clothing. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible funding or other needs. Neglected/delinquent students are eligible for any and all services and programs available to other John Jones students.

Economically disadvantaged students are identified through the application for Free and Reduced lunch. Students with low family will be identified as economically disadvantaged students and will be eligible to receive Free or Reduced breakfast and lunch during the day. Such students will have equal access to all programs and services available

7. 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.

When John S. Jones has foster children enrolled in our school the guidance counselor works with DHR and the homeroom teacher to ensure that the needs of these children are being met and that their privacy is protected.

The guidance councilor works with community organizations to ensure that children from special populations have school supplies as well as clothing.

The school participates with local organizations to make sure that children from the special populations receive food and gifts on holidays.

John S. Jones has a multi-handicapped wing of the building that serves severely handicapped students. These students are mainstreamed with the regular school population in any area where the students can be successful. Students with disabilities receive special services and training as indicated by their needs. JSJ has 4 HQ teachers and 6 paraprofessionals to work with these students on a daily basis. The goal is to help these students become an independent member of society whenever possible.

8. 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.

Bobs After School Program

DHR tutoring when indicated

Providing extended summer learning opportunities “BOBS 21st Century Summer Program”

Progress monitoring students in a timely manner based upon DIBELS benchmark assessments and core reading series

Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed

Utilizing the assistance of the Reading Coach

Encouraging parental involvement in student education through school conferences, telephone conversations, and notes

Teachers providing after school tutoring

Teachers review of student permanent records, previous test results, and any other pertinent information which would help the teacher to determine student strengths and weaknesses

Compilation of class profiles by teachers/Reading Coach and utilization of test reports to determine individual and class strengths/weaknesses in order to address these results during instruction

Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

A. 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.

1. At the beginning of each year an annual Title I meeting is held for the purpose of informing parents about the schoolwide program and Title I requirements and offerings. All parents are made aware of this meeting through our school website and flyers that are sent home by homeroom teachers.

Agenda for this annual meeting includes but is not limited to the following:

- **Parents rights to submit suggestions for planning, reviewing, and improving the schoolwide program.**
- **Introduction of Title I members (consists of two parents, the principal, Title I Coordinator, Reading Coach, and 2 teachers)**
- **School requirements for Title I participation**
- **Financial requirements and responsibilities of Title I monies**
- **Encourage parents to be involved in their child’s education and suggestions to help parents with their child’s academic growth**
- **Surveys to assist Title I committee with planning**

B. Parental Involvement: 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. John S. Jones believes in involving all parents in all aspects of the Title I programs. A formal annual meeting is held each year at the beginning of the year. Informal meetings are held throughout the year. During the informal meetings parents receive materials to use with their child to help them become a successful student. All parents are encouraged to contact the Title I teacher or the Reading Coach to discuss any concerns they have about their child's academic progress. The Title I teacher and the Reading Coach meet with the classroom teacher and the parents for conferences. Parents are kept informed through the school web-site and monthly letters concerning parental support of their child's academic progress and suggestions for parents regarding development of their child's social skills

2. The Title I advisory committee has parent representation and the parents are involved in all decisions of the Title I committee. The parent representatives are encouraged to talk with other parents regarding decisions of the committee. An agenda and a report of the meeting are provided to parents upon request. Parents are given the opportunity and encouraged to submit ideas for planning, reviewing, and improving the school-wide program. During the annual state-mandated Parent Day, that is used to communicate student academic performance, the parents can submit recommendations to the teacher. Recommendations may also be made at any other any time during the year. The ideas are considered during the regular Title I Committee meetings that meet 2 times a year. The Title I Committee includes two parents, the principal, the Title I Coordinator, and teachers

3. The John S. Jones Elementary parental involvement budget amount for 2010-2011 is \$1,892. Each year the school Title I Committee meets to determine how the money will be spent to increase the quality and quantity of parental involvement. Materials are purchased that teachers may check out from the teacher resource room and send home with students to help parents assist their children in becoming a successful reader. Materials are purchased for math and given to parents to support their child in the memorization of basic math facts. Parent education videos are bought for parents to check out from the library. Pamphlets on specialized problems are purchased to be distributed on an as-needed basis. Funds are used to purchase books to be given away at the 2 annual parent involvement night activities each year. Parents are provided with a monthly newsletter "Firm, Fair, and Consistent" which includes NCLB parent involvement objectives.

C. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

At parent meetings throughout the school year, John S. Jones Elementary School presents information about its Title I programs, the curriculum, and forms of academic assessment used. Parents learn about priority goals in reading. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. We presently have students that speak many different languages such as Japanese, Chinese, Indonesia, Arabic, and several other dialects. We have one itinerant ESL teacher who will schedule conferences or make phone calls to bilingual parents as needed. Teachers and administrators have access to Transact website to obtain forms in various languages.

D. Parental 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).

In September the School-Parent compact is reviewed by the Title I committee and changes are made as needed.

John S. Jones Elementary School provides parents with a copy of the school-parent compact each fall. The compact includes sections for the school, classroom teacher, parent, and student to review and sign. Each homeroom teacher is asked to review the compact with the students and obtain the students' signatures. The compacts are then sent home for the parents to sign. The compacts are housed in the student's homeroom for use during parent-teacher conferences, as needed.

E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In May of each year, John S. Jones School CIP committee reviews, evaluates, and revises its Continuous Improvement Plan. There are 3 parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home in our parent communication notebooks. The notices make parents aware that the plan is under review. A copy of the plan is available for review in the library and through the Guidance Counselor's Parent Information Center. Parents have the right to give input regarding the revision of the plan. Parents are notified when the plan is finalized and approved by the faculty in August. If they find the plan to be unsatisfactory they may submit their concerns in writing to the Principal, and the concerns will be submitted along with the plan to the Central Office at the same time the CIP is submitted.

F. Parental Involvement: 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.)

1. At the beginning of each year an annual Title I meeting is held for the purpose of informing parents about the school-wide program and Title I requirements and offerings. All parents are made aware of this meeting through our school website and flyers that are sent home by homeroom teachers.

Agenda for this annual meeting includes but is not limited to the following:

- Parents rights to submit suggestions for planning, reviewing, and improving the school-wide program.**
- Introduction of Title I members (consists of two parents, the principal, Title I Coordinator, Reading Coach, and 2 teachers)**
- School requirements for Title I participation**
- Financial requirements and responsibilities of Title I monies**
- Encourage parents to be involved in their child's education and suggestions to help parents with their child's academic growth**
- Surveys to assist Title I committee with planning**

2. Parents are encouraged to join the Parents, Teachers, Students Organization (PTSO). This is another venue for parents to receive information regarding academic expectations.

3. Each year our school supports a Parent Conference Day. It is planned so that parents can come by the school after or before work and meet in a private conference with their child's teacher. The parents are informed about successes and concerns relating to their child's academic growth. Teachers share ideas and materials with parents that they may use in supporting their child's academic growth.

4. Materials for parents such as math flash cards are purchased with Title I PI funds to help parents take and active role in their child's education.

5. Teachers send home daily communications of academic expectations and post information on their web-site so that a parent will know what is going on in the classroom.

6. Report cards are sent home every 9 weeks and a progress report sent home mid-way of the 9 weeks.

7. Parents are encouraged to contact the school with any concerns they have about their child's academic growth.

8. We invite all parents to a school orientation in August before the first day of school. Parents are encouraged to bring their child's supplies, meet their child's teacher, tour the school, review

dismissal procedures and select options for student pick-up or extended day activities. This allows for a smooth transition from one grade to the next or for those who are just entering John S. Jones.

9. Open House is held during the month of September each year and parents are invited to come with their child to see the classroom and review their child's activities.

G. Parental Involvement: 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.

John S. Jones Elementary School, to the extent that is practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. We have students who speak several different languages. We have an itinerant bilingual teacher who is a parent liaison to assist in verbal communications with parents. We use transact to translate forms for non-English speaking parents. We have access to community translators through Gadsden State Junior College, when needed for parent conferences. During parent involvement activities every effort is made to ensure that bilingual parents will be able to participate.

At this time, John S. Jones has no migrant students.

Every effort is made to accommodate parents with disabilities. John S. Jones is a handicapped-accessible building. When a parent is homebound, every effort is made to communicate with that parent by phone, through technology, and through home visits when needed.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, RtI FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- 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? **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).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING EL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	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?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Teaching EL students	“Best practice” teaching strategies to provide instruction to EL students	July and November 2010	EL students will show gains in reading and writing proficiency	Agendas Notes Certificates of attendance Use of strategies in classes	JSU Inservice Center	
Teaching Comprehension Strategies	ARI Strategic Teaching Module	Spring/Summer 2010	Students in 4 th -5 th will demonstrate a deeper understanding of the use of comprehension strategies	Agendas Notes Certificates of attendance Use of strategies in classes	JSU Inservice Center	

<p>Use of Inquiry Circles for developing student understanding</p>	<p>Book Study <u>Comprehension & Collaboration</u> By Harvey and Daniels</p>	<p>Fall 2010</p>	<p>Students in 4th-5th will be involved in interactive learning environment</p>	<p>Agendas Notes Certificates of attendance Walkthroughs and observations by administrators</p>	<p>Myra Hand, NBCT ARI Reading Coach</p>	
<p>Interactive Learning Environments</p>	<p>View CD videos of Use of inquiry circles in primary classrooms</p>	<p>Fall 2010</p>	<p>Students in K-3rd will be involved in interactive learning environment</p>	<p>Agendas Notes Certificates of attendance Walkthroughs and observations by administrators</p>	<p>Myra Hand, NBCT ARI Reading Coach</p>	

Part VIII - Coordination of Resources/Comprehensive Budget

List all federal, state, and local monies that the school uses to run its program:

Example:

I. State Foundation Funds:		
State Foundation Funds	TOTAL	\$3, 355, 750
Assigned Units: 50.10 SALARIES	classroom teachers: 46.10 TOTAL OF ALL	\$3,344,258
Administrator Units: 1		
Assistant Principal: .50		
Counselor: 1		
Librarian: 1.5		
Instructional Supplies		
Library Enhancement		
Technology		
Professional Development		
State EL Funds		
Career and Technical Education Administrator		
Career and Technical Education Counselor		
Textbooks		\$11, 492
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	\$111, 743
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i></p> <p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p> <p>1 teacher and 1 instructional paraprofessional- \$77,844 Supplies \$22,006 Hardware \$10,000 Parent Involvement-\$1893 Services of: School Improvement Specialist; Professional Development Coordinator for Technology, and Title I ESL teacher</p> <p>Funds are budgeted for professional development activities identified in the LEA Needs Assessment.</p>		

ARRA FUNDS	TOTAL	\$35,828
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
1instructional paraprofessionals \$24,991 Supplies \$10,837		
<p>Funds are budgeted in Title I ARRA for professional development activities identified in the LEA Needs Assessment.</p>		
Title II: Professional Development Activities	TOTAL	\$0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title II Services of: School Improvement Specialist; Professional Development Coordinator for Technology (portion of salaries paid from Title II)		
<p>System-wide funds are budgeted for professional development activities identified in the LEA Needs Assessment.</p>		
Title III: For English Language Learners	TOTAL	\$ 0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title III Services of : ESL Lead Teacher (portion of salary paid from Title III system allocation) ; system-wide immigrant instructional aide		

Title IV: For Safe and Drug-free Schools	TOTAL	\$0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Title VI: For Rural and Low-income Schools	TOTAL	\$ 0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Career and Technical Education-Perkins IV: Basic Grant (Title I)	TOTAL	\$ 0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Career and Technical Education-Perkins IV: Tech Prep (Title II)	TOTAL	\$ 0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
III. Local Funds (if applicable)		
Local Funds	TOTAL	\$8,400
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Outside Donations:		
Representative Blaine Galliher \$4000		
Honda Manufacturing \$400		
City of Rainbow City \$4000		

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date ___May 18, 2010_____</p> <p>Principal Initials_____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* SIS met with all principals to go over CIP reminders and updates for 2010-2011.</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date __September 23, 2010_____</p> <p>Principal Initials_____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required) Finalize CIP to submit to central office.</p> <p>* Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials_____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>* Use additional pages, if needed</p>
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<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date ____ May 18, 2010 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS* SIS met with principals to go over reminders and updates for the CIP for .2010-2011.</p> <p>* Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date__ September 23, 2010 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Finalize CIP to submit ti the central office.</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>* Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>* Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>